

MEETING OF THE STUDENT SENATE

THURSDAY, FEBRUARY 15, 1996

11:30 - 1:30 p.m.

Cowles Auditorium, Humphrey Center (first level)—Twin Cities Campus
305 Selvig Hall—Crookston Campus
323 Kirby Student Center—Duluth Campus
Behmler Hall Conference Room—Morris Campus

The Senate Constitution provides that any student eligible to vote for senators may be admitted to Student Senate meetings and shall be entitled to speak at the discretion of the Student Senate. Only elected student members (or their designated alternates) shall be entitled to vote. For a quorum, a majority of the voting membership (25) must be present. Amendments to motions in the printed agenda must be submitted to the Clerk of the Senate at least 48 hours in advance of the meeting to allow for appropriate distribution. Consideration of amendments not received at least 48 hours in advance requires suspension of the rules by a majority of those members present and voting.

I. APPROVAL OF AGENDA Action (2 minutes)

II. MINUTES FOR NOVEMBER 16, 1995 Action (2 minutes)

III. STUDENT SENATE CONSULTATIVE COMMITTEE REPORT (15 minutes)

IV. AD HOC COMMITTEE ON STUDENT GOVERNANCE REPORT (15 minutes)

V. STANDARDS FOR SEMESTER CONVERSION Discussion (25 minutes)

VI. POLICY ON UNIFORM GRADE AND HONOR POINT SYSTEM AND UNIVERSITY TRANSCRIPTS Discussion (25 minutes)

VII. OLD BUSINESS

VIII. NEW BUSINESS

IX. ADJOURNMENT

MEETING OF THE UNIVERSITY SENATE

THURSDAY, FEBRUARY 15, 1996

2:00 p.m.

Cowles Auditorium, Humphrey Center (first level)—Twin Cities Campus
305 Selvig Hall—Crookston Campus
323 Kirby Student Center—Duluth Campus
Behmler Hall Conference Room—Morris Campus

The voting membership of the University Senate totals 211, including the President, 163 members of the faculty (including the Faculty Consultative Committee), and 47 students (including the Student Consultative Committee). For a quorum, a majority of the voting membership (106) must be present. Advance notice is required for amendments to the constitution and 141 affirmative votes at one meeting or 106 affirmative votes at each of two meetings, the second of which shall be the next regular meeting. Advance notice is required for amendments to the bylaws and 106 affirmative votes. Other actions require only a simple majority of the members present and voting. Amendments to motions in the printed agenda must be submitted to the Clerk of the Senate at least 48 hours in advance of the meeting to allow for appropriate distribution. Consideration of amendments not received at least 48 hours in advance requires suspension of the rules by a majority of those members present and voting.

Any member of the faculty and any academic professional and student eligible to vote for senators shall be entitled to speak at the discretion of the Senate. Only elected members or alternates, the Senate Consultative Committee and, in case of a tie, the chair, shall be entitled to vote.

Representatives may designate any eligible alternates from their colleges, schools, or student constituencies as the alternates to serve in their places by written notice to the Senate Office prior to the commencement of any meeting of the Senate.

ATTENDANCE RECORD

A roll of elected and ex officio members will be available at each door of the meeting room, and members are asked to sign in. A summary of attendance for the year will be included in the minutes of the last meeting of the year.

RULES

Rules will be available at the door.

I. INTRODUCTIONS (10 minutes)

CONSENT AGENDA Action (5 minutes)

Agenda items II. and III. are considered to be noncontroversial or "housekeeping" in nature and are offered as a "Consent Agenda" to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator. A majority of those members present and voting is required for approval.

II. MINUTES FOR NOVEMBER 16, 1995

III. COMMITTEE MEMBERSHIPS, 1995-96

UNIVERSITY COLLEGE ASSEMBLY: Faculty/academic professionals: Robert Pepin (chair), Norman Chervany, Philip Furia, Joan Garfield, Marti Gonzales, Marvin Marshak, Thomas McRoberts, Victoria Mikelonis-Paraskov, Susan Rose, Richard Skaggs, Karl Smith, 1 to be named. Students: Ronald Bogenreif.

For Information: Members not requiring Senate ratification include: M. Janice Hogan, David Frank, Philip Wagner, Suzanne Bates Smith, Joshua Colglazier, William Ewing, Patricia Bathke, Susan Stonefield, Kent Warren, Archibald Leyasmeyer, and W. Phillips Shively.

IV. SENATE CONSULTATIVE COMMITTEE EDUCATIONAL POLICY COMMITTEE Standards for the Semester Conversion Discussion (30 minutes)

A revised draft of the Standards for the Semester Conversion is being mailed to senators and is available in the Senate Office.

V. SENATE CONSULTATIVE COMMITTEE EDUCATIONAL POLICY COMMITTEE Policy on Uniform Grade and Honor Point System and University Transcripts Discussion (30 minutes)

A revised draft of the proposed Grading Policy is being mailed to senators and is available in the Senate Office.

VI. PRESIDENT'S REPORT (10 minutes)

VII. QUESTIONS TO THE PRESIDENT (5 minutes)

VIII. SENATE CONSULTATIVE COMMITTEE REPORT (5 minutes)

IX. OLD BUSINESS

X. NEW BUSINESS

XI. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY

Jan E. Almlöf
1945-1996

John P. Clark
1928-1995

Robert S. Cobb
1920-1995

Lowell E. Olson
1923-1995

STUDENTS

Michael E. Altman
College of Liberal Arts

Anne B. Dunlap
Carlson School of Management

Russell R. Boatman
College of Education

John D. Chatterton
College of Liberal Arts

Brian K. McClure
College of Liberal Arts

Andrew E. Wallen
College of Liberal Arts

XII. ADJOURNMENT

MEETING OF THE FACULTY SENATE

THURSDAY, FEBRUARY 15, 1996

(immediately following the Twin Cities Campus Assembly Meeting)

**Cowles Auditorium, Humphrey Center (first level)—Twin Cities Campus
305 Selvig Hall—Crookston Campus
323 Kirby Student Center—Duluth Campus
Behmler Hall Conference Room—Morris Campus**

The Senate constitution provides that eligible academic professionals and all members of the faculty who hold regular appointments as defined in the Regulations Concerning Faculty Tenure may be present at Faculty Senate meetings and shall be entitled to speak and to offer motions for Faculty Senate action. Only elected faculty members and academic professionals (or their designated alternates) shall be entitled to vote. For a quorum, a majority of the voting membership (83) must be present. Actions require a simple majority of the members present and voting. Amendments to motions in the printed agenda must be submitted to the Clerk of the Senate at least 48 hours in advance of the meeting to allow for appropriate distribution. Consideration of amendments not received at least 48 hours in advance requires suspension of the rules by a majority of those members present and voting.

I. MINUTES FOR NOVEMBER 16, 1995

Action (2 minutes)

II. TENURE DISCUSSION

(30 minutes)

III. OLD BUSINESS

IV. NEW BUSINESS

V. ADJOURNMENT

MEETING OF THE TWIN CITIES CAMPUS ASSEMBLY

THURSDAY, NOVEMBER 16, 1995 *Feb. 15*
(immediately following the University Senate Meeting)
Cowles Auditorium, Humphrey Center (first level), West Bank

The voting membership of the Twin Cities Campus Assembly totals 187, including the President, 150 members of the faculty (including the Faculty Steering Committee), and 36 students (including the Student Steering Committee). For a quorum, a majority of the voting membership (94) must be present. Advance notice is required for amendments to the constitution and 125 affirmative votes at one meeting or 94 affirmative votes at each of two meetings, the second of which shall be the next regular meeting. Advance notice is required for amendments to the bylaws and 94 affirmative votes. Other actions require only a simple majority of the members present and voting. Amendments to motions in the printed agenda must be submitted to the Clerk of the Assembly at least 48 hours in advance of the meeting to allow for appropriate distribution. Consideration of amendments not received at least 48 hours in advance requires suspension of the rules by a majority of those members present and voting.

Any member of the faculty and any academic professional and student eligible to vote for members of the Assembly shall be entitled to speak at the discretion of the Assembly. Only elected members or alternates, the Steering Committee, and, in case of a tie, the Chair, shall be entitled to vote.

Representatives may designate any eligible alternates from their colleges, schools, and student constituencies as the alternates to serve in their places by written notice to the Senate Office prior to the commencement of any meeting of the Assembly.

ATTENDANCE RECORD

A roll of elected and ex officio members will be available at each door of the meeting room, and members are asked to sign in. A summary of attendance for the year will be included in the minutes of the last meeting of the year.

RULES

Rules will be available at the door.

I. ADMINISTRATIVE RESPONSE TO TWIN CITIES CAMPUS ASSEMBLY ACTIONS

Information

A. 1998-99 Twin Cities Campus Calendar

Approved by: the Assembly on November 16, 1995
the Administration on January 10, 1996
the Board of Regents - no action required

II. MINUTES FOR NOVEMBER 16, 1995

Action (2 minutes)

III. REPORT OF THE NOMINATING COMMITTEE FOR THE TWIN CITIES ASSEMBLY STEERING COMMITTEE

Action by the Faculty Assembly and UMD Faculty Senators (5 minutes)

MOTION:

That the Faculty Assembly and UMD Faculty senators approve the following slate: Sara Evans, Russell Hobbie, M. Janice Hogan, Robert Jones, Richard Skaggs, Matthew Tirrell.

INFORMATION:

The Nominating Committee appointed by the Assembly November 16, 1995, to fill three 1996-99 Twin Cities/UMD faculty positions on the Senate Consultative/Assembly Steering Committee presents the following six names, from which three are to be elected by mail ballot by the Twin Cities faculty and the non-represented UMD faculty:

SARA EVANS: 1976*, Professor of History; Adjunct Professor of American Studies, Public Affairs, and Women's Studies; College of Liberal Arts. University Senate member, 1994-95. Committee participation (past and present): Senate and Faculty Consultative Committees (one year interim appointment, 1994-95); Assembly Steering Committee (one year interim appointment, 1994-95); Senate Equal Employment Opportunity for Women Committee; Senate Educational Development Committee; Senate Research Committee; CLA Assembly (chair); CLA Council of Chairs (chair); CLA Promotion and Tenure Committee; Faculty Workload Taskforce; all-University Operations Steering Committee; CLA Dean Search Committee (current chair); Commission on Women Executive Committee (chair); McKnight Arts and Humanities Endowment Committee; Search Committees for Director of Office of Equal Opportunity and Affirmative Action and for Health Sciences Provost; Women's Salary Settlement Committee; Strategic Planning for Research Committee; Task Force on Conflict of Commitment and Conflict of Interest. Other: former director, Center for Advanced Feminist Studies; former chair, Department of History.

RUSSELL HOBBI: 1960*, Professor of Physics, Institute of Technology. University Senate member: 1978-81, 1982-85, Senate Vice Chair, 1979-81. Committee participation (past and present): Senate Committee on Committees (chair); Committee to Rewrite Senate Constitution, Bylaws, and Rules; University Computing Services Advisory Committee (chair); University Senate Business and Rules Committee (chair); Computer Advisory Committee; Bush Foundation Sabbatical Committee (chair); Churchill Scholarships (chair); Senate Computing and Information Systems Committee; Liberal Education Task Force; Council of Undergraduate Deans (chair); Development Committee for Bachelor of Information Networking (chair); numerous IT committees. Other: former Associate Dean for Student Affairs, Institute of Technology.

M. JANICE HOGAN: 1976*, Professor of Family Social Science, College of Human Ecology. University Senate member, 1994-97. Committee participation (past and present): Senate Committee on Committees; Senate Judicial Committee; Assembly Committee on Undergraduate Education; University College Assembly; Inter-College Program Advisory Committee; Bush Sabbatical Leave Selection Committee; Graduate School DGS Advisory Committee; Graduate School Fellowship Selection Committee; Women's Salary Settlement Committee; Student Code of Conduct Ad Hoc Committee (chair); Misconduct in Research Ad Hoc Committee; University Strategic Planning Committee; numerous search committees, including Graduate School dean, vice provost for professional studies (chair), and Nursing School dean. Other: current department head, Family Social Science; former director, Graduate Studies.

ROBERT J. JONES: 1978*, Professor of Agronomy and Plant Genetics, College of Agriculture; Associate Director of Graduate Studies and member of Graduate School faculty, Plant Biological Sciences Program; Director, President's Distinguished Faculty Mentor and Minority Scholars Development Programs. University Senate member: 1993-96. Committee participation (past and present): Senate Consultative/Assembly Steering Committees; Senate Educational Policy Committee; Senate Research Committee; Twin Cities Campus Assembly Council on Liberal Education; Twin Cities Campus Assembly Student Behavior Committee; All-University Single Quarter Leave Committee; Regents' Professor Nomination Committee; Katz, President's Outstanding Minority and Puckett Scholarship Selection Committees (chair); College of Agriculture Faculty Consultative Committee; five University-wide search committees; Special Committee on Minority Programs in Support of Commitment to Focus; Implementation Task Force on Undergraduate Education; Budget Advisory Committee.

RICHARD H. SKAGGS: 1966*, Professor of Geography, College of Liberal Arts; Adjunct Professor of Soil, Water, and Climate, College of Agricultural, Food, and Environmental Sciences. University Senate member:

1979-82. Committee participation (past and present): Senate Committee on Committees; Senate Committee on Computing and Information Systems; University College Assembly; Senate Committee on Summer Sessions; Assembly Committee on Inter-collegiate Athletics; Twin Cities Campus Assembly Council on Liberal Education (chair); Graduate School Research Advisory Committee; CLA Educational Development Review Committee (chair); Study Group on University Outreach; CLA Promotion and Tenure Review Committee (chair); CLA Information Technology Committee. Other: former chair, Department of Geography; former Associate Vice President of Arts, Sciences, and Engineering.

MATTHEW TIRRELL: 1977*, Professor and Head of Chemical Engineering and Materials Science, Institute of Technology. University Senate member: 1988-91. Committee participation (past and present): Senate Judicial Committee; Senate Planning Committee; Patent and Technology Transfer Council; Presidential Task Force on the Student Experience; Task Force on Support and Service Units; IT Awards Committee (chair); Graduate School Ad Hoc Committee on Minor in Scientific Computation (chair); Search Committee for Assistant Vice President for Research (chair); Twin Cities Campus Assembly Council on Liberal Education; President's Committee on Teaching and Learning; Graduate School Research Strategic Planning Committee; IT Dean Search Committee; Preceptor, Combined M.D./Ph.D. Program. Other: member, Graduate Faculty--Fluid Mechanics, Biomedical Engineering, and Biomedical Sciences Programs; Center for Interfacial Engineering Program Leader; Polymer Microstructures; Center for Interfacial Engineering Program Leader; Bio-Interfacial Engineering; Earl E. Bakken Professor of Biomedical Engineering; Director of Biomedical Engineering Institute.

The Assembly Steering Committee serves as the executive committee of the Twin Cities Campus Assembly and forms the Twin Cities membership of the Senate Consultative Committee. Recent Senate and Assembly legislation has merged the Twin Cities faculty and the non-represented UMD faculty for purposes of Senate Consultative Committee/Assembly Steering Committee elections. Should a non-represented UMD faculty member be elected, that individual will be a member of the Senate and Faculty Senate Consultative Committees, but shall not be a member of the Assembly Steering Committee.

Additional nominations, certified as willing to stand for election, may be made by (1) petition of 12 voting members of the faculties, provided that the petition is in the hands of the Clerk of the Twin Cities Campus Assembly the day before the Twin Cities Campus Assembly meeting, and (2) nominations on the floor of the Assembly. The faculty representatives of the Twin Cities Campus Assembly shall reduce by vote the slate to twice the number to be elected.

Currently serving with terms continuing at least through next year are:

Carl Adams, School of Management
Carole Bland, Medical School
Victor Bloomfield, College of Biological Sciences
Virginia Gray, College of Liberal Arts
Michael Steffes, Medical School

The terms of John Adams (College of Liberal Arts), Robert Jones (College of Agriculture), and Geoffrey Maruyama (College of Education) expire at the end of this academic year.

*Date of initial appointment at the University.

THOMAS SCOTT, Chair
MURIEL BEBEAU
LESTER DREWES
JOANNE EICHER
BENJAMIN LIU
PAUL MAGEE
CHARLES SPEAKS

IV. FACULTY ASSEMBLY STEERING COMMITTEE

Provostal Faculty Consultative Committees

Action (10 minutes)

MOTION:

To amend Article III of the Twin Cities Campus Assembly Bylaws as follows: [new language is underlined; language to be deleted is ~~struckout~~]

BYLAWS

ARTICLE III. TWIN CITIES CAMPUS ASSEMBLY COMMITTEES

1. COMMITTEE ON COMMITTEES

2. COUNCIL ON LIBERAL EDUCATION

3. EDUCATIONAL POLICY COMMITTEE

4. INTERCOLLEGIATE ATHLETICS COMMITTEE

5. PROVOSTAL FACULTY CONSULTATIVE COMMITTEES

There shall be a Provostal Faculty Consultative Committee (PFCC) within each of the Provostal areas on the Twin Cities Campus. Each PFCC shall represent the faculty at large of its respective provostal area and not the individual institutes, colleges, schools, or departments within the provostal area.

The committees shall expire in June 1997, at which time its continued existence shall be reviewed by the Faculty Assembly Steering Committee.

Membership

The Provostal Faculty Consultative Committees shall be composed as follows:

ACADEMIC HEALTH CENTER: 8 faculty members [2 from the Medical School and 1 each from Dentistry, Nursing, Pharmacy, Public Health, Veterinary Medicine, and the UMD School of Medicine].

ARTS, SCIENCES, AND ENGINEERING: 6 faculty members [2 each from the College of Liberal Arts and the Institute of Technology and 1 each from the College of Biological Sciences and General College].

PROFESSIONAL STUDIES: 9 faculty members [1 each from the Agricultural, Food, and Environmental Sciences; Architecture and Landscape Architecture; Education and Human Development; Human Ecology; Law; Management; Minnesota Extension Service; Natural Resources; and Public Affairs].

Members shall be nominated in accordance with procedures established for the Faculty Consultative Committee election and elected by college. Terms of office shall be three years with terms beginning July 1 and terminating June 30. No member is eligible to serve more than two consecutive full terms. Elections shall be so adjusted that the terms of approximately one third of the members shall expire each year.

In case of a faculty vacancy, the remaining members of the Provostal Faculty Consultative Committee by majority vote shall fill the vacancy by interim appointment until the next general election.

Each Provostal Faculty Consultative Committee shall elect its chair from amongst its members for a one-year term of office. The chair shall be eligible for re-election to that position.

Duties and Responsibilities

- a. To meet at least monthly to discuss matters of concern to the faculty.
- b. To meet regularly with the provost and other academic officers to represent the viewpoints of the faculty.
- c. To meet periodically with Faculty Senate/Assembly members from the respective provostal area to facilitate communication with the faculty.
- d. To meet with the Faculty Consultative Committee/Twin Cities Campus Faculty Assembly Steering Committee at least annually.
- e. To report to the Faculty Assembly Steering Committee.
- f. To submit an annual report to the Faculty Assembly Steering Committee.

This Article III, Section 5, shall become null and void on June 30, 1997.

~~5~~ **6. STEERING COMMITTEES**

~~6~~ **7. STUDENT BEHAVIOR COMMITTEE**

~~7~~ **8. SUPPORT SERVICES COMMITTEE**

CARL ADAMS, Chair
Faculty Assembly Steering Committee

V. FACULTY ASSEMBLY STEERING COMMITTEE
Nominating Committee, Committee on Committees
Action by Faculty/Academic Professional Assembly Members
(5 minutes)

MOTION:

To approve the membership of a Nominating Committee to select Twin Cities faculty/academic professional candidates for election to the Senate/Assembly Committee on Committees.

COMMENT:

The Nominating Committee is responsible for identifying Twin Cities faculty and academic professionals interested and willing to stand for election to the Senate/Assembly Committee on Committees. A slate of candidates will be presented to the Assembly at its next meeting and, if approved, the faculty/academic professional membership of the Assembly will elect two to serve 3-year terms on the Committee on Committees.

CARL ADAMS, Chair
Faculty Assembly Steering Committee

VI. OLD BUSINESS

VII. NEW BUSINESS

VIII. ADJOURNMENT

MEETING OF THE FACULTY SENATE

THURSDAY, JUNE 6, 1996

2:00 p.m.

25 Law Building—Twin Cities Campus
305 Selvig Hall—Crookston Campus
335 Kirby Student Center—Duluth Campus
Behmler Hall Conference Room—Morris Campus

The Senate constitution provides that eligible academic professionals and all members of the faculty who hold regular appointments as defined in the Regulations Concerning Faculty Tenure may be present at Faculty Senate meetings and shall be entitled to speak and to offer motions for Faculty Senate action. Only elected faculty members and academic professionals (or their designated alternates) shall be entitled to vote. For a quorum, a majority of the voting membership (81) must be present. Actions require a simple majority of the members present and voting.

Amendments to motions in the printed agenda must be submitted to the Clerk of the Senate at least 24 hours in advance of the meeting to allow for appropriate distribution. Consideration of amendments not received at least 24 hours in advance requires suspension of the rules by a majority of those members present and voting.

I. FACULTY AFFAIRS COMMITTEE

JUDICIAL COMMITTEE

TENURE SUBCOMMITTEE

Regulations Concerning Faculty Tenure
Action (2 hours)

The proposed amendments discussed by the Faculty Senate on May 30 will be submitted for action on June 6. Those amendments, as revised by the Tenure Subcommittee following the May 30 Faculty Senate discussion, will be distributed to all faculty via email by June 3.

II. FACULTY CONSULTATIVE COMMITTEE

Regulations Concerning Faculty Tenure
Action (10 minutes)

MOTION:

To approve the following Resolution:

RESOLUTION

RESOLVED,

That, in accordance with Section 19 of the *Regulations Concerning Faculty Tenure*, the Faculty Senate recommends to the Board of Regents the adoption of these amendments to the *Regulations*.

FURTHER RESOLVED,

1. That the Faculty Senate appoints the following persons as a committee to present the proposed amendments to the President and the Regents:

Mary Dempsey
Daniel Feeney
Edwin Fogelman

and that they be authorized to obtain the assistance of other faculty in this effort.

2. That the Faculty Senate authorizes the above committee, with the assistance of the Senate Clerk, to prepare an engrossed copy of the amendments, incorporating the several amendments to a single section into a single amendment, correcting the numbering of footnotes and cross-references, and correcting any proofreading or grammatical errors that may have occurred.

III. OLD BUSINESS

IV. NEW BUSINESS

V. ADJOURNMENT

DRAFT DISCUSSION DOCUMENT #3

1/16/96

University of Minnesota
Uniform Grading and Transcript Policy

Preamble

As the Senate Committee on Educational Policy (SCEP), has indicated before, it is in the process of reviewing all Senate educational policies, with the intent of reorganizing and consolidating them into a coherent whole. This grading policy is the first of a number of policy revisions that will be brought to the Senate over the next several months.

(Parenthetical comments referring to earlier Senate and Assembly legislation will be deleted from the final text if the policy is adopted by the Senate. This version is written for the Twin Cities campus, in that it includes an exclusion for the Law School and Medical School but does not refer to the Duluth Medical School, which would presumably also be exempted from the usual grading system on the Duluth campus.)

MOTION:

That each campus assembly be asked to consider the following grading policy, and to adopt it, with or without changes, and to report their actions no later than the May 16, 1996, Senate meeting.

I. GENERAL PROVISIONS

1. There ~~are shall be~~ two distinct grading systems on each campus of at the University of Minnesota, A-B-C-D-F (with pluses and minuses) and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course. (Assembly 4/28/77)
2. There are, in addition, registration symbols identified and described in this policy that carry neither grade nor credit.
3. No student may receive a Bachelor's degree unless at least 75 percent of the degree-qualifying residence credits carry grades of A, B, C, or D (with or without a plus or minus attached to it). (Senate, 5/22/69) Colleges and units may choose not to accept academic work receiving a D (with or without a plus or minus).
4. Each college, campus, and program shall determine to what extent and under what conditions each of these two systems may be available to its students

48 and to its faculty, consistent with the provisions of this policy. Any college,
 49 campus, or program may specify what courses or proportion of courses taken
 50 by its students or its prospective students must be on one or the other grading
 51 system. No campus, college, or program, ~~or instructor~~ is required to offer a
 52 course on the S-N grading system. Any unit ~~or instructor~~ may choose to limit
 53 grades in a particular course to the A-F or the S-N system. (Senate, 3/9/67)
 54

- 55 5. When both grading systems are available to a student, he or she must declare
 56 a choice of system as part of the initial registration for the course. The
 57 choice may not be changed after the end of the second week of classes (the
 58 first week in summer sessions). (Assembly 4/28/77)
 59
- 60 6. Except as provided in this policy in Sections I (8) and IV (5), no college may
 61 use any grading system other than the one established by this policy.
 62
- 63 7. The University's official transcript, the chronological record of the student's
 64 enrollment and academic performance, will be released by the University only
 65 at the request of the student or in accord with state or federal statutes;
 66 mailed copies will include the official seal of the University imprinted on
 67 them. Students may obtain an unofficial transcript of their own academic
 68 work at their request, except when they have a transcript hold on their
 69 record.
 70
- 71 8. The Law School and the Medical School are exempt from the provisions of
 72 this policy, but shall report their grading systems, and any changes therein, to
 73 the Senate. Any other units which believe that the national norms of their
 74 profession require a different grading system may make application to the
 75 Senate Committee on Educational Policy for an exemption from this policy;
 76 all such exemptions must be approved by the University Senate.
 77

78 II. PERMANENT GRADES FOR ACADEMIC WORK

- 79
- 80 1. ~~There are shall be~~ five permanent grades which shall be acceptable for the
 81 completion of a single course, which will be entered on a student's official
 82 transcript. Grades may include pluses and minuses, as follows, and carry the
 83 indicated grade points. The S grade shall carry no grade points but the
 84 credits shall count toward the student's degree program if allowed by the
 85 college, campus, or program. (Senate, 5/20/43; Assembly, 4/28/77)
 86

87 These definitions ~~are intended to~~ apply to grades awarded to students who
 88 are not enrolled in graduate programs, but the grade points are the same no
 89 matter the level or course of enrollment. It is understood throughout the
 90 University that grades at the graduate level have different meaning.
 91

- 92 A 4.00 Represents achievement that is outstanding relative to the
 93 level necessary to meet course requirements.
 94

95	A-	3.67	
96			
97			
98	B+	3.33	
99			
100	B	3.00	Represents achievement that is significantly above the
101			level necessary to meet course requirements.
102			
103	B-	2.67	
104			
105			
106	C+	2.33	
107			
108	C	2.00	Represents achievement that meets the course
109			requirements in every respect.
110			
111	C-	1.67	
112			
113			
114	D+	1.33	
115			
116	D	1.00	Represents achievement that is worthy of credit even
117			though it fails fully to meet the course requirements.
118			
119	D-	0.67	
120			
121			
122	S	-0-	Represents achievement that is satisfactory , i.e., is
123			equivalent to a 2.00 and meets or exceeds the course
124			requirements in every respect.
125			

2. **There shall be two permanent grades given for a single course for which no credit shall be awarded and which will be entered on a student's official transcript.**

129	F (or) N		Represents failure (or) no credit and signifies that the
130			work was either (1) completed but at a level of
131			achievement that is not worthy of credit or (2) was not
132			completed and there was no agreement between the
133			instructor and the student that the student would be
134			awarded an I (see item 4). Academic dishonesty in any
135			portion of the academic work for a course shall be
136			grounds for awarding a grade of F or N for the entire
137			course. <u>Neither the F nor the N</u> The grade of F shall
138			carry <u>any</u> θ grade points.
139			
140			
141			

Students who enroll for a course on the A-F grading system shall receive an

142 F if such grade is warranted; students who enroll for a course on the S-N
 143 system shall receive an N if such grade is warranted.
 144

- 145 3. In connection with all symbols of achievement, and especially for the S,
 146 instructors shall define for a class, at one of its earliest meetings and as
 147 explicitly as possible, the performance that will be necessary to earn each
 148 (subject to the provision in this policy that the amount and quality of work
 149 required for an S may not be less than that required for a C [2.00]).
 150
- 151 4. Every student shall have calculated, both at the end of each grading period
 152 (quarter or semester) and cumulatively, a grade point average, which shall be
 153 the ratio of grade points earned divided by the number of credits earned with
 154 grades of A-F (including pluses and minuses). Both the periodic and
 155 cumulative grade point average will appear on each student's record.
 156

157 All special grade point averages calculated at the request of a college or unit,
 158 if approved by the appropriate chancellor, provost, or vice president, will be
 159 accommodated by the Office of the Registrar in such a manner that they do
 160 not appear on the student's official transcript or any unofficial transcript which
 161 might be issued.
 162

163 III. OTHER TRANSCRIPT SYMBOLS

- 164
- 165 1. There shall be a temporary grade I, incomplete, awarded to indicate that the
 166 work of the course has not been completed.
 167

168 The I shall be assigned at the discretion of the instructor when, due to
 169 extraordinary circumstances, the student was prevented from completing the
 170 work of the course on time. The assignment of an I requires a written
 171 agreement between the instructor and student specifying the time and manner
 172 in which the student will complete the course requirements during the
 173 student's next period of enrollment.
 174

175 For undergraduates and adult special students, an I that is not made up work
 176 to make up an I must be submitted within 72 hours of the last final
 177 examination of the student's next period of enrollment at the University
 178 ~~becomes an F if the student was registered on the A-F system for the course~~
 179 ~~and becomes an N if the student was registered for the S-N system for the~~
 180 course ; if not submitted by that time, in the sixth week of the next term the
 181 I will automatically change to an F (if the student was registered on the A-F
 182 system) or an N (if the student was registered on the S-N system) for the
 183 course.
 184

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

189 appropriate college scholastic committee.

190
191 A student does not need to be registered at the University in order to
192 complete perform the work necessary to convert an I to a grade with credit in
193 the time and manner previously agreed upon between the student and the
194 instructor. The instructor is obligated to turn in the new grade within four
195 weeks of the date the work was submitted by the student.

196
197 A student shall have the right to petition the college scholastic committee if
198 the work has been submitted and the time limit for awarding a grade set in
199 this policy has been exceeded.

- 200
201 2. There shall be a symbol T, transfer, posted as a prefix preceding supplement
202 to the original grade, to indicate credits transferred from another institution
203 or from one college or campus to another within the University when
204 reevaluation is required.
205
206 3. There shall be a symbol V, visitor, indicating registration as an auditor or
207 visitor, which shall carry no credit and no grade.
208
209 4. If a student officially withdraws from a course during the first two weeks of
210 classes, there shall be no record of that course registration entered on the
211 student's transcript.

212
213 There shall be a symbol W, withdrawal, entered upon a student's record when
214 the student officially withdraws from a course in accordance with procedures
215 established by the student's college or campus. The W will be entered on the
216 transcript irrespective of the student's academic standing in that course if the
217 student withdraws from the course during the third through sixth week of class
218 (second or third weeks of summer sessions). Withdrawal in the seventh or
219 later week of classes (fourth or later in summer sessions) shall require
220 approval of the college and may not be granted solely because a student is
221 failing the course; there must extenuating non-academic circumstances
222 justifying late withdrawal.

223
224 Each student may, once during his or her undergraduate enrollment, withdraw
225 from a course without college approval, and receive the transcript symbol W,
226 after the sixth week of class and at any time up to and including the last day
227 of class for that course.
228

- 229 5. There shall be a symbol X, indicating a student may continue in a
230 continuation course in which a grade cannot be determined until the full
231 sequence of courses is completed. The instructor shall submit a grade for
232 each X when the student has completed the sequence.
233
234 6. There shall be a symbol K, assigned by an instructor to indicate the course is
235 still in progress and that a grade cannot be assigned at the present time.

236
237 **IV. OTHER PROVISIONS**
238

- 239 1. In those instances when a college or campus permits a student to repeat a
240 course, (1) all grades for the course shall appear on the official transcript, (2)
241 the course credits may not be counted more than once toward degree and
242 program requirements, and (3) only the first grade of C or S (or better)
243 earned in the course last enrollment for the course shall count in the
244 student's grade point average. This section (IV [1]) of this policy shall not
245 apply to courses using the same number but where students study different
246 content each term of enrollment; all such courses falling under this provision
247 must be approved by the college.
248
- 249 2. Any college or campus may set special scholastic or other standards for
250 registration in a particular course, for scholastic probation, admission, honors,
251 continued residence, degrees, and other purposes they deem appropriate.
252
- 253 3. All grades for all courses each period (quarter or semester) shall be
254 submitted to the Office of the Registrar no later than 72 hours after the last
255 final examination for that term enrollment period.
256
- 257 4. This grading system shall go into effect fall quarter 1997⁶, thereby replacing
258 all previous University, campus and college grading systems. Its grades,
259 symbols, and provisions may not be applied retroactively to any grades or
260 symbols awarded before that time. Each transcript will clearly identify the
261 procedures under which it was produced and will be maintained and released
262 under policies in effect during the time of the student's registration.
263
- 264 5. Only the Senate Committee on Educational Policy shall have the authority to
265 grant to individual colleges or campuses permission to use alternative grading
266 methods outside the provisions of this official University system, for a
267 specified period (but no longer than five years), and only for the purpose of
268 experimenting with a new grading system for possible system-wide adoption.
269 Such permission may be granted if the proposal does not interfere significantly
270 with the registration options of students from other colleges, campuses, and
271 programs. Such alternative systems shall be reported for information to the
272 University Senate as soon as permitted and, after the specified period, shall
273 be re-evaluated, either to be discontinued, or with Senate approval on
274 recommendation from the Senate Committee on Educational policy, made
275 part of the system-wide policy. Except for the provisions of this section 6, no
276 college, ~~campus~~, or program may use any grading system except for the one
277 contained in this policy.
278

279 Because alternative grading systems, once used, must be maintained by the
280 University for decades afterward (to preserve the integrity of the transcripts),
281 the Senate Committee on Educational Policy will rarely grant permission for
282 alternative grading systems. It will consider doing so only when (1) those who

283 propose it can make a persuasive case that the alternative is a more accurate
 284 and effective way to measure and record student academic performance, and
 285 (2) there is strong reason to believe that the proposal will be useful to all
 286 colleges and campuses of the University (except the Law School and Medical
 287 School).

- 288
 289 6. The chancellors and provosts shall resolve disputes between and among
 290 colleges and campuses should procedures developed for this grading system
 291 result in unacceptable complications for students registering across college
 292 lines or across campuses. They should bring to the Senate Committee on
 293 Educational Policy issues they are unable to resolve informally through
 294 negotiation, with recommendations for resolution.

295
 296 Comment

297
 298 Following the discussion and straw votes at the January 11 meeting of the
 299 Senate, SCEP concluded that it would offer a grading policy permitting campus
 300 autonomy. Although there were enough votes to approve a system-wide policy, the
 301 coordinate campus members of the Senate voted unanimously against such a policy.
 302 SCEP does not believe it would be wise to attempt to establish a system-wide
 303 policy over the strong opposition of our colleagues on the coordinate campuses.
 304

305 Implementation of Section III (5), paragraph 3, is contingent on a decision by
 306 the Senior Vice President for Academic Affairs that its costs are reasonable and
 307 the ability of the Registrar to put in place a program which will restrict the use of
 308 this exceptional withdrawal to one time for each student; the Senior Vice President
 309 shall report the decision to the Senate within one year of the adoption of this
 310 policy.
 311

312 Section IV (3) may need to be amended when the University changes to
 313 semesters; grades for Fall Semester, if a 14-week post-Labor-Day calendar is
 314 adopted, should probably not be due until after the holidays.
 315

316 In response to comments received by SCEP and made on the floor of the
 317 University Senate in January, SCEP has removed the provision permitting individual
 318 and collegiate discretion in using the grading system.
 319

320 The substance of the policy has been presented to the Senate twice. SCEP
 321 believes that this policy can be presented to the campus assemblies for review and
 322 action. Included in the assembly discussions should be a consideration of the costs
 323 and benefits, both educational and financial, of not adopting a uniform grading
 324 system. It may be that there will be a uniform grading policy proposal (i.e., the
 325 one recommended in this Senate item) adopted by one or more campuses. To the
 326 extent a campus then varies its grading policy from this one, it may be obligated in
 327 the future to bear the expense of maintaining a different system.

DRAFT DISCUSSION DOCUMENT (#3)

1/18/96

Standards for the Semester Conversion

Senate Committee on Educational Policy

I. Introduction

In September, 1995, the Board of Regents voted that the University of Minnesota should convert from its current quarter system to a semester system. This change is to be University-wide.

In November, 1995, and in January, 1996, the Senate Committee on Educational Policy (SCEP) brought a series of questions and proposed semester standards to the Senate. At the January meeting, in a series of straw votes, the Senate showed substantial support for all five of the draft conversion standards that SCEP had developed.

SCEP considered the numerous comments about the standards at the Senate meetings, and has continued to solicit views from all campuses and colleges about them. As a result, it now presents to the Senate a slightly revised version of the semester conversion standards. For the most part, however, the standards remain largely as the Senate cast straw votes on them in January; the changes have been minor.

THE COMMITTEE WISHES TO EMPHASIZE, ONCE AGAIN, THAT THESE STANDARDS WERE PRESENTED AS A DRAFT AT THE NOVEMBER, 1995, AND JANUARY, 1996, SENATE MEETINGS.

SCEP originally said it hoped that as these discussions take place, the Senate would converge on conclusions about the semester conversion standards. Given the wide margins of the straw votes at the January meeting in favor of the five draft standards, we are led to believe that conversion has already begun to occur in a significant way. As discussions continue over the next two months, at all levels of the University, SCEP will continue to respond to the concerns presented to it.

As we have noted previously, this is not the only set of standards that will need to be adopted. There will be others that focus on students in transition between quarters and semesters, on graduate education, and on preparation standards for incoming and transfer students. SCEP will be bringing additional standards to the Senate in the near future.

What is unclear at this point is the extent to which these semester conversion standards should apply to all campuses. Unresolved issues of campus autonomy remain to be addressed. Would it be possible or desirable for each campus to make a decision about calendar, about workload, about contact hours, about the

48 standard credit module, about length of the standard class period? SCEP does not
 49 have the answers to these questions, although the majority of its members believe
 50 that some of these standards are sufficiently central to the educational mission of
 51 the institution that little variance should be permitted.
 52

53 The major issue, thus, is to obtain a sense of the Senate on the applicability of
 54 the standards. SCEP has asked that there be, for each of these standards, straw
 55 votes at the February meeting about whether they should be system-wide or
 56 decided on by campus. Ultimately the policy adopted by the Senate will have to
 57 be one the central administration accepts, including a statement on which standards
 58 will be system-wide and which can be left to the individual campuses to adopt.
 59 SCEP believes that if campus autonomy is permitted for one or more standards,
 60 the campuses must make explicit whatever standards they are adopting, including
 61 the rationale for them as well as likely costs and benefits of different standards.
 62

63 A definitional note is required. For the purposes of this document, references
 64 to "class hour" or "contact hour" or "hour" are defined as a 55-minute period.
 65

66 II. Proposed Semester Conversion Standards

67
 68 **Motion 1A:** Motion 1C (the calendar principles) shall apply to all campuses
 69 of the University except the Law School.
 70

71 **Motion 1B:** All campuses of the University shall have the same calendar.
 72

73 **Motion 1C:** **There shall be two semesters, each of which shall consist**
 74 **of 14 weeks of instruction, at least one study day, and**
 75 **approximately one week of final examinations (including**
 76 **Saturdays but not Sundays). Colleges and campuses may**
 77 **authorize courses shorter than a semester. Classes shall**
 78 **begin after Labor Day.**
 79

80 **Final examinations normally shall be two (clock) hours**
 81 **long; instructors may schedule longer examinations with**
 82 **the approval of their department.**
 83

84 **There shall be an additional instructional term of three**
 85 **weeks.**
 86

87 **There shall be at least one summer term; colleges and**
 88 **campuses shall have the authority to offer other summer**
 89 **courses and enrollment periods to fit the needs of their**
 90 **students.**
 91

92 **The standard class period during fall and spring**
 93 **semester shall be 55 minutes. [Further policy needs to**
 94 **be developed with respect to classes of greater than 55**
 95 **minutes in length.] The standard class period during**
 96 **the summer term(s) shall be in proportion to the length**
 97 **of the summer term vis-a-vis the two semesters, with a**
 98 **15 minute change period.**

99
 100 **All grades for all courses each term shall be submitted**
 101 **to the Office of the Registrar no later than 72 business**
 102 **hours (3 business days) after the last final examination**
 103 **for that enrollment period, except that grades for Fall**
 104 **Semester shall not be due until 5 calendar days before**
 105 **the first day of instruction of Spring Semester.**

106
 107 (Senate straw vote 96-6 in favor)

108
 109 Comment on the proposed standard:

110
 111 The example of a possible 14-week semester calendar that SCEP believes most
 112 appropriate (at least for the Twin Cities campus):

113
 114 **Fall Semester 1999 (70)**

115
 116 September 6 Monday Labor Day
 117 September 7 Tuesday Fall Semester classes begin
 118 November 25-26 Thursday-Friday Thanksgiving holiday
 119 December 15 Wednesday Last day of instruction
 120 December 16 Thursday Study day
 121 December 17-23 Friday-Thurs Final examinations

122
 123 **Spring Semester 2000 (70)**

124
 125 January 10 Monday Spring Semester classes begin
 126 January 17 Monday Martin Luther King holiday
 127 March 20-24 Monday-Friday Spring break
 128 April 24 Monday Last day of instruction
 129 April 25 Tuesday Study day
 130 April 26-May 2 Wednes-Tues Final examinations

131
 132 **May Term 2000 (15 instruction days)**

133
 134 May 8 Monday May Term classes begin
 135 May 26 Friday Last day of instruction

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Summer Term I 2000 (25)

May 30	Tuesday	Summer Term I classes begin
July 3	Monday	Last day of instruction
July 4	Tuesday	July 4 Holiday

Summer Term II 2000 (25)

July 10	Monday	Summer Term II classes begin
August 11	Friday	Last day of instruction

It should be understood that the specific calendar will not be voted upon until academic year 1996-97; it is only the calendar principles that will be voted on at the April 18 Senate meeting.

SCEP assumes that a student who enrolls full-time in the fall and spring semesters will be able to graduate in four years; the only exception may be those disciplines and majors where outdoor field work is required, in which case enrollment in the interim or summer sessions may be necessary.

The only additional comment SCEP makes about this calendar is to emphasize the flexibility the interim term offers. Departments may combine the interim with one or both of the two summer terms to offer courses that best meet their curricula and the needs of their students. And has been the case for many years, departments may continue to offer summer terms of different lengths, if that meets their needs.

Motion 2A: Motion 2B shall apply to all campuses.

Motion 2B: There shall be no standard credit module, but departments are urged to prefer courses of three credits, and especially for courses which are taken by significant numbers of students from other fields.

(Senate straw vote 72-23 in favor)

Comment on the proposed standard:

One possibility that SCEP may still take up is to insist on a minimum number of courses for a degree (which would come logically as part of the next standard). At present, under the 180-credit quarter system with four-credit courses the average, a student would presumably take 45 courses to graduate. SCEP could consider setting a 30-course minimum (2/3 of 45), which would allow considerable flexibility for students, yet retain a minimum below which students could not go.

182 **Motion 3A:** **Motion 3B shall apply to all campuses.**

183
184 **Motion 3B:** **Baccalaureate degrees consist of a minimum of 120**
185 **semester credits. The liberal education requirements**
186 **(including writing skills), as established by the**
187 **appropriate body on each campus (the Council on**
188 **Liberal Education on the Twin Cities campus), shall**
189 **consist of at least 39 semester credits.**

190
191 **A baccalaureate degree program may require up to 132**
192 **credits without obtaining approval from outside the**
193 **program itself. Any department or program that**
194 **proposes degree requirements in excess of 132 credits**
195 **must obtain approval from the college and from the**
196 **appropriate provost.**

197
198 (Senate straw vote 88-4 in favor)

199
200 SCEP changed the liberal education requirements from 40 to 39 so that it is
201 divisible by three-credit courses.

202
203 Should this be changed from "Baccalaureate degrees" to "The bachelor of arts
204 and bachelor of science degrees"?

205
206 **Motion 4A:** **Motion 4B shall apply to all campuses.**

207
208 **Motion 4B:** **The Senate affirms the standard (first adopted by the**
209 **University Senate on February 16, 1922, and reaffirmed**
210 **subsequently) that one semester credit is to represent,**
211 **for the average student, a minimum of three hours of**
212 **academic work per week (including lectures, laboratories,**
213 **recitations, discussion groups, field work, study, and so**
214 **on). This standard applies to all enrollment periods.**

215
216 **All courses proposed for the semester calendar shall**
217 **include a student workload statement demonstrating how**
218 **the course conforms to this policy. College and campus**
219 **curriculum committees and other approving bodies (e.g.,**
220 **the Council on Liberal Education) must consider the**
221 **student workload statement in reaching a decision on**
222 **whether to approve a proposed semester course, and**
223 **should normally reject any course which does not meet**

224 **the requirement of three hours of academic work per**
 225 **week for each course credit.**

226
 227 (Senate straw vote 91-5 in favor)

228
 229 **Motion 5A: Motion 5B applies to all campuses.**

230
 231 **Motion 5B: The hours of contact time for a course shall equal at**
 232 **least the number of credits for the course times the**
 233 **number of weeks the course is offered. In the majority**
 234 **of cases, this would mean the number of contact hours**
 235 **per week would equal the number of credits for the**
 236 **course, but the contact hours need not be spread out**
 237 **evenly by week.**

238
 239 **A contact hour is defined for these purposes as formal**
 240 **instruction by an individual appointed for that purpose**
 241 **by the department or faculty member, including faculty**
 242 **members, graduate teaching assistants, teaching**
 243 **specialists, or, in unusual instances, advanced**
 244 **undergraduates. This standard applies to all enrollment**
 245 **periods. The student workload statement (required in**
 246 **the preceding section) must justify fewer total contact**
 247 **hours than the number of credits for the course times**
 248 **the number of weeks the course is offered; contact hours**
 249 **of all types equal to or in excess of at least one hour**
 250 **per week per credit, on average, need not be justified.**
 251 **College and campus curriculum committees and other**
 252 **approving bodies (e.g., the Council on Liberal Education)**
 253 **must consider the contact hours in reaching a decision**
 254 **on whether to approve a proposed semester course; such**
 255 **bodies should normally reject course proposals which**
 256 **have fewer contact hours than the number of credits**
 257 **times the number of weeks the course is offered, barring**
 258 **significant evidence that reduced instructional contact**
 259 **hours are appropriate.**

260
 261 **Explicitly exempted from this standard are**
 262 **correspondence courses and independent study, directed**
 263 **study or readings or field work, directed research,**
 264 **internships and practicums, honors thesis credits, and**

265 the variety of experiences faculty offer to students
266 outside the normal laboratory or classroom setting
267 (many of which include activities beyond the physical
268 boundaries of the campuses). Included in the standard
269 are interactive video classes (which in practice should be
270 no different from in-class instruction) and one-way
271 transmission of instruction from the instructor to the
272 students (it is assumed that other avenues of two-way
273 interaction are used in this instance, such as email and
274 the telephone).

275
276 Once this policy is adopted, the provosts, chancellors,
277 and deans would presumably be responsible for ensuring
278 adherence to it. They are asked to carefully and
279 regularly review the exceptions granted by each college to
280 this provision, and to bring to the Committee on
281 Educational Policy any problems they encounter with the
282 policy.

283
284 (Senate straw vote 82-7 in favor)
285

Revised-2/9/96

FACULTY CONSULTATIVE COMMITTEE
QUARTERLY REPORT TO THE REGENTS
February 9, 1996

It seems more recent than the actual three months ago (November 10, 1995) that I provided the Board with my first report. They say time flies when you're having fun. It must have other wings as well. Following my established structure of these reports, I will divide my comments into three sections. First, I'll make some general comments on current faculty views regarding change. Second, I'll note recent significant actions of the Senate and its committees and the upcoming action agenda. Third, I'll make some comments as an advocate for the faculty on the issue of compensation.

Current Faculty Views

In my last report, I discussed faculty attitudes about self worth and collegiality. Here, I'm going to consider attitudes toward change. Faculty are facing significant changes in social values, funding mechanisms, means of job performance, and the conditions of employment. As an institution, we have no lack of appreciation of the significant forces for change, the crucial question is do we know how to define, facilitate, and manage the appropriate necessary changes?

My impression of the faculty of this institution is that they see the need for change, they desire change, but as with us all, they fear change both as an unknown and as a challenge that they may not be able to meet as individuals. As with other professional enterprises, the best knowledge of what changes can and should be made in the University rests largely with the professionals (faculty and staff). So, will these individuals meet the demands of our current environment? First, we need to understand that faculty are enigmas. They are by and large liberal in their social values and their openness to diversity of individuals and thought. At the same time, their decision behavior in academic, economic, and process areas is decidedly conservative. Added to this conservatism, is a faculty perspective that they are uniquely responsible for the long term view of the Institution. Students, administrators, and regents come and go, but the faculty are here for the duration. Thus, having recognized the current issues and forces for change in our environment there is a strong cultural bias among faculty to conclude that "this too shall pass". Furthermore, most faculty are not risk takers. Many of them, however, are very creative and entrepreneurial if their risk is not great. Obtaining the changes that the Institution needs requires the motivation, involvement and commitment of the faculty.

It is also important to consider the nature of the change that is needed in the University. The necessary change is enormous but must be viewed differently from the changes of many other organizations. In business "turnaround artists" sometimes accomplish massive organizational change. The result is often companies with far

different missions, scales of operation, geographic locations of operations, and/or basic work processes (e.g. introducing technology). Some of these changes are not possible for the University. While it may seem appealing to make a high level decision to close a college, campus, or program; such actions not only reduce costs but may reduce revenue and outputs as well. When viewed in a total perspective, such actions often lose their attractiveness.

Potentially more significant, are basic faculty workload changes and curricular changes that result in better efficiency and/or effectiveness. How do we motivate the faculty to make such changes? In business, hierarchical authority can often be used to initiate change; the University is more professional in nature. Faculty leaders see the need for and urgency of changes that prepare us to meet the challenges of our new environment. However, we need the Board's help in creating an organization that stresses opportunity, security, support, appreciation, and mutual trust. My comments of last November on self worth are relevant. My comments of last November on collegiality, are relevant. With the proper environment and leadership, the faculty can be motivated to make the commitment to meet the challenges that we face.

Recent Actions and Future Agenda

The faculty in their role within the Senate structure are making good progress in setting the broad standards for the change to semesters. The same is true for a change in the grading policy. In both areas, there are some questions about the level of autonomy that should be permitted to each campus. I am hopeful that the Senate will resolve these autonomy issues without asking the Board to intervene. Further, I believe that we have the right coordinating mechanisms established with the Administration to move the semester policy positions to appropriate implementation. While I personally prefer the larger number of courses offered in a quarter system, I see a great opportunity for change and improvement in moving to a semester calendar. However, we need to keep before us a clear sense of the enormous investments of time and other resources that the change will require as well as the ubiquitous nature of its effects.

On tenure, we have been promoting a significant dialogue with broad open involvement. These discussions include the motivation for the review, the problems to be addressed, and the solution options that are available for those problems. I am going to forego any further comments on tenure because I think we'll create other venues where I can put an "oar in the water" on that subject. I do however, want to stress again my appreciation for the collegiality displayed by the Board and the Administration in dealing with this important and sensitive issue.

Current Issue Advocacy

I want to comment on faculty compensation. In the Faculty Compensation Report (March 27, 1995), the basic issue was positioned according to the following straight forward logic. To be competitive as a top university we must have top faculty. That

involves both attracting appropriate faculty and retaining appropriate faculty. A significant element in such attraction and retention is competitive compensation. The relatively recent decline in our competitive compensation position suggests that we not only must keep up with competitors' increases for the next few years, we must also recover our current shortfall (estimated to be 10-15%). The suggested strategy was to adopt a firm policy to have in each of the next few years a 2-3% increase over inflation in the expectation (hope?) that our competitors would limit their increases to inflation.

Our faculty compensation approach this past year was I think, sensible. As I understand it, the approach was that central administration mandated a foundation level of compensation increase at or perhaps slightly less than the rate of inflation and asked the various units to provide additional increases based on an assessment of need in their areas. As the Compensation Report noted, the competitiveness of various units is not uniform across the University now, nor should it be in the future. The desired competitiveness is a matter of institutional priorities. Faculty compensation should, however, be competitive in aggregate.

Unfortunately this approach didn't work nearly as well as we had hoped it would. Recent data suggest that in other than the Academic Health Center (where overall increases were near zero), the faculty increases last year were in aggregate only slightly above (about .5%) expected inflation. In essence, even if our competitors limited their increases to the rate of inflation, we made little progress in closing the gap. Obviously, we need to determine exactly what our competitors' actions actually were. What adds a sense of urgency to my concern, is our discussion of salaries for the coming year. While I have seen no final determinations, I believe that we will be relying again on the system of charging unit heads with addressing the problem. I am concerned that what didn't work well last time will work no better this time. In fact, I can easily imagine a more undesirable outcome.

If the problem is as serious and central as we have assumed, we must address it. If not, we should reformulate it. If we simply don't know how to address it, we need to obtain appropriate assistance.

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"U students at the Capitol"



UMCHE

THE UNIVERSITY OF MINNESOTA COALITION FOR HIGHER EDUCATION

Crookston Student Senate - Graduate & Professional Student Assembly - Minnesota Student Association - Morris Campus Student Association - Duluth Student Association

Affordable Public Higher Education—Tuition Relief

State support for public higher education has been declining—both as a percentage of overall state appropriations and as a percentage of overall public higher education tuition. Students at the U of M urge the State of Minnesota to re-establish public higher education as one of its highest priorities.

The **Minnesota State Grant Program** has been successful, but it disproportionately benefits students at private schools. We hope the amount available for students at public institutions will be expanded in the coming years, and that eligibility be expanded to include graduate and professional students. Further we urge the Governor and Legislature to recognize our public universities as the cornerstone of the State's commitment to higher education

Simply speaking, low tuition is the best form of financial aid. We urge the state to increase support for public universities by returning state tuition to the national average. The **Orfield/Hottinger tuition relief bill** will reduce tuition at Minnesota's public higher education institutions. Using funds from the state budget surplus to reduce tuition decreases the burden placed on students from middle income families, and ensures access to affordable higher education for all Minnesotans.

Our long term policy goals include:

- **reversing the decline in state appropriations** for public higher education;
- **increasing need-based financial aid and maintaining need-blind admission;**
- **increasing the diversity** in public universities;
- **supporting the unique role of the University of Minnesota** as a land grant institution: providing research, economic development and services to the entire state;
- **ensuring the University's leadership position** as a world-class university.

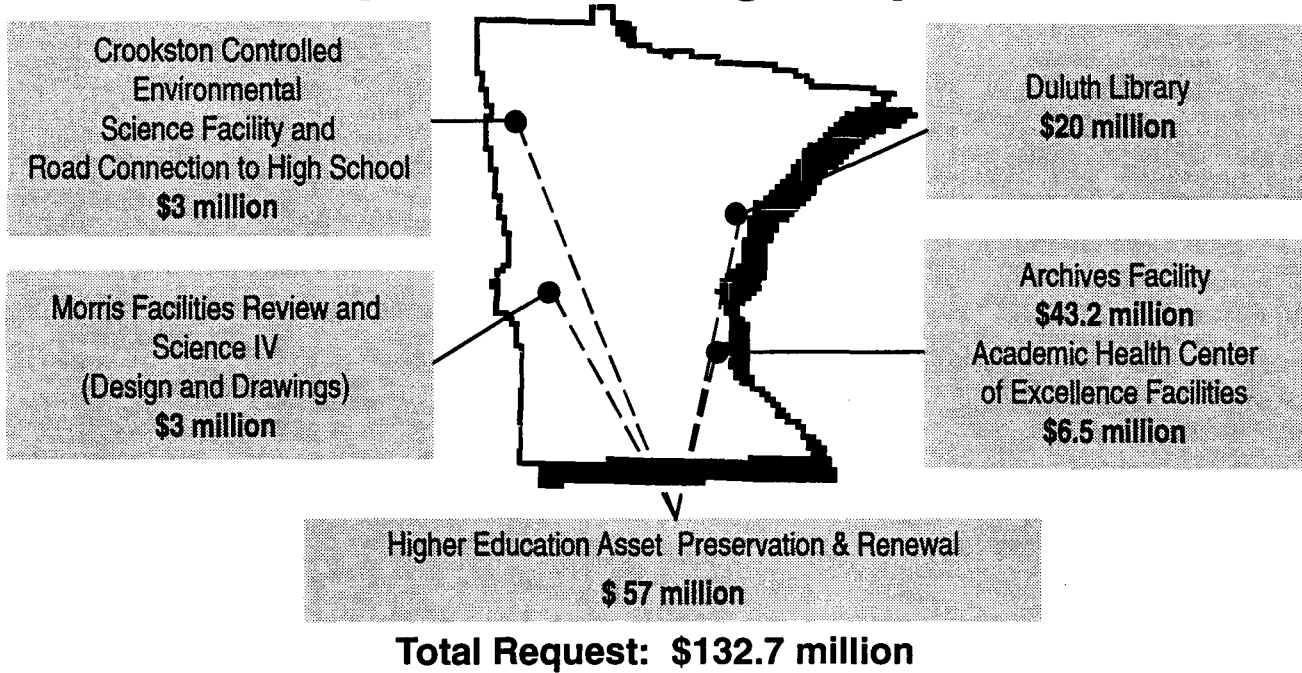
Re-engineering the Academic Health Center

The AHC faces unprecedented challenges associated with health care reform and managed care. Despite declining revenues from all of its historically stable income sources, the AHC is committed to a re-engineering process that will provide a quality educational product while minimizing the need to rely on further increases in tuition revenues.

Investments in AHC re-engineering provide students with:

- **an essential revision of the curriculum** in all health professions to provide AHC graduates with the skills needed to excel in today's rapidly changing healthcare marketplace;
 - **a redesigned AHC emphasizing interdisciplinary learning** and interactions that will prepare health professionals for the team-oriented, collaborative health care delivery;
 - **vital improvements in educational information technologies** that will allow for interactive learning, distance education, self-study and exposure to cutting edge computer information systems;
 - **modern medical technology and equipment** that will be used throughout their careers.
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Capital Bonding Request



HEAPR funds will help reduce a large backlog of deferred maintenance at the University. Taking the first steps to address this critical backlog, along with needed health safety and disability access improvements, will be the highest priority for 1997-98. The bulk of these renewal projects address severe deficiencies in academic buildings.

The **Archives Building** on the Twin Cities campus will house documents for the State of Minnesota, and is necessary to store the precious collection of books from the Walter Library before it can undergo sorely needed renovations. *"I'm surprised they haven't yet filmed a horror film in the stacks of the current Walter Library."* -Twin Cities undergraduate.

The **Crookston Road Connection and Environmental Science Facility** will provide for the renovation of their greenhouse and a road to connect the college to the newly built high school which will increase efficiency through facility sharing. *"An outdated glass green house in 30 degree below weather isn't exactly an adequate place to train for future work in modern private sector facilities."* -Crookston student.

The **Duluth Library** will be the renovation of and an addition to the current library. Structural problems (floors in danger of collapsing under book weight), lack of a ventilation system (causing health problems and damage to books), limited study space (only 31% of the recommended amount), and poor building design (no flexibility to implement new technology) are just a few of the many problems. *"When I do a research project I need a place to access the materials of the library, use the internet to greatly supplement my research and have a comfortable place to study. Currently I have to go to 3 different places on campus to do all of these things."*-Duluth student.

The **Morris** campus has had no new academic space in 20 years. The **Science Project** represents the first, but most critical step, in allowing this campus to remain competitive with its peer institutions regarding available facilities. *Many students are frustrated to find that the high schools they attended have better science laboratories than the Morris campus."* -Morris student.

The **AHC Center of Excellence Facilities** include a new expanded MRI facility and modifications to an existing building to accommodate the Molecular & Cellular Therapeutics program. Both facilities are key to expanding ongoing programs where the AHC is a national leader in multi-disciplinary biomedical research and innovation. *"Professor McIvor from the Molecular and Cellular Therapeutics programs brings the discoveries from his studies into the classroom the very next day. This is what they mean by cutting edge education."*-AHC graduate student.

UMCHE's top three 1996 priorities are:

- **Capital Bonding Request**
- **Affordable Public Education — Tuition Relief**
- **Re-engineering the Academic Health Center**

Investing in U of M Students *For Minnesota's Future*

All Minnesotans benefit from our state's ongoing investment in public higher education and the mission of the U of M. Investments in capital improvements and projects, support for educational accessibility through low tuition and adequate financial aid, and investments in Academic Health Center re-engineering are critical to the future of the University of Minnesota, its students, and to the State of Minnesota. These are the reasons we have come together to present this legislative agenda.

The University of Minnesota Coalition for Higher Education (UMCHE)

is a non-profit, non-partisan organization dedicated to the University of Minnesota and its students. UMCHE is an association of the five student governance organizations from the four U of M campuses. We combine our efforts and resources to present a unified voice to the State Legislature on the issues that affect affordability, accessibility, and quality education for Minnesota students at its premier public higher education institutions.



**Important hearing: Please post and/or share
with faculty, staff & student colleagues!**

February 1, 1996

MEMO TO: Members of the University Senate
FROM: Judith A. Gaston, Chair *Judy A.*
RE: Senate Committee on Disability Issues

I am writing to announce two hearings being held during winter quarter and sponsored by the Senate Committee on Disability Issues. Our purpose for holding hearings is to learn more about disability issues from the perspectives of faculty, staff, and students, thereby adding to our Committee agenda in a practical, meaningful way. I plan to work with personnel on the Crookston, Duluth, and Morris campuses to arrange similar hearings on those sites.

I sincerely hope that you will be able to stop by one of these hearings to share your ideas and concerns. If you are unable to attend a hearing, please forward any relevant ideas or concerns to me by E-mail: jgaston@mail.cee.umn.edu or FAX a note to me at 612-627-4280.

Our agenda for the hearings is to receive commentary on the following topics:

1. Academic program access (e.g. courses, degrees, programs, services)
2. Employment access and accommodation
3. General questions and comments.

The logistics for the Twin Cities campus hearings are as follows:

1. Tuesday, 2/27, 11:30-1:30, Terrace A & B, St. Paul Campus Student Center
2. Wed., 2/28, noon-2:00, Nolte Library, Nolte Center, Mpls. Campus.

Sign language interpreters will be available at both hearings. To request other accommodations or to receive this memo in alternative formats, please contact Disability Services at 624-4037.

If you have any questions or concerns, please call me at 612-627-4277. Thanks for your help in spreading the word!

For February 15, Twin Cities Campus Assembly Meeting

IV. FACULTY ASSEMBLY STEERING COMMITTEE
Provostal Faculty Consultative Committees
Action (10 minutes)

MOTION:

To amend Article III of the Twin Cities Campus Assembly Bylaws as follows: [new language is underlined; language to be deleted is ~~struckout~~]

BYLAWS

ARTICLE III. TWIN CITIES CAMPUS ASSEMBLY COMMITTEES

1. COMMITTEE ON COMMITTEES

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2. COUNCIL ON LIBERAL EDUCATION

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3. EDUCATIONAL POLICY COMMITTEE

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4. INTERCOLLEGIATE ATHLETICS COMMITTEE

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5. PROVOSTAL FACULTY CONSULTATIVE COMMITTEES

There shall be a Provostal Faculty Consultative Committee (PFCC) within each of the Provostal areas on the Twin Cities Campus. Each PFCC shall represent the faculty at large of its respective provostal area and not the individual institutes, colleges, schools, or departments within the provostal area.

The committees shall expire in June 1997, at which time its continued existence shall be reviewed by the Faculty Assembly Steering Committee.

Membership

The Provostal Faculty Consultative Committees shall be composed as follows:

ACADEMIC HEALTH CENTER: 8 faculty members [2 from the Medical School and 1 each from Dentistry, Nursing, Pharmacy, Public Health, Veterinary Medicine, and the UMD School of Medicine].

ARTS, SCIENCES, AND ENGINEERING: 6 faculty members [2 each from the College of Liberal Arts and the Institute of Technology and 1 each from the College of Biological Sciences and General College].

PROFESSIONAL STUDIES: 9 faculty members [1 each from the Agricultural, Food, and Environmental Sciences; Architecture and Landscape Architecture; Education and Human Development; Human Ecology; Law; Management; Minnesota Extension Service; Natural Resources; and Public Affairs].

Members shall be nominated in accordance with procedures established for the Faculty Consultative Committee election and elected by college. Terms of office shall be three years with terms beginning July 1 and terminating June 30. No member is eligible to serve more than two consecutive full terms. Elections shall be so adjusted that the terms of approximately one third of the members shall expire each year.

In case of a faculty vacancy, the remaining members of the Provostal Faculty Consultative Committee by majority vote shall fill the vacancy by interim appointment until the next general election.

Each Provostal Faculty Consultative Committee shall elect its chair from amongst its members for a one-year term of office. The chair shall be eligible for re-election to that position.

Duties and Responsibilities

- a. To meet at least monthly to discuss matters of concern to the faculty.
- b. To meet regularly with the provost and other academic officers to represent the viewpoints of the faculty.
- c. To meet periodically with Faculty Senate/Assembly members from the respective provostal area to facilitate communication with the faculty.
- d. To meet with the Faculty Consultative Committee/Twin Cities Campus Faculty Assembly Steering Committee at least annually.
- e. To report to the Faculty Assembly Steering Committee.
- f. To submit an annual report to the Faculty Assembly Steering Committee.

This Article III, Section 5, shall become null and void on June 30, 1997.

5- 6. STEERING COMMITTEES

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6- 7. STUDENT BEHAVIOR COMMITTEE

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7- 8. SUPPORT SERVICES COMMITTEE

**CARL ADAMS, Chair
Faculty Assembly Steering Committee**

DRAFT

MOTION:

Amend Article III of the bylaws of the Twin Cities Campus Assembly to add a new bylaw 9, as follows:

9. UNDERGRADUATE COURSE AND CURRICULUM COMMITTEE

The Undergraduate Course and Curriculum Committee shall establish guidelines and procedures, within the framework of the educational policies adopted by the Senate and Twin Cities Assembly, to review all undergraduate course proposals that have been approved by the appropriate college curriculum committee in order to consider factors that would affect curriculum and policies across collegiate units and across the campus as a whole. Undergraduate courses are all courses numbered 0-XXX, 1-XXX, 3-XXX, and 5-XXX.

Membership

The Undergraduate Course and Curriculum Committee shall be jointly appointed by the Twin Cities Assembly Committee on Educational Policy and the Provosts of the Twin Cities campus and shall be composed of tenured or tenure-track faculty and students. It shall have 17 members: 8 faculty (5 appointed by the Committee on Educational Policy and 3 appointed by the provosts, one from each provostal unit), 6 deans (or faculty members or collegiate administrators with faculty rank designated by the dean, 3 of whom will be appointed by the Provost of Arts, Science and Engineering, 2 appointed by the Provost of the Professional Schools and 1 appointed by the Provost of the Academic Health Center), and 3 undergraduate students appointed to the Committee on Committees, and ex officio representation as specified by vote of the Assembly.

The chair shall be a tenured faculty member, shall be appointed by the President of the University, and shall serve as an ex officio member of the Educational Policy Committee. Until September 1, 2000, the position of the chair shall be a 50-percent time funded appointment.

Duties and Responsibilities

- a. To review all courses proposed for the change to semesters and all courses proposed after the change has taken place.
- b. To review and approve or disapprove all new undergraduate majors and programs proposals.
- c. To settle disputes between and among colleges involving a course or courses.
- d. To establish timelines for submission of course proposals to the committee.

- e. To develop guidelines for course approval and to review and approve or disapprove course proposals, and to make suggestions for revisions of course proposals.

In developing the guidelines for course approval, the committee will use the following criteria:

1. Policies adopted by the University Senate and the Twin Cities Campus Assembly, including but not limited to those that govern the relationship between credits and contact time, the relationship between credit and student academic effort, and the number of credits necessary for graduation.
 2. The degree and similarity between and among courses that are offered in more than one college and will determine, with consultation from the college curriculum committees, faculty proposing the courses, and college administrators, the necessity of offering similar courses and whether one or several courses shall be offered.
 3. The overall undergraduate curriculum of the Twin Cities Campus, including the appropriateness of programs offered, the balance of the programs, and the requirements of the programs (including those established by the Council on Liberal Education).
 4. The time required for the completion of a program or degree. Students making normal academic progress must be able to complete the program or degree in 4 years.
- f. To report back to the college curriculum committees those courses that have been approved, need revision, and disapproved, including the rationale for disapproval.
 - g. To report to the Assembly Committee on Educational Policy and the Twin Cities campus provosts.
 - h. To recommend to the Committee on Educational Policy such actions or policies it deems appropriate.
 - i. To submit an annual report to the provosts and to the Assembly.

COMMENT:

The Assembly Committee on Educational Policy received a recommendation from the Change to Semesters Committee (chaired by Provost Shively) that it consider establishing a Twin Cities Campus curriculum and course review committee as the conversion to semesters takes place. SCEP considered the recommendation to have considerable merit and developed a proposal for consideration by the Assembly.

This proposal goes beyond the change to semesters to issues of the University's financial environment; this committee would provide oversight and guidance about courses and programs offered across the campus.

The temporary funding for the chair's position, staff and general support, and summer salary supplements for (1997) for the membership, will be provided by central administration.

II. Proposed Semester Conversion Standards

Motion 1A: Motion 1C (the calendar principles) shall apply to all campuses of the University except the Law School.

Motion 1B: All campuses of the University shall have the same calendar.

Motion 1C: There shall be two semesters, each of which shall consist of 14 weeks of instruction, at least one study day, and approximately one week of final examinations (including Saturdays but not Sundays). Classes shall begin after Labor Day.

* Colleges and campuses may authorize courses shorter than a semester, subject to the approval of appropriate curriculum review committees.

Final examinations normally shall be two (clock) hours long; instructors may schedule longer examinations with the approval of their department.

* There shall be an additional instructional term of three weeks. No department is obligated to offer courses or academic work during the interim.

* It is generally assumed that students will be able to complete their degrees by enrolling only for the fall and spring semesters. With college approval, however, departments may offer courses or academic work during the interim that are required for majors.

There shall be at least one summer term; colleges and campuses shall have the authority to offer other summer courses and enrollment periods to fit the needs of their students.

The standard class period during fall and spring semester shall be 55 minutes. [Further policy needs to be developed with respect to classes of greater than 55 minutes in length.] The standard class period during the summer term(s) shall be in proportion to the length of the summer term vis-a-vis the two semesters, with a 15 minute change period.

All grades for all courses each term shall be submitted to the Office of the Registrar no later than 72 business hours (3 business days) after the last final examination for that enrollment period, except that grades for Fall Semester shall not be due until 5 calendar days before the first day of instruction of Spring Semester.

(Senate straw vote 96-6 in favor)