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MEETING OF THE UNIVERSITY SENATE

THURSDAY, JANUARY 11, 1996

2:00 P.M.

**25 Law Building--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.

[Senators will receive the supporting documents for items I, II, and III in the mail and copies are available in the Senate Office, 427 Morrill Hall, 612-625-9369.]

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

**II. SENATE CONSULTATIVE COMMITTEE
EDUCATIONAL POLICY COMMITTEE
Semester Conversion Standards
Discussion (1 hour)**

**III. SENATE CONSULTATIVE COMMITTEE
Student Senate Officers
Action (10 minutes)**

**IV. ANNUAL REPORTS
Information**

1994-95 annual reports received since the previous Senate meeting will be distributed at the meeting and included in the minutes.

V. OLD BUSINESS

VI. NEW BUSINESS

VII. ADJOURNMENT

DRAFT DISCUSSION DOCUMENT #2

1/4/96

University of Minnesota
 Uniform Grade and Honor Point System
 University Transcripts

Preamble and Comment

The Senate Committee on Educational Policy (SCEP) is in the process of reviewing all Senate educational policies, with the intent of reorganizing and consolidating them into a coherent whole. These motions on grading are the first of a number of policy revisions that will be brought to the Senate.

MOTION I

There shall be a University-wide grading policy (excluding the Law School and the two medical schools).

Comment

This motion, if adopted, would explicitly reverse Senate action of 3/9/72, delegating authority for grading policy to each campus assembly.

SCEP has been made aware of the fact that there are more than ten different grading systems in use on various campuses and colleges of the University. The lack of uniformity makes intra-college and intra-campus transfers more complicated than necessary. Second, and perhaps most important, there is keen interest among some faculty and students in having a grading system that offers the option of finer gradations in recognizing student academic performance. Finally, this diversity of grading systems requires maintenance of expensive data bases, especially in light of the large number of students that pass through the University. For these reasons, SCEP recommends that a uniform grading system be adopted.

As proposed in this motion, the policy would apply to all colleges and campuses except the Law School and the two medical schools, which have long-standing systems that are the norms in their professions.

MOTION II

The uniform grading system shall be as follows.

(Parenthetical comments referring to earlier Senate and Assembly legislation will be deleted from the final text if the policy is adopted by the Senate.)

I. GENERAL PROVISIONS

1. There shall be two distinct grading systems at the University of Minnesota, A-

48 B-C-D-F and S-N. The S-N system is a self-contained alternative to the A-F
49 system and the two may not be combined for a particular student in a
50 particular course. Students may receive grades or symbols only from the
51 grading system under which they have registered for a course. (Assembly
52 4/28/77)
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- 54 2. There are, in addition, registration symbols identified and described in this
55 policy that carry neither grade nor credit.
56
- 57 3. Each college, campus, and program shall determine to what extent and under
58 what conditions each of these two systems may be available to its students
59 and to its faculty, consistent with the provisions of this policy. Any college,
60 campus, or program may specify what courses or proportion of courses taken
61 by its students or its prospective students must be on one or the other grading
62 system. No campus, college, program, or instructor is required to offer a
63 course on the S-N grading system, nor is any instructor obligated to use pluses
64 and minuses. Any unit or instructor may choose to limit grades assigned to
65 the A-F or the S-N system. (Senate, 3/9/67)
66
- 67 4. When both grading systems are available to a student, he or she must declare
68 a choice of system as part of the initial registration for the course. The
69 choice may not be changed after the end of the second week of classes (the
70 first week in summer sessions). (Assembly 4/28/77)
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- 72 5. No student may receive a Bachelor's degree unless at least 75 percent of the
73 degree-qualifying residence credits carry grades of A, B, C, or D. (Senate,
74 5/22/69)
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- 76 6. Except as provided in this policy in Sections I (8) and IV (5), no college or
77 campus may use any grading system other than the one established by this
78 policy.
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- 80 7. The University's official transcript, the chronological record of the student's
81 enrollment and academic performance, will be released by the University only
82 at the request of the student; mailed copies will include the official seal of
83 the University imprinted on them. Students may obtain an unofficial
84 transcript of their own academic work at their request.
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- 86 8. The Law School, the Medical School, and the Duluth School of Medicine are
87 exempt from the provisions of this policy, but shall report their grading
88 systems, and any changes therein, to the Senate. Any other units which
89 believe that the national norms of their profession require a different grading
90 system may make application to the Senate Committee on Educational Policy
91 for an exemption from this policy; all such exemptions must be approved by
92 the University Senate.
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II. PERMANENT GRADES FOR ACADEMIC WORK

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

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

A- 3.67

B+ 3.33

B 3.00 Represents achievement that is significantly above the level necessary to meet course requirements.

B- 2.67

C+ 2.33

C 2.00 Represents achievement that meets the course requirements in every respect.

C- 1.67

D+ 1.33

D 1.00 Represents achievement that is worthy of credit even though it fails fully to meet the course requirements.

D- 0.67

S -0- Represents achievement that is satisfactory, i.e., is equivalent to a 2.00 and meets or exceeds the course requirements in every respect.

These definitions are intended to apply to grades awarded to students who are not enrolled in graduate programs; they may be used in other programs at the discretion of the faculty.

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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.**

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F (or) N **Represents failure (or) no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see item 4). Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course. The grade of F shall carry 0 honor points.**

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Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

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3. **In connection with all symbols of achievement, and especially for the S, instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each (subject to the provision in this policy that the amount and quality of work required for an S may not be less than that required for a C [2.00]). (Assembly, 4/28/77)**
4. **Every student shall have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which shall be the ratio of honor points earned divided by the number of credits earned with grades of A-F (including pluses and minuses). Both the periodic and cumulative grade point average will appear on each student's record. (Assembly, 4/26/79)**

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

181 **III. OTHER TRANSCRIPT SYMBOLS**

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1. **There shall be a temporary grade I, incomplete, awarded to indicate that the work of the course has not been completed.**

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The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an I requires a written

189 agreement between the instructor and student specifying the time and manner
 190 in which the student will complete the course requirements during the
 191 student's next period of enrollment.
 192

193 For undergraduates and adult special students, an I that is not made up
 194 within 72 hours of the last final examination of the student's next period of
 195 enrollment at the University becomes an F if the student was registered on
 196 the A-F system for the course and an N if the student was registered for the
 197 S-N system for the course. (Assembly, 5/15/86)
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199 When an I is changed to another symbol, the I is removed from the record.
 200 (Assembly, 4/28/77, 5/15/86)
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202 A student does not need to be registered at the University in order to
 203 perform the work necessary to convert an I to a grade with credit.
 204 (Assembly, 5/28/70)
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206 2. There shall be a symbol T, **transfer**, posted as a preceding supplement to the
 207 original grade, to indicate credits transferred from another institution or from
 208 one college or campus to another within the University when reevaluation is
 209 required. (Assembly, 4/28/77)
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211 3. There shall be a symbol V, **visitor**, indicating registration as an auditor or
 212 visitor, which shall carry no credit and no grade. (Assembly, 4/28/77)
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214 4. If a student officially withdraws from a course during the first two weeks of
 215 classes, there shall be no record of that course registration entered on the
 216 student's transcript.
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218 There shall be a symbol W, **withdrawal**, entered upon a student's record when
 219 the student officially withdraws from a course in accordance with procedures
 220 established by the student's college or campus. The W will be entered on the
 221 transcript irrespective of the student's academic standing in that course if the
 222 student withdraws from the course during the third through sixth week of class
 223 (second or third weeks of summer sessions). If the student withdraws during
 224 the seventh or later week of classes (fourth or later in summer sessions), a W
 225 shall be entered on the transcript only if the student is not failing the course
 226 at the time of withdrawal. If the student is failing at the time of withdrawal
 227 after the sixth week (fourth week in summer sessions), the grade of F or N
 228 shall be entered on the transcript (depending on which grading system the
 229 student had enrolled under).
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231 Each student may, once during his or her undergraduate enrollment, withdraw
 232 from a course, and receive the transcript symbol W, at any time up to and
 233 including the last day of class for that course whether or not the student is
 234 passing or failing the course. Implementation of this paragraph is contingent
 235 on a decision by the Senior Vice President for Academic Affairs that its costs

236 are reasonable; the Senior Vice President shall report the decision to the
237 Senate within one year of the adoption of this policy.
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- 239 5. There shall be a symbol X, indicating a student may continue in a
240 continuation course in which a grade cannot be determined until the full
241 sequence of courses is completed. The instructor shall submit a grade for
242 each X when the student has completed the sequence. (Assembly, 4/28/77)
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- 244 6. There shall be a symbol K, assigned by an instructor to indicate the course is
245 still in progress and that a grade cannot be assigned at the present time.
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247 IV. OTHER PROVISIONS

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- 249 1. No individual faculty member is required to use pluses and minuses in
250 grading. Faculty members who choose not to use pluses and minuses must so
251 indicate to students by the course description in published course guides and
252 catalogues as well as in the syllabus for the course. The one exception to
253 faculty discretion in use of pluses and minuses arises in the instance when a
254 department or unit offers more than one section of a course; the department
255 shall ensure that the grading system is uniform for all sections.
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- 257 2. If a student is permitted by the college or campus of enrollment to repeat a
258 course, all grades shall be reported on the official transcript. In those
259 instances when a college or campus permits a student to repeat a course, (1)
260 all grades for the course shall appear on the official transcript, (2) the course
261 credits may not be counted more than once toward degree and program
262 requirements, and (3) only the grade earned in the last enrollment for the
263 course shall count in the student's grade point average. This section (IV [1])
264 of this policy shall not apply to courses using the same number but where
265 students study different content each term of enrollment; all such courses
266 falling under this provision must be approved by the college.
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- 268 3. Any college or campus may set special scholastic or other standards for
269 registration in a particular course, for scholastic probation, admission, honors,
270 continued residence, degrees, and other purposes they deem appropriate.
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- 272 4. All grades for all courses each period (quarter or semester) shall be
273 submitted to the Office of the Registrar no later than 72 hours after the last
274 final examination for that enrollment period.
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- 276 5. This grading system shall go into effect fall quarter 1996, thereby replacing all
277 previous University, campus, and college grading systems. Its grades, symbols,
278 and provisions may not be applied retroactively to any grades or symbols
279 awarded before that time. Each transcript will clearly identify the procedures
280 under which it was produced and will be maintained and released under
281 policies in effect during the time of the student's registration.
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- 283 6. Only the Senate Committee on Educational Policy shall have the authority to
 284 grant to individual colleges or campuses permission to use alternative grading
 285 methods outside the provisions of this official University system, for a
 286 specified period (but no longer than five years), and only for the purpose of
 287 experimenting with a new grading system for possible system-wide adoption.
 288 Such permission may be granted if the proposal does not interfere significantly
 289 with the registration options of students from other colleges, campuses, and
 290 programs. Such alternative systems shall be reported for information to the
 291 University Senate as soon as permitted and, after the specified period, shall
 292 be re-evaluated, either to be discontinued, or with Senate approval on
 293 recommendation from the Senate Committee on Educational policy, made
 294 part of the system-wide policy. Except for the provisions of this section 13,
 295 no college, campus, or program may use any grading system except for the
 296 one contained in this policy.

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 298 Because alternative grading systems, once used, must be maintained by the
 299 University for decades afterward (to preserve the integrity of the transcripts),
 300 the Senate Committee on Educational Policy will rarely grant permission for
 301 alternative grading systems. It will consider doing so only when (1) those who
 302 propose it can make a persuasive case that the alternative is a more accurate
 303 and effective way to measure and record student academic performance, and
 304 (2) there is strong reason to believe that the proposal will be useful to all
 305 colleges and campuses of the University (except the Law School, Medical
 306 School, and Duluth School of Medicine).

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 308 7. The chancellors and provosts shall resolve disputes between and among
 309 colleges and campuses should procedures developed for this grading system
 310 result in unacceptable complications for students registering across college
 311 lines. They should bring to the Senate Committee on Educational Policy
 312 issues they are unable to resolve informally through negotiation, with
 313 recommendations for resolution.

314 Comment

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 317 This is not the first time that SCEP has considered plus/minus grading. This
 318 is not a new discussion. As noted, no faculty member would be required to use
 319 pluses and minuses; this provides the option for those faculty who wish to use
 320 them. It would be expected, however, that all faculty and instructors will inform
 321 the students at the beginning of the quarter (semester) whether or not pluses and
 322 minuses will be used in a course.

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 324 Campuses or colleges could adopt more restrictive grading policies, provided
 325 they do not vary from provisions of this policy. For example, a campus or college
 326 could decide it would not permit plus/minus grading, or that it would not grant
 327 D-'s. Individual faculty could also make such decisions. Any such decision made
 328 by a college or campus would need to be published in appropriate bulletins,
 329 schedules, and other documents; individual faculty would be obligated to so indicate

330 on their syllabi.

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332 **MOTION III**

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334 **In the event that Motion I fails, the Senate Committee on Educational Policy**
335 **recommends to each campus assembly that it discuss and adopt the grading policy**
336 **contained in Motion II. Included in any such discussion should be a**
337 **consideration of the costs and benefits, both educational and financial, of not**
338 **adopting a uniform grading system.**

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340 **Comment**

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342 **If the Senate declines to repeal campus autonomy in adoption of grading**
343 **systems, SCEP then recommends to each campus that it adopt the proposed**
344 **grading system. Whether or not agreement can be reached on a system-wide**
345 **uniform policy, campuses need to be aware of the need to work together for the**
346 **common good of the institution and the costs of variance among its components.**

Faculty Appointments, Tenure, and the Research University--Issues and Alternatives:

A Discussion Document

These materials form the basis for a series of faculty-led University-wide forums to discuss faculty appointments and faculty tenure. A brief presentation is scheduled to take place at the Senate meeting, 11 January 1996 in 25 Law Center.

The first forum is scheduled for 25 January, 3:00-5:00 p.m., in the Cowles Auditorium in the Humphrey Center on the West Bank [coordinate campus locations: 305 Selvig Hall/UMC, 323 Kirby Student Center/UMD, Behmler Hall Conference Room/UMM]. A second forum is scheduled for 8 February, 2:00-4:00 p.m., also in the Cowles Auditorium [coordinate campus locations: 305 Selvig Hall/UMC, 355 Kirby Student Center/UMD, Behmler Hall Conference Room/UMM]. All are invited to attend.

The purpose of these forums is to discuss questions and issues facing the University and to identify appropriate modifications to the "Regulations Concerning Faculty Tenure" (the Tenure Code) that would respond constructively. It is hoped that this effort can be completed by mid-1996.

The Tenure Code, which is a Regents' Policy, requires that proposed amendments be considered by the Senate Judicial Committee, the Senate Committee on Faculty Affairs (SCFA), and the Tenure Committee (now a subcommittee of the SCFA). A preliminary discussion of possible changes is planned for the Faculty Senate in February; proposed revisions are scheduled for discussion at the Faculty Senate meeting in April; with action on changes scheduled for the May and June Faculty Senate meetings.

Foreword

Over the past three years, faculty consultative and governance leadership has been working with University administration addressing a series of human resources issues and management problems that affect faculty life and work in carrying out the teaching, research and outreach missions of the University. These efforts coincide with questions inside the University and outside (Legislature, the Governor, the public) asking: How can the University maintain faculty and staff morale and improve performance in accomplishing its diverse missions during an era of persistent underfunding?

This question accompanies two other questions of crucial concern to faculty: (1) under what circumstances can we lay off faculty due to programmatic change brought about as a result of external forces (e.g., budget reductions) or internal shifts in priorities (e.g., the U2000 strategic plan); and (2) under what future circumstances and to what extent might the base pay of a tenured faculty member be reduced? Asking these questions raises several issues and questions.

(1) Some issues center on the full range of University **human resources policies and practices** affecting academic, civil service and administrative personnel. Topics include recruitment and staffing, training and development, dispute resolution, and compensation. A "Working Group on Human Resources Policies" chaired by Charles Denny and Carol Carrier and including faculty representing the Faculty Consultative Committee and the Senate Committee on Faculty Affairs has been meeting bi-weekly since summer 1995.

(2) A second set of questions concerns **management issues** within Academic Affairs and in Finance and Operations. These matters were raised or magnified by the creation of the provostal system for the Twin Cities campus, by a need to improve practices in periodic reviews of administrators, and by a decision to consider various forms of Responsibility Center Management. Others were discussed in a faculty "white paper" addressing the role of the department in carrying out the U2000 agenda. Faculty participation in these efforts has been provided by the Faculty Consultative Committee (FCC), the Senate Committee on Faculty Affairs (SCFA), the Senate Committee on Finance and Operations, the Senate Committee on Educational Policy, and the Senate Committee on Research, among others. Minutes of each of these committees are available to all faculty.

(3) A third set of issues centers on **academic personnel policies and procedures**--appointments, performance reviews, tenure, compensation, termination for cause, and workload policies for faculty within of the research university. Although it is a serious matter any time changes are proposed for the Tenure Code, we regularly have done so when the need arises. For example, we modified the Tenure Code to accommodate faculty on probationary appointments who take time out for parenting and caregiving for family members. In another example, the Subcommittee on Tenure of SCFA provided a temporary interpretation of the Tenure Code to accommodate the provostal structure during 1995-96. A permanent change in the code--perhaps a "neutral" system that will accommodate any future changes in administrative structure without yet another tenure regulation change--awaits action. The Compensation Working Group reported its analysis and recommendations to the Faculty Senate in spring 1995 outlining a compensation policy for academic personnel at the University. Certain types of changes in compensation policy would require changes in the Tenure Code because part of our present compensation policy is contained in the Tenure Code.

Why are we examining personnel policies and considering modifications of the Tenure Code? We recognize that economic and political environments supporting higher education are changing rapidly, and that technologies to support our work are changing even faster. Faculty leadership in FCC and SCFA agreed it was vital for faculty to initiate discussion of these matters because they affect us and our work in direct and substantial ways. Nevertheless, as exploration of these questions goes forward, additional questions arise.

How much of this activity is a response to financial difficulties in the Academic Health Center (AHC)? The Chairman of the Board of Regents told FCC that "the Board did not start down this road because of the AHC. The discussion and the concerns that motivated it are much broader. . . . The legislature has asked questions; the public is curious. . . . The Board has had these topics on their list of concerns for a while."

"What's the rush?", some have asked. Is it reasonable to expect to complete this task by mid-1996? We recognize that the proposed schedule is tight, but we will do the best we can to meet schedules we have set out. Any Tenure Code changes agreed upon within the Faculty Senate and forwarded to the Board of Regents for approval will be carefully drawn and widely discussed. The schedule that has been set may be ambitious, but we were assured by its Chairman that "the Board would be understanding if we took somewhat longer than the schedule dictates". He also emphasized that "the Board has no desire to micro-manage the process" by which appropriate changes are drafted, discussed and brought forward for Board approval.

We believe that because the work of the faculty lies at the very core of the University, our faculty must be able, motivated, and prepared to succeed in an increasingly competitive world. What follows is a summary of questions and issues concerning academic personnel appointments and the institution of tenure at the University. It was prepared by a Joint Faculty Governance/Administration Working Group which formed in October 1995 to coordinate

discussions this year regarding tenure and related matters of academic personnel policies and procedures.

Central issues we are considering can be summarized with the following questions:

- .. Should faculty tenure be held only in the department? And should faculty members be liable to termination if the size of their department is reduced?
- .. Should it be possible for the base salary of a faculty member to be reduced?
- .. Should more appointment options be developed--such as tenure for part-time faculty, rolling contracts, etc.--to permit more flexibility in faculty hires?
- .. Should the University limit the percentage of faculty in tenured positions?
- .. How should the University improve the management of the personnel process?
- .. Should any of the above changes apply to present faculty?

We recognize that the State of Minnesota has built and maintained a great University--one that has led a state of only average size to perform in a fashion well above average on many fronts for almost a century and a half. We conclude that it is the faculty's role to assume responsibility for the strength and vitality of the University's academic affairs in the years ahead. In this spirit the following discussion document is offered.

Introduction

In response to plans set in motion by U2000 initiatives, to discussions between faculty and administration during the 1994-95 academic year, to the installation of a provostal system of administration on the Twin Cities campus, and to their own deliberations, the Board of Regents requested an analysis of the definition, status and role of faculty tenure both nationally and at the University of Minnesota. The discussion is being carried out during the 1995-96 academic year and is scheduled to conclude in summer 1996.

The first discussion was held at the 12 October 1995 Regents meeting and focused on national trends and issues and featured a presentation by Dr. Judith Gappa of Purdue University, a prominent national authority on the institution of faculty tenure in higher education. A faculty panel provided responses to her presentation.

A second session held at the 8 December 1995 Regents meeting focused on the tenure process, statistics, and critical issues at Minnesota. Materials presented to the Regents at that time provided a brief overview of the process for awarding or denying tenure, selection statistics showing the breakdown of tenure-track and tenured faculty by college and campus, the rate of tenure, and an issues paper that raised a number of key issues related to our tenure system.

There are approximately 3,500 faculty (professor, associate professor, assistant professor, lecturer, etc.) in the University of Minnesota system. Of the 3,096 faculty on tenure track in 1994-95, 2,588 (84 percent) were tenured and 508 (16 percent) were untenured. Between 1989-90 and 1994-5 the number of new regular faculty hires per year has varied from 171 in 1989-90 to just over 100 in the two most recent years.

Discussion of the materials was led by Daniel Farber (Law School), William Brody (Academic Health Center), Alfred Sullivan (Natural Resources), and John Adams (CLA, representing the Faculty Consultative Committee). Following this presentation, the Board adopted a resolution in which it proposed to:

.. "Develop a working knowledge of the University's Tenure Code with the overarching goal of reshaping it to fit current and future needs;

.. "Gain an understanding of the full span of tenure alternatives and variations available to the University of Minnesota and benefit from the experiences of a broad range of institutions;

.. "Assure the protection of academic freedom;

.. "Provide University decision makers with the flexibility to respond to the institution's changing circumstances, and to shape academic and administrative programs to meet the needs of our teaching, research, and service missions;

.. "Ensure the maintaining of a vital academy through ongoing programs of faculty renewal, including effective tools for development and retention;

.. "Maintain fairness as a central criterion in personnel decisions;

.. "Address the special tenure concerns of the Academic Health Center;

.. "Provide the Board with opportunities for public discussion of eventual revisions in the tenure code. (Board of Regents Resolution, adopted 8 December 1995).

A third session, scheduled for the February 1996 Regents Meeting, will explore possible modifications of the tenure system and their implications.

Faculty Consultative Committee (FCC) Chair Carl Adams joined with Senior Vice President for Academic Affairs E. F. Infante and appointed a "Joint Administration/Faculty Governance Working Group on 16 October 1995 to coordinate discussions this year regarding tenure. The working group is composed of the following individuals:

.. John S. Adams, Professor, Department of Geography, CLA; immediate past chair of FCC.

.. Carol A. Carrier, Associate Vice President for Human Resources.

.. Mary E. Dempsey, Professor, Department of Biochemistry, Medical School; Chair of the Tenure Subcommittee of the Senate Committee on Faculty Affairs.

.. Daniel A. Farber, Professor, Law School; Acting Associate Vice President for Academic Affairs.

.. Paul G. Quie, Regents' Professor, Department of Pediatrics, Medical School.

.. Matthew V. Tirrell, Professor and Head, Department of Chemical Engineering and Material Science.

The Working Group will guide the discussion of tenure at the University on the basis of the following premises:

University human resources policies must fully support academic excellence and freedom of inquiry. Faculty tenure is essential for sustaining both. The institution of tenure unquestionably

will continue at the University. Furthermore, as a practical matter, almost all universities maintain a form of tenure, and the University of Minnesota must remain competitive.

Our present system of faculty appointments and of tenure must be reexamined and improved to provide greater flexibility in the allocation of resources, for improved efficiency in the use of resources in support of academic and scholarly activities, and to improve the climate within which faculty work is carried out.

Our present Tenure Code should be revised to state policies in clearer fashion; and to simplify and streamline procedures.

The Working Group prepared the following five-part discussion addressing these topics:

.. I. How faculty tenure forms a bedrock foundation for the effective functioning of a major research university.

.. II. Principles governing employment contracts for faculty at the University of Minnesota.

.. III. Current practices followed in awarding, denying or terminating faculty tenure at the University of Minnesota.

.. IV. Paths toward increased faculty and staff productivity; improved faculty and staff morale; and increased institutional flexibility.

.. V. Conclusion: the inevitability of change in the Tenure Code, and the requirement that changes be designed by faculty working with the administration.

I. How faculty tenure forms a bedrock foundation for the effective functioning of a major research university

How is the mission of a major research university tied to the institution of faculty tenure?

Faculty tenure (1) protects the freedom of inquiry that is essential for the creation of new knowledge and its transmission--activities that form the core of the mission of a research university; and (2) guarantees a livelihood for faculty as they carry out the work of the university. Guaranteed employment is essential for the exercise of freedom of inquiry. The two go together.

Why should the public support the research university?

Charles M. Vest, president of MIT, discussed "The Pursuit of the Truly Unknown" in his annual report on the state of the university (Chronicle of Higher Education, 15 Dec 1995, p. B5), noting that as we consider the nature of research universities, and continue our dialogue with the public, "we would do well to remember that the ultimate rationale for supporting a university system derives more from the unknown than the known." . . .

"It is a fact of modern life that research universities must increase their connections with the worlds of industry and professional practice. . . . However it is the pursuit of the truly unknown--

of principles, insights, materials, and organisms of which we currently have no inkling--that will yield the greatest rewards for a society that invests in education, scholarship, and research. . . ."

While preparing his report, a sample of MIT faculty members listed questions and puzzles they seek to resolve--a sampling, he says, that "offers more than sufficient justification for investing personal energy and public resources in building individual careers and major institutions devoted to education and research. For example:

.. We don't know which classes of earthquakes are predictable, nor do we understand the processes that produce them; thus we don't know with any reliability how serious an event will occur where and when, which is the level of understanding we need to protect lives and property.

.. We don't know why national economies grow at different rates either at a particular moment, or over time. We know likely factors affecting economic growth, but the relative importance of factors and their interactions in diverse settings are not known with precision even though governments continue to develop and implement policy.

.. We don't know what successful organizations of the coming decades will look like; even the most experienced business leaders cannot predict which companies will thrive and which will go under.

.. We don't know consequences for the nation state of the explosion in networked electronic communications. We don't know whether we'll end up with a society of local and small group networks, or a massive global society.

.. We don't know how vast stores of instantly-available information can or will be understood and used; access alone does not assure that information can be located, understood and used.

.. We don't know how we learn and remember, or how we think and communicate. We don't yet know the chemical or physical nature of storage of information in the brain.

.. We don't understand the relationship between language and thought. Can we have thoughts that cannot be expressed in words?

.. We don't know how to convert solar energy into practical, cost-efficient fuels for a wide variety of applications, to enhance quality of life while sustaining environmental quality.

.. We don't know all the specific genes whose mutations contribute to the development and progression of cancer, nor do we understand the mechanisms by which they do it.

.. We don't know how viruses form their elegant geometric structures from commonly occurring protein building blocks, nor do we understand the role of these structures in the infection process.

.. We don't know how living cells interact with molecules of nonliving materials.

.. We don't know how old the universe is, what it is made of, or what its fate will be.

.. We don't know if stars other than our own sun have earth-like planets capable of sustaining life.

.. We don't know whether antimatter comes from other galaxies.

.. We don't know how to plan a mission to Mars that would not result in a dangerously unhealthy crew. The list goes on and on. These are some of the things we want to know, that we need to know, and that the research university is devoted to tackling (Summarized from Vest, cited above).

The ability to shape good questions is a critical capacity for every teacher and learner in a research university. It is the key to quality education. The better our questions, the better we learn. The more we know, the more we appreciate what we have, and the greater the likelihood we can understand our world, and predict or manage events that control our lives and our future.

The research university produces basic knowledge upon which much of our future is built. By supporting the research university we are simultaneously building our future, and preparing young people to enter it.

Industry, including industrial research and development, is often criticized for its short-term vision and lack of a long term commitment. One of the functions of the research university is to provide a secure setting for a long term research perspective. Faculty often must plan long-term research programs, and need the assurance of secure position as a basis for those plans. Similarly, faculty need to be encouraged to take risks in their research, rather than limiting themselves to safe projects in order to maintain their positions.

Increasingly, society expects the University--and we expect ourselves--to contribute to meeting societal needs. But such contributions often involve the faculty member in politically contentious issues in which some group or vested interest may be unhappy with the questions asked, the analysis or the proposed solutions. If we are to provide an objective source of assistance to society, faculty need to be protected from outside political pressures.

University research positions are often less remunerative than corresponding positions in the private sector. Tenure and increased intellectual freedom are part of a trade-off for lower salaries.

II. Principles governing employment contracts for faculty at the University of Minnesota.

What are the principles that govern employment contracts for faculty employed by the University of Minnesota--including freedoms, obligations, protections, limitations, extent and duration of appointments; and compensation?

Freedoms and obligations

1. Academic personnel ("personnel") includes faculty, academic professionals, academic administrators, and post-baccalaureate students such as graduate assistants and others in professional training programs. This discussion of principles focuses mainly on faculty.

2. Faculty are entitled to academic freedom, as established and guaranteed by Regents Policy, to protect the free inquiry and long-term scholarly commitment that form the essential foundation for academic excellence in a research university.
3. Faculty are bound by Regents Policy on academic responsibility.
4. Faculty may be assigned to duties in accordance with the specific unit's workload policy. These assignments must be reasonable in light of the qualifications, background, and experience of the individual.

Protections and limitations

5. The institution of academic tenure and its judicious implementation form the essential foundation for protecting freedom of inquiry in a research university, and must continue.
6. Faculty are entitled to due process in matters pertaining to their employment contracts.
7. Discipline, suspension or termination of employment must not be based on any belief, expression, or conduct protected by law or by the principles of academic freedom.
8. Faculty who are physically or mentally unable to perform reasonably assigned duties may be placed on unrequested leave of absence.
9. Faculty may be suspended or terminated before the expiration of the employment contract for refusal to perform assigned duties adequately; for unprofessional conduct including conviction for committing a felony; for misusing professional position for personal benefit; or for sexual harassment or other conduct destructive of human rights or the academic freedom of others.

Appointments and compensation

10. Employment contract duration for faculty may be for periods of time ranging from months, to the lifetime of the (fully tenured) faculty member, or any other time period within this range.
11. Employment contracts for faculty may be negotiated for 100 percent of full-time for 12 months; for less than 100 percent of full time; or for fewer than 12 months.
12. Total Compensation for faculty consists of (1) a permanent base salary that depends on academic rank, longevity, percentage of time appointed, and number of months appointed; (2) temporary augmentations to base salary, contractually agreed upon; and (3) non-salary benefits.
13. Base salary for tenured faculty may not be decreased, nor may length of appointment or percentage of time appointed be decreased without the faculty member's consent, unless the Board of Regents declares a fiscal emergency.
14. Faculty on regular probationary and on tenured appointments will be employed for no less than a specified minimum percentage of full time over the academic year. (Currently it's two-thirds time.)
15. There will be a maximum period of probationary service for a faculty member on a regular appointment at the end of which the faculty member must be given a regular appointment with indefinite tenure or a one year terminal appointment.

16. Non-regular faculty appointments are date-specific and may vary in length and percentage of time of service. The use of non-regular faculty appointments is restricted to certain situations (e.g., employment of clinical faculty, adjuncts, and visitors). Non-regular faculty ordinarily may not be retained longer than six years.

17. Long-term, fixed-termination-date contracts could be granted in lieu of lifetime tenured appointments.

18. Faculty may be stimulated and rewarded for efforts successfully undertaken for the common good.

19. Employment contracts for faculty consist of the job description, the annual Notice of Appointment, and all relevant University policies, contracts, or regulations. They could include annual, biennial, or longer term goals negotiated between the faculty member and the department chair/head.

III. Current practices followed in awarding, denying or terminating faculty tenure at the University of Minnesota

Awarding and/or denying tenure

Faculty are hired into tenure-track or tenured positions as a result of national searches.

The major criteria on which tenure is awarded are demonstrated excellence in teaching, research and service.

Faculty who are hired into tenure track positions have a maximum of six years to achieve tenure. If unsuccessful, they are given one "terminal" year to remain employed in their current position. For each of the years until a decision is made to award or to deny tenure, faculty receive an annual appraisal of their performance from their peers and responsible administrator. Strengths and weaknesses must be documented in this appraisal. Faculty who move here from similar institutions can be credited, upon mutual agreement, with up to three years towards the maximum of six years. There is also a provision to stop the "six year clock", for a period not to exceed two years, for purposes of parenting and caregiving.

Peers inside and outside (via letters of evaluation) the institution play a critical role in the award of tenure. Faculty who hold tenure in a department vote on whether to grant tenure to their tenure-track colleagues in their department. Most colleges have a second level of peer review by a committee of tenured faculty members appointed or elected to recommend on all cases in their college in a given year. The decision to award or deny tenure must occur by the sixth year but can occur earlier. Peers outside the institution are always asked to evaluate a candidate's credentials. In addition, should an individual be denied tenure, he or she has access to the judicial process for an appeal if he or she believes that irregularities in *process* but not in *judgments* occurred. This review of the case, if accepted by the Senate Judicial Committee, is carried out by a panel of faculty peers.

Two Documents, the Regulations Concerning Faculty Tenure and the Procedures for Review of Probationary Faculty govern the process. Each academic department also has its own description of criteria that interpret the Regulations criteria for their discipline or field.

Official recommendations on tenure are made at a multitude of levels. The faculty peers in the department, the department chair/head, the college promotion and tenure committee, and the dean all make recommendations. For the 1995-96 academic year, the provost and/or chancellor, with advice from the dean of the Graduate School, then makes the final decision in each case, as interpreted by the Senate Committee on Faculty Affairs (SCFA) Subcommittee on Tenure (pending Tenure Code Amendment in progress). The senior vice president for academic affairs will then transmit these decisions to the Board for final approval.

At all points in the process, which formally begins in late summer or early fall of each year and concludes in May with recommendations to the Board, the faculty member has total access to his or her file and may respond in writing to anything. Because faculty at UMD are covered by a collective bargaining agreement, their procedures are governed by the contract.

Central administrative oversight for tenure policy and procedures rests with the senior vice president for academic affairs in cooperation with the Senate Committee on Faculty Affairs' Subcommittee on Tenure.

Termination of Tenure

For cause. The grounds on which a tenured faculty member may have their tenure terminated for cause are the following:

- .. Sustained refusal or failure to perform reasonably assigned duties adequately;
- .. Unprofessional conduct which severely impairs a faculty member's fitness in a professional category;
- .. Egregious or repeated misuse of powers of professional position to solicit personal benefits or favors;
- .. Sexual harassment or other egregious or repeated unreasonable conduct destructive of the human rights or academic freedom of other members of the academic community.

While an administrator must initiate action for termination, a formal recommendation (vote) by tenured peers is required. The senior vice president for academic affairs decides whether to take action or not based on these recommendations. The senior vice president recommends the action to the president who may then carry it out.

For financial necessity. Should the Board declare a financial emergency, it may follow a procedure that in its most extreme and final form can lead to the termination or suspension of appointments of tenured faculty. In order to invoke these provisions, the Board must be faced with the necessity of drastic long-term reductions in the overall University budget. Under such circumstances the Board has the power to suspend or abolish positions, or even entire departments, divisions, or other administrative units if survival and integrity of the University is judged to be in jeopardy.

IV. Paths toward increased faculty and staff productivity; improved faculty and staff morale; and increased institutional flexibility.

The main goals in the present discussion of faculty tenure and faculty appointments are to discern ways to increase faculty and staff productivity and morale; to increase the attractiveness of the University to present and prospective personnel; and to increase institutional flexibility and responsiveness during a time of environmental uncertainty and serious financial challenge.

Challenges facing the University appear to require some modification in personnel policies governing academic appointments. Strategies for achieving these goals raise serious issues. Suggested strategies and associated issues are discussed below.

(1) Define the unit within which each faculty member's tenure is held?

Issue: Faculty tenure at the University in practice has not been unit based. To deal with situations that suggest or require a reduction in force, clarification is needed as to where a faculty member's tenure is located--the University, the provostal unit, the campus, the college, the department, and so forth. For most faculty the department may be the appropriate choice.

Comment: Present practice leads to waste of money and underutilization of human resources in overstaffed or low priority programs. Future University interests might be advanced if tenure resided in the departmental unit.

Attrition leads to some realignment of personnel with needs, but for tenured faculty without assured retirements, this process often works exceedingly slowly. To avoid administrative abuse--for example, splitting departments or transferring faculty to other departments in order to set them up for termination--it should be possible to design safeguards to prevent such actions, for example, prohibiting the closing of a department within five years of its creation, or discharging faculty within five years of assignment to the unit.

Employment security for faculty in overstaffed or low-priority units is already enhanced by a requirement of mandatory retraining and reassignment as a condition of continued employment in the case of programmatic change. (Tenure Code, Sec. 12.2) Up until now, administrators have been unwilling to enforce this requirement.

(2) Permit modest flexibility in length of probationary periods for faculty appointments.

Issue: The present Tenure Code requires faculty on tenure track appointments to conclude a probationary period that normally does not exceed six years. For some fields, six years is too short a period, but a maximum probationary period must also be specified, perhaps nine or ten years.

Comment: Present rules protect vulnerable faculty from inappropriate treatment that might arise from repeated renewal of short-term temporary appointments, and support the University's basic research and scholarship mission by giving faculty the job protection they need to undertake the long-term scholarly and research commitments that are absolutely indispensable for the long term health of our University. It is this need to encourage and protect basic inquiry that distinguishes our University from all the other post-secondary institutions in Minnesota.

The need to protect the University's research mission through the judicious granting of tenure may require rules that acknowledge important differences among disciplines, fields, and professions. For example, in some areas, six years might be too short a period to permit informed judgments concerning the appropriateness of a tenured appointment.

We already permit extensions of the standard probationary period for child bearing and care-giving. Additional considerations seem to warrant extensions in certain fields. Perhaps longer probationary appointments, or a series of multi-year contracts--something intermediate between annual appointments and lifetime tenure--are appropriate for some faculty during part of their career within some units of the University.

(3) Reexamine procedures followed in the tenure process, and simplify processes where appropriate.

Issue: The processes we follow in the granting of faculty tenure need to be clarified and strictly observed in all colleges and on all campuses, but any unnecessary bureaucratic procedures currently observed in the granting of tenure need to be removed.

Comment: In the future, there may be proportionately fewer academic personnel placed on the tenure track, but for those on the tenure track, procedures to be followed--in the granting of tenure or in the decision to terminate probationary faculty--must be clear, appropriate, and as simple and unambiguous as possible. For example, the practice of requesting letters of evaluation from internal colleagues who also have an opportunity to vote and comment seems redundant.

(4) Assign financial responsibility to collegiate units and train collegiate and departmental management to handle tenure matters within the collegiate unit.

Issue: A problem of institutional rigidity confronting University planning and budgeting could be partially resolved if tenure were located within the department rather than within the University. A decision along those lines should accompany simultaneous action (a) to define the college as the responsibility center in any Responsibility Center Management scheme, and (b) to inaugurate sustained leadership and management training for deans and department heads.

Comment: Technically, at present a faculty member's tenure resides within an academic department, but in practice has been protected within the University system. This long-term practice at the University of Minnesota departs from practice at competitor institutions. When we closed the Waseca campus, the University reassigned tenured Waseca faculty within the University without requiring retraining. Little financial saving was realized in the short term.

The University needs to be able to redirect resources from areas of low priority to areas of high priority. The University needs to be able to close programs that are no longer needed compared with new areas needing support. Locating tenure in the University makes efficient reallocation of faculty resources difficult or impossible. Elimination of mandatory retirement may compound the difficulty of redirecting resources from old to new uses.

If tenure were defined as located as in the departmental unit, then a need would arise to define sharply the boundaries of units within which tenure is held. At present though, within some colleges, efforts are underway to weaken departmental or unit boundaries or to eliminate them altogether. In cases of joint appointments, tenure is sometimes held in more than one unit.

Regardless of where the tenure home is located, deans and department heads currently have more authority to define and to assign tasks to faculty than most deans and department heads know how to exercise, or are comfortable exercising.

Present rules provide for termination or suspension of a faculty appointment before its expiration: viz. "A faculty appointment may be terminated or suspended before its ordinary expiration ... for ... [s]ustained refusal or failure to perform reasonably assigned duties adequately." (Tenure Code, Sec. 10.2)

If tenure were understood as located in the department, then it would become the joint responsibility of the dean and department head to redirect resources from low priority areas to high priority areas by reassigning duties. Under such an arrangement, underutilized faculty who would not or could not be retrained and reassigned would be liable to termination.

If the introduction of Responsibility Center Management places resources and responsibility for their use at the college level, then it would become the dean's responsibility--working with department heads--to ensure the effective use of faculty resources, and this would require training in leadership and management skills to address personnel issues that arise.

At present, a good share of our deans and department heads exhibit little formal training in these areas. With better preparation, these administrators might have more skill and confidence in dealing with performance evaluations or other personnel matters. This apparent "training gap" leads to the uninformed assertion that the Tenure Code prevents effective use of faculty personnel when in fact leadership and management deficiencies may be mainly to blame.

(5) Match each appointment class with appropriate revenues streams.

Issue: The current U of M Tenure Code and associated interpretations limit the University's ability to adjust personnel or compensation levels in the face of sharp drops in revenue, a problem arising from appointment of tenured faculty on non-recurring funds.

Comment: This set of issues is currently highlighted in the Academic Health Center (AHC) which lacks sufficient annual cash flow to cover salary commitments to tenured faculty because many tenured faculty are funded on non-recurring funds even though the Tenure Code never provided for regular appointments other than for persons paid on state and tuition funds. (Sec. 3.4(f), (g), (h)) The Medical School leadership ignored this restriction and paid some base salaries from monies received from clinical revenues. The "practice" portion of the salary of many Medical School faculty has always been "at risk" and continues to be so. Here's what happened:

.. When competition for outstanding talent was severe, but the University was receiving an ever increasing flow of funds to compete for personnel (using 0100 funds from the Legislature, gifts and endowments, private-practice income, and hospital revenues), the AHC (and its Health Sciences predecessor) was successful in attracting and retaining faculty talent.

.. Many tenured faculty personnel in the AHC historically received two paychecks--one from University 0100 funds, and another from their share of University-based private-practice income

.. Radical restructuring of hospital/medical operations in Minnesota along with severe competition for patients has cut private-practice income sharply.

.. Soft money from the University's share of private practice income dropped sharply, making it impossible to meet financial obligations to tenured faculty and other P/A personnel whose salaries up to now have been covered in part from that soft money.

.. Base salaries of tenured personnel rose along with market forces since the 1960s because money was increasingly abundant, but no provision exists under present rules for reducing base salaries commensurate with recent and current revenue declines, except with the consent of the faculty member. (Tenure Code, Sec. 4.1)

Private practice payments to faculty in the AHC have already been sharply reduced because revenues have declined and because there was no contractual arrangement in place to guarantee private-practice salary levels.

Reductions in percentage-of-time of appointment is another device for reducing salary commitments, but even if the University and a tenured faculty member were mutually to consent to a major reduction in percentage of time to a level corresponding to hard money availability, present rules require that tenured and tenure track faculty must be appointed for at least 67 percent of full time for the nine-month academic year. (Tenure Code, Sec. 3.4)

On the other hand, if the Tenure Code were revised to permit a tenured faculty member to retain tenure and regular faculty benefits while appointed less than two-thirds time, there may be cases where the financial and professional interests of the faculty member, and the programmatic and financial needs of the University and the AHC could be accommodated.

In general, it seems appropriate and desirable for the University to maintain a fixed lower limit on percentage of time appointments for tenured faculty members (e.g., two-thirds time for a minimum of nine months), and to accommodate other appointments--for a lower percentage of full time, or for periods shorter than nine months--by means of long-term (e.g., 3 or 4 years), annually renewable rolling contracts.

At present no provision exists in the Tenure Code for reducing the base salary or other terms of employment of regular or nonregular faculty except with the agreement of the faculty member and the Board or its delegate. (Sec. 4.1) Any modification of the code to permit nonvoluntary salary reductions and/or percentage of time appointed would have to clearly specify circumstances under which such decreases would be allowable, and would need to contain explicit protections such as no more than X percent reduction in a single year, and no more than Y percent total over a period of years.

(6) Clarify the link between tenure and compensation.

Issue: The link between faculty tenure and various elements of faculty compensation must be better specified. For example, a base-pay component could attach to the permanent tenured appointment, and additional components might be variable in the future, depending on renewable contractual arrangements between the faculty member and the University.

Comment: Partial decoupling of compensation from tenure should be examined. A more flexible arrangement than the present one may be needed regarding compensation of tenured faculty to provide for appropriate redirection of resources and to support a more responsible reward system.

It is already standard practice within the University to distinguish between base salary, University-paid benefits, and salary augmentations for various additional assignments: e.g., summer salary for B-base faculty; CE&E pay for overload teaching; Summer Session pay; administrative augmentations for the duration of the administrative appointment; internal consulting; etc.

On the other hand, instability of departmental leadership and management in some colleges, plus retrenchment experiences since the 1970s in which all monies not attached to base salaries have been liable to confiscation, have left faculty and unit administrators understandably wary of salary plans that promise bonuses or contractual augmentations when our experience is that such monies simply will disappear in the future.

In some departments, faculty suggest that a superior use of faculty salary monies that are released through retirement, resignation or termination might be to support teaching specialists, post-docs, graduate assistants, or summer salary for special assignments. Yet even when colleagues agree that such uses might enhance productivity of the unit, the realistic suspicion that such "soft monies" are vulnerable prevents reallocation to new or experimental uses--a view that deans endorse due to repeated experience during retrenchments.

The only solution to this problem is long-term budgeting and stabilized unit and college leadership that faculty trust implicitly in matters of evaluation and accountability. Until such stability and assurance occurs and experience develops to sustain it, rigidities will persist that prevent flexible and more effective use of resources, and faculty will resist separating base and contractual augmentations beyond current practice.

Declines in performance on the part of some faculty, or repeated refusal to perform parts of their jobs--ineffective teaching, noncompetitive research proposals, declines in research productivity, refusal to comply with Regents rules on consulting, refusal to comply with federal and state statutes and administrative rules, refusal to perform institutional service or outreach--lead some to argue that the option of reducing base salaries or cutting the percentage of time of appointment should be permitted under the Tenure Code to compensate for dereliction of duty. But this suggestion arises from the misconception that Academic Freedom includes the freedom to neglect one's duties, which it does not.

(7) Clarify and redefine classes of academic appointments and rights and obligations associated with each.

Issue: In addition to the fact that the term "non-regular faculty" is itself is seen as a problem, academic professionals often perform a mix of duties similar or identical to persons with faculty appointments. We need to clarify distinctions between different categories of academic personnel and to devise improved terms of appointment for each of them.

Comment: There is a need to redefine and clarify the various categories of personnel charged with doing academic work and the terms of appointment attached to each. The Working Group on Human Resources chaired by Charles Denny is currently attempting to do so. At present we have P&A personnel who do work identical to that of some faculty; and P&A personnel who do work identical to that done by civil service personnel. Meanwhile, some personnel are on tenure track or have tenured appointments when contracts of varying length might better serve the long term interests of the University.

It is often observed in discussions of appointment types that some kinds of appointments are of "higher status" than others. This claim is certainly true, and appropriately so. A tenured full professorship is of higher status in the sense of more security and greater autonomy in defining and carrying work assignments than is the case with a post-doc or a half-time teaching assistant. The issue is not the rank or status of appointments, but rather the proper matching of personnel and terms of appointment to accomplish the short-term and long-term needs of a major research university.

(8) Clarify criteria for judging non-performance of duties and train administrators to address personnel problems. Respond appropriately and in timely fashion to personnel problems as they develop.

Issue: On occasions when professional performance by a faculty member deteriorates, University resources are wasted and faculty vitality and morale suffer. The University must improve means for addressing personnel problems. We must respond promptly and decisively when incompetence, misfeasance, or malfeasance occurs or is charged on the part of academic personnel.

Comment: The public fails to understand why faculty enjoy the privileges of tenure when they themselves normally do not. It is our job to provide a skeptical public with a convincing defense for tenure.

Scandals on campus appear to the public to be difficult for us to detect and to address, and on occasion when faculty behavior appears completely unacceptable, the public cannot comprehend why it is so hard to fire people who seem to deserve it. When an action is brought against a faculty member, proceedings become complex, lengthy and expensive. Judicial Committee proceedings have become increasingly dominated by legal counsel, with one result being mounting delays and inefficiencies. The committee is now spending more for outside legal counsel than it would probably cost to hire a permanent employee.

One proposed solution would be for the Senate to hire a full-time hearing officer for the committee, who would make all the pre-hearing decisions as well as running the hearing itself. Faculty members would remain the ultimate judges of the facts and of applicable legal standards, but the hearings would be run in a professional manner that is currently difficult to impossible.

A further frustration is that a termination or suspension does not take effect until all of proceedings are concluded. Perhaps individuals should immediately go into suspended status without pay once the provost, chancellor, or vice-president has brought formal charges.

Leadership and management skills of deans need to be sharpened and systems improved to detect and to address personnel problems before they reach difficult stages. Improved management skills at the department level are called for in these increasingly complex times--much as we may yearn for a return of simpler days now past. Post-tenure reviews are much discussed as a proven form of constructive intervention, and could be promising tools to ensure cost-effective faculty performance for senior tenured faculty whose performance has been found consistently to be wanting over a period of years. When inflation rates are low, cost-of-living adjustments--even if withheld--cannot make up for inadequate performance of duties. Other corrective devices are needed.

When performance problems become serious, such as when a faculty member fails to carry out duties of his or her appointment, then the department head/chair and the dean already have the legal means at their disposal to insist that the work be done or to assign new work. If the faculty member refuses or is incapable of assuming duly assigned duties, or routinely refuses to abide by University, college or departmental rules, then an action can and should be initiated to terminate that faculty member.

The fact that this is more easily said than done is based in part on a local tradition of "looking the other way" when a colleague becomes negligent or inadequate in carrying out his or her duties, as well as the reluctance or the inexperience of essentially "amateur" unit heads/chairs to address these types of personnel management challenges. A further obstacle is the fear of litigation, which is always expensive in time and money. After all, if a department chair this year will leave the post

and rejoin full-time faculty ranks next year, it is often easier to turn attention to other things, recommend no raise, and leave the situation alone.

A clear understanding of the duties of appointment requires an annual goal statement that is aligned with the mission of the unit, the college and the University; agreed-upon outcomes; and fair evaluation procedures. Explicit attention to annual goal setting by faculty, accompanied by improved evaluation of faculty performance would likely increase faculty productivity, raise morale, and foster increased institutional flexibility. This approach to faculty leadership and departmental management means that we need to devise improved systems for anticipating scholarly, scientific and professional trends and continually revitalizing and retraining faculty.

(9) Make it possible for the University to reduce the fraction of faculty on tenure track and tenured appointments, and to redeploy resources without doing damage to academic personnel morale and productivity.

Issue: The administration would like greater flexibility in redeploying financial and personnel resources to respond to and prepare for radical changes that are overtaking the University.

Comment: We need greater flexibility in appointing personnel in clinical departments in the AHC, and elsewhere throughout the University.

Faculty want more vitality and a greater flow of new talent within their ranks, but in many areas of the University the absence of or limitations on "non-tenure track" appointment options for faculty curtail possibilities for flexible staffing to meet changing University needs.

The University has a restricted definition of "faculty", but within faculty ranks, over 80 percent are currently tenured. Because tenure carries with it rigidities that diminish flexibility in deploying University resources, it may be necessary to establish goals as to the proportion of faculty in departments or other units that will be appointed on tenure tracks or who will be tenured.

The proportion of University faculty holding tenured appointments may decline from the present 84 percent to something lower in the future as a result of the unpredictability of University revenues. But with only a 3-4 percent turnover in faculty per year, we would have to design new methods to reach a goal of 60 or 70 percent while meeting University staffing needs while improving faculty development.

The introduction of a "tenure quota" to replace present practice would mean a smaller tenured and tenure-track faculty, or very long probationary appointments. It likely would adversely affect efforts aimed at affirmative action hiring practices. A tenure quota would diminish the attractiveness of the University of Minnesota for the outstanding young faculty we try to recruit.

(10) Improve the compensation plan to meet faculty needs and University management requirements.

Issue: Present compensation system is "passive-aggressive" in the sense that it fails to take account of declines in performance. In the past we often expected inflation to erode salaries and thereby "fix" problems where they occurred, but this response is often insufficient today.

Comment: We need to look more imaginatively at new forms of contracts and benefit packages for different classes of academic personnel appointments.

We especially need to stretch eligibility for our phased-retirements option--perhaps allowing faculty as young as fifty to participate. Such a change would make it more attractive for those whose productivity has declined to reduce their salaries and work commitments to the University so that both are better aligned.

Hiring freezes are a blunt instrument for achieving positive change. Better means are needed to provide for faculty security, faculty productivity, and management flexibility in the face of uncertain financial resources.

V. Conclusion: Inevitability of change in the Tenure Code, and the requirement that changes be designed by faculty working with the administration.

Financial and programmatic pressures in the AHC represent a foretaste of what other units of the University can expect to descend on them in the near future. Now is a good time to address academic personnel issues facing the University--not just in the AHC, and to make desirable changes in University personnel policies.

It is essential that the University of Minnesota maintain a secure tenure system, but tenure policy and practice must be set within an academic personnel system more flexible than what we currently have.

We should aim to revise the Tenure Code by the end of the 1995-96 academic year, and do it in a way that sensibly supports the University mission, that addresses present and upcoming financial and academic programming challenges, and that can be read and understood by persons outside the University.

It is a regental, administration, and faculty responsibility to clarify and emphasize the benefits that society derives from supporting the system of academic tenure.

Prepared by the Joint Faculty Governance/Administrative Working Group [John S. Adams (chair), Carol A. Carrier, Mary E. Dempsey, Daniel A. Farber, Paul G. Quie, and Matthew V. Tirrell.]

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8 January 1996

EDUCATIONAL POLICY COMMITTEE
ANNUAL REPORT, 1994-95

During the 1994/95 academic year SCEP was engaged in reacting to proposed administration action primarily connected to U - 2000. Since educational policy permeates every one of the strategic directions of U-2000, SCEP provide, through its e-mail minutes, an open forum for the educational ramifications of U-2000 plans and its "critical measures".

SCEP also initiated action which would lead to Senate consideration of issues which were important to the educational mission of the University. In particular we began a study aimed at consolidating and making known Senate educational policies. Where Senate policy differed from University practice, we will either propose changing the policy or changing the practice. The study of Senate policies on such topics as class scheduling, grading, graduation requirements, credit allocation, transfer credit, teaching evaluation, international study, and technology usage has been completed. Formulating policies for Senate consideration which either reaffirms existing Senate policy, modifies existing Senate policy to correspond with successful practice, or repeals obsolete Senate policy, is nearing completion. This year, SCEP plans to introduce a consistent package of educational policy for Senate consideration.

After investigating the many studies made at this University about whether or not to change to the semester system, SCEP decided that there was no additional information to be gathered. SCEP then sent to the Senate a resolution urging the administration to decide quickly, based on the many existing studies and reports, if the University should change to a semester system and if that change were to occur to provide the planning resources necessary to make that change. This resolution was adopted by the Senate.

SCEP also oversees the committee which chooses the recipients of the Morse - Alumni Award for contributions to undergraduate education. In this connection we recommended changes in the awards to more publicly showcase examples of the excellent undergraduate education offered by our University. These changes have been implemented. SCEP endorsed the report of the President's Committee on Teaching and Learning on recommendations to improve the climate for teaching and learning at the University. In addition SCEP heard reports on the progress in implementing the Senate policy on the liberal education requirement, peer teaching evaluation, and preparation requirements from high school. Policy modifications of the high school preparation standards were sent to the Senate and passed.

Kenneth Heller, Chair

UNIVERSITY OF MINNESOTA

Carlson School of Management

Information and Decision Sciences Department

*395 H. H. Humphrey Center
271-19th Avenue South
Minneapolis, MN 55455*

MEMO TO: E. F. Infante, Senior Vice President, Academic Affairs
Peter Zetterberg, Associate Vice President, Academic Affairs
FROM: Carl Adams
SUBJECT: Organizing of Senate and Administration Efforts Related to Our
Change to Semesters

I know that we all agree that the change to semesters is one of the most important activities on the University's agenda. The conversion offers great opportunity and yet will cause major upheaval and the enormous expenditure of effort. In addressing the change, there are many responsibilities that the Senate must shoulder as the legislative arm of our governance structure. Similarly, the Administration must be concerned with a myriad of policy as well as implementation actions and supporting system changes. I know we all believe that it serves the University to coordinate and communicate between those involved in both the executive and legislative actions. Thus, we need to define and jointly charge the mechanisms that will accomplish this coordination and integration. The attached schematic (Figure 1) identifies five entities that should be involved in this coordination and integration and the relationships among them. The entities are:

1) The "Senate" group which includes the President as Chair of the Senate, the Senate itself, and the major committees of the Senate, 2) the Administration group which includes the President as Chief Executive Officer, the Executive Council, and other senior Administration officials, 3) the Change to Semesters Coordinating (CSC) Group that includes representatives of both the Administration and the "Senate", 4) the Change to Semesters Implementation (CSI) Task Force that is made up of Administration representatives and the CSC group as ex officio members, and 5) the Change to Semesters Unit Coordinators (CSUC) group that is appointed by major unit heads.

I have included a draft of an appointment and charge memo for the CSC Group (Enclosure 1) that along with Figure 1 should communicate my sense of their roles and responsibilities. I don't presume to suggest how you might wish to appoint and charge the CSI Task Force but I have included a draft of an appointment and charge memo for that group (Enclosure 2) to help communicate my sense of their roles and responsibilities. I understand that Peter has already communicated with the CSUC group so perhaps no additional clarification is needed there.

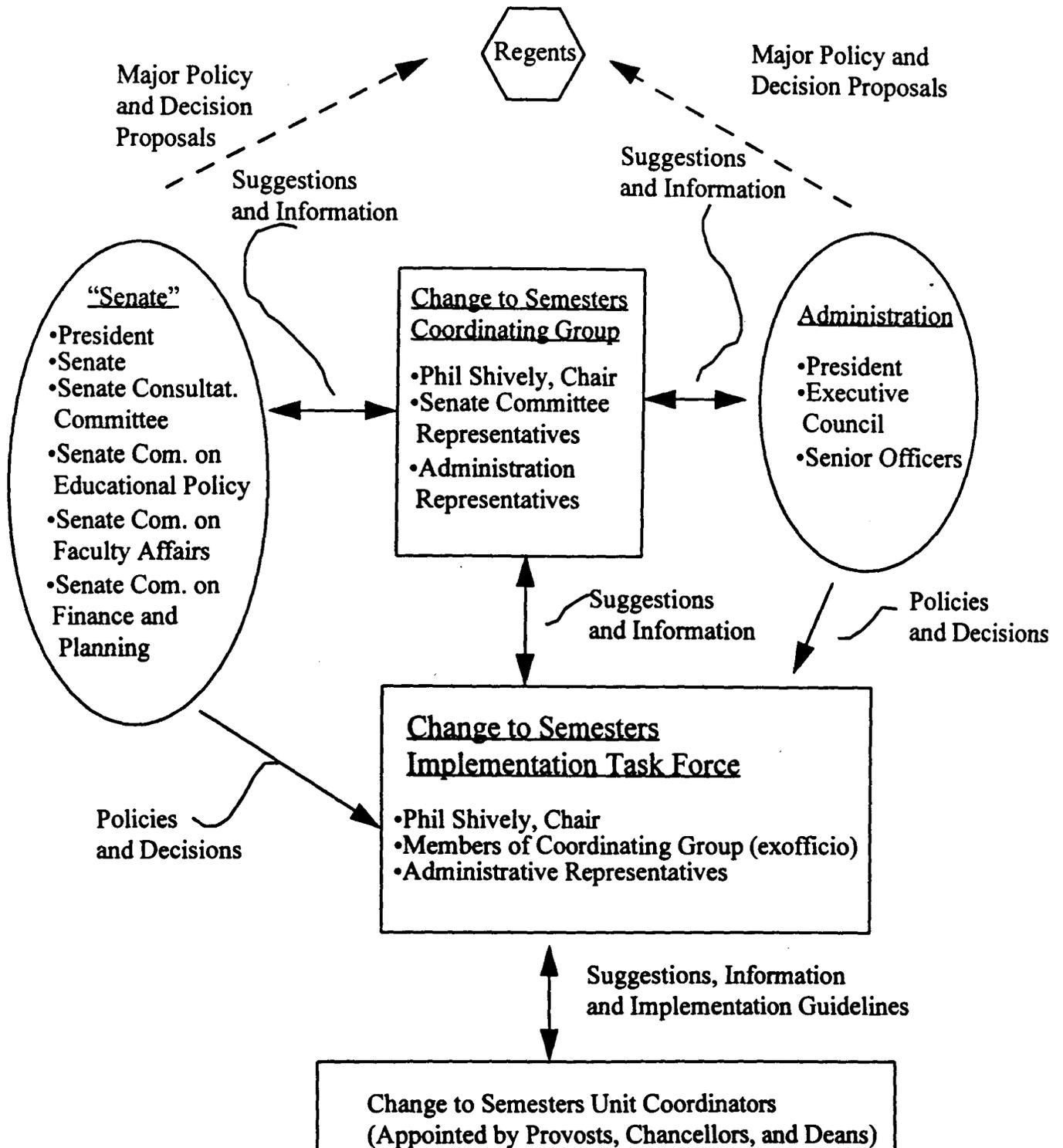
You have stressed the urgency of putting all of these mechanisms in place quickly I could not agree with you more. It does seem to me, however, that clarity of roles and responsibilities for these various groups will help us all in the long run build the kind of collegial working relationship that will serve the University well. If you agree with my attempts to clarify all of this, then let's execute. If not, then we should talk some more.

Enclosures

cc: Provost Shively
Senate Consultative Committee

Figure 1

ROLES AND RELATIONSHIPS OF UNITS INVOLVED WITH CHANGING TO SEMESTERS



November 9, 1995

To: Change to Semesters Coordinating (CSC) Group

W. Phillips Shively, Provost, Arts, Sciences, and Engineering (Group Chair)
Joel E. Bergstrom, Chair, Student Senate Consultative Committee
Carol L. Chomski, Associate Professor, Law School
Laura C.Koch, Associate Professor, General College
Leonard V. Kuhi, Professor, Astronomy
Michael V. Martin, Dean, Agricultural, Food & Environmental Sciences
Vincent R. Magnuson, Interim Vice Chancellor,
Academic Administration, UMD
Charles E. Speaks, Professor, Communication Disorders
J. Peter Zetterberg, ex officio, Associate Vice President, Academic Affairs

From: E. F. Infante, Professor and Senior Vice President, Academic Affairs
Carl Adams, Professor and Chair, Senate Consultative Committee

Subject: Joint Administration/Senate Coordinating Group on the
Change to Semesters.

Thank you for agreeing to serve as a CSC Group member. We are charging the Group to provide leadership in coordinating and guiding the development of policies and decisions regarding our upcoming change to semesters. In addition, as discussions are needed to keep the Regents apprised of our progress, your group should orchestrate the joint Administration and Senate presentations. As administrative actions are necessary they should be sought from appropriate administrators. As legislative actions are required of the Senate or the Campus Assemblies they should be sought through the appropriate Senate or assembly committee. You should be aware that the Administration is appointing a rather large task force to facilitate the implementation of the semester conversion. To ensure strong communication with that task force you will be appointed ex officio members of it as well.

Phil Shively has agreed to serve as chair of your group and will therefore call you together in the near future. Phil will also chair the implementation task force. Peter Zetterberg will oversee the staff support to both the CSC Group and the implementation task force. Since the need for the Group will continue for several years we are considering all of you to be serving a one year (through June 15, 1996) term with the distinct possibility of renewal if that seems appropriate.

While the University's move to semesters is obviously going to be a huge dislocation for many faculty, staff and students; it is also a golden opportunity to make important improvements to our educational programs and their supporting infrastructure. We appreciate your willingness to contribute in making this opportunity a reality.

c.c. Nils Hasselmo
Chancellors
Provosts
Vice Presidents
Deans
Directors
Members, Implementation Task Force

November 9, 1995

TO: Change to Semester Implementation (CSI) Task Force

Prof. W. Phillips Shively (Chair), Provost, Arts, Sciences,
and Engineering
Joel E. Bergstrom Chair Student Senate Consultative Committee,
ex officio
Dr. McKinley Boston, Vice President, Student Development and Athletics
Kaye Butler, Director, Office of the Bursar
Prof. Carol L. Chomsky, Law School, ex officio
Scott Elton, Associate Director, University Relations
Prof. David Garloff, Director, Health Sciences Learning Resource Center
Susan. L. Giovengo, Student, Graduate School
Dr. David Grossman, Associate Dean, Continuing Education
and Extension
Prof. Robert Howe, Associate Dean, Medical School
Prof. Laura C. Koch, General College, ex officio
Prof. Leonard V. Kuhl, Department of Astronomy
Prof. Robert K. Leik, Associate Dean, Graduate School
Samuel R. Lewis, Director, Office of the Registrar
Prof. Edmond F. Lundstrom, Assoc. Dean , Educ and Hum Serv Profs,
UMD
Prof. Vincent R. Magnuson, Interim Vice Chancellor, Academic Admin.,
UMD, ex officio
Prof. Michael V. Martin, Dean, Agriculture, Food, & Environmental
Sciences, ex officio
Robert B. Nelson, Vice Chancellor, Student Affairs, UMC
Prof. Samuel Schuman, Vice Chancellor, Academic Affairs, UMM
Paul J. Tschida, Assistant Vice President for Safety and Health
Management
Patricia Jones Whyte, Associate Director, Office of Admissions
MSA Representative
Bargaining Unit Representative
Civil Service Representative

FROM: E. F. Infante, Professor and Senior Vice President for Academic Affairs

SUBJECT: Appointment of Change to Semesters Implementation (CSI) Task Force

I want to thank you for agreeing to serve on the CSI Task Force. Your charge is to oversee the implementation of the University of Minnesota's change from a quarter-based academic calendar to a semester-based academic calendar. The first full semester will be Fall, 1999. This gives the University community four years to plan for and to implement the change in calendars. Our objective is to make this change, which will affect all of our students, faculty, and staff, in as smooth and efficient a manner as possible.

I have appointed Peter Zetterberg as Director of the Semester Project. This means that Peter will provide staff support for the CSI Task Force.

Changing academic calendars is a large undertaking. I will not attempt to enumerate all of the tasks that need to be accomplished in a timely fashion. Indeed, your major responsibility will be to make sure that all of the required changes are identified, that the need for appropriate policies and decisions guiding the changes are identified, that responsibility for making the changes is assigned, and that all of the changes are scheduled and accomplished in a systematic fashion. Most importantly, all of the University's more than 650 degree programs will need to be revised, along with nearly every course in the University's curriculum. In addition, most of the University's contracts and policies will need to be revised, along with most of its business forms and publications. Nearly everything that the University does will be affected in some way.

In conjunction with the appointment of the CSI Task force, Professor Carl Adams, Chair of the Senate Consultative Committee, and I are jointly appointing a Change to Semesters Coordinating (CSC) Group. The conversion to a semester-based academic calendar will require changes in University academic policies, responsibility for most of which, is delegated to the University Senate. The CSC Group will be responsible for providing leadership in coordinating and guiding the development of policies and decisions regarding our upcoming change to semesters.

To ensure communication between the CSC Group and the CSI Task Force, the members of the CSC Group will serve as ex officio members of the CSI Task force. Professor Adams and I have asked Provost Shively to chair the CSC Group and I have also asked him to chair the CSI Task Force. Joel Bergstrom will serve as the student representative to the CSC Group. The other members are Professor Laura Koch (SCEP), Professor Carol Chomski (SCFA), and Professor Charles Speaks (SCFP), and Interim Vice Chancellor Vincent Magnuson, Dean Michael Martin, and Professor Leonard Kubi.

I believe that the most immediate matter for the Task Force to develop is an implementation schedule that identifies major deadlines. The campuses and colleges are already organizing for the semester conversion effort, and an initial aggregate schedule will assist them in their efforts. Thereafter I will expect that the CSI Task Force will develop a working relationship with the CSC Group to ensure a timely flow of policies and decisions from the Senate and the Administration. This should include the specifics

of the semester calendar that the University will adopt, along with any other guidelines, principles, or objectives that are needed to guide this effort.

As you know, changing academic calendars will present opportunities to rethink and revise the University's policies and procedures, both academic and non-academic, in a broad number of areas. For example, the Student Systems Redesign Project, which has been underway since August, is integral to the semester conversion effort. This project is being directed by Roberta Armstrong. Sam Lewis is a member of the project team and can keep the task force informed of the project's progress. Our current student systems, which provide support for all four campuses, are obsolete. All need to be changed both because of the change to semesters and because of the year 2000 problem. Given this situation, now is an obvious time to redo and/or replace them in significant ways.

Finally, I have asked each chancellor, provost, and dean to identify a coordinator for the semester conversion. These are the individuals who will have responsibility for overseeing the effort at their respective levels. As such they will also comprise a communications network. In the future, I will refer to this group as the Change to Semesters Unit Coordinators (CSUC) Group.

Speaking on behalf of the entire University community, I am very grateful to all of you for agreeing to serve on the CSI Task Force. Since the Task Force will continue for several years, I am considering all of you to be serving a one year (through June 15, 1996) term with the distinct possibility of renewal if that seems appropriate. The resources of my office will be available to you throughout the course of the semester conversion effort.

EFI/har

cc: Nils Hasselmo, President
Chancellors, Provosts, Vice Presidents, Deans, and Directors

DRAFT DISCUSSION DOCUMENT (#2)

1/4/96

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, the Senate Committee on Educational Policy (SCEP) brought a series of questions about semesters to the Senate for its consideration; although the Senate debate itself was desultory, the Committee has heard from a wide variety of individuals and units across the University. As a result of those comments, and extensive additional discussion at its own meetings, SCEP has prepared a draft set of semester conversion standards for consideration by the Senate and by the various colleges, campuses, and departments. **THE COMMITTEE WISHES TO EMPHASIZE THAT THESE RECOMMENDATIONS WERE PRESENTED AS A DRAFT AT THE NOVEMBER, 1995, SENATE MEETING, WHICH LAUNCHED A UNIVERSITY-WIDE DISCUSSION OF STANDARDS. THE COMMITTEE HOPES THAT STANDARDS FOR SEMESTER CONVERSION WILL BE DISCUSSED AT THE JANUARY AND FEBRUARY, 1996, SENATE MEETINGS, AND ADOPTED AT THE APRIL, 1996 MEETING.** The Committee continues to solicit views from all campuses and colleges about the standards.

SCEP hopes that as these discussions take place, the Senate will converge on conclusions about the semester conversion standards. By the beginning of spring quarter, the convergence will become apparent. As discussions continue, at all levels of the University, SCEP will continue to respond to the concerns presented to it.

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 consider those standards in the near future.

SCEP wishes to emphasize complete agreement on standards will likely not be achieved by April, and may never be possible. The need for a decision on major issues, however, requires that the Senate take action, even if it cannot achieve consensus. There is no doubt that some programs and individuals will be adversely affected, no matter what standards are adopted. SCEP hopes that semester conversion can be accomplished with a minimum of adverse effects, and therefore seeks as many views as possible about the proposed standards and their likely

48 impacts.

49
50 What is unclear at this point is the extent to which these semester conversion
51 standards should apply to all campuses. Unresolved issues of campus autonomy
52 remain to be addressed. Would it be possible or desirable for each campus to
53 make a decision about calendar, about workload, about contact hours, about the
54 standard credit module, about length of the standard class period? SCEP has no
55 answers to these questions, although the majority of its members believe that some
56 of these standards are sufficiently central to the educational mission of the
57 institution that little variance should be permitted. Ultimately the Senate and the
58 central administration will have to agree on which standards will be system-wide
59 and which can be left to the individual campuses to adopt. SCEP believes that if
60 campus autonomy is permitted for one or more standards, the campuses must make
61 explicit whatever standards they are adopting, including the rationale for them as
62 well as likely costs and benefits of different standards.

63
64 SCEP urges campuses to discuss these standards collectively as well as in small
65 groups, and especially to offer their views on whether uniform standards can be
66 achieved. Uniformity would be most efficient for the University, but the uniformity
67 should arise from understanding. SCEP will review the discussions from all
68 quarters to try to ascertain the probable limits of uniformity.

69
70 A definitional note is required. For the purposes of this document, references
71 to "class hour" or "contact hour" or "hour" are defined as a 55-minute hour.

72
73 Senate members and others are referred to the November 16, 1995, Senate
74 docket for additional information.

75 76 II. Proposed Semester Conversion Standards

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

83
84 **There shall be an additional instructional term of three weeks.**

85
86 **There shall be at least one summer term; colleges and campuses**
87 **shall have the authority to offer other summer courses and**
88 **enrollment periods to fit the needs of their students.**

89
90 **The standard class period during fall and spring semester shall be**
91 **55 minutes, with a 15-minute change period between each class.**

[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 hours 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.

Comment on the proposed standard:

Examples of possible 14-week semester calendars follow:

EXAMPLE I (May term, two 5-week summer sessions)

Fall Semester 1999 (70)

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

Spring Semester 2000 (70)

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

May Term 2000 (15 instruction days)

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

Summer Term I 2000 (25)

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

137	July 4	Tuesday	July 4 Holiday
138			
139	Summer Term II 2000 (25)		
140			
141	July 10	Monday	Summer Term II classes begin
142	August 11	Friday	Last day of instruction

143
144 **EXAMPLE II (January interim, two 5-week summer sessions)**

145
146 **Fall Semester 1999 (70)**

147			
148	September 6	Monday	Labor Day
149	September 7	Tuesday	Fall Semester classes begin
150	November 25-26	Thursday-Friday	Thanksgiving holiday
151	December 15	Wednesday	Last day of instruction
152	December 16	Thursday	Study day
153	December 17-23	Friday-Thurs	Final examinations

154
155 **January Term 2000 (19 instruction days)**

156			
157	January 10	Monday	J-term classes begin
158	January 17	Monday	Martin Luther King holiday
159	February 4	Friday	Last day of instruction

160
161 **Spring Semester 2000 (70)**

162			
163	February 7	Monday	Spring semester classes begin
164	March 27-31	Monday-Friday	Spring break
165	May 19	Friday	Last day of instruction
166	May 20	Saturday	Study day
167	May 22-26	Monday-Friday	Final examinations

168
169 **Summer Term I 2000 (25)**

170			
171	May 29	Monday	Memorial Day holiday
172	May 30	Tuesday	Summer Term I classes begin
173	July 3	Monday	Last day of instruction
174	July 4	Tuesday	July 4 holiday

175
176 **Summer Term II 2000 (25)**

177			
178	July 10	Monday	Summer Term II classes begin
179	August 11	Friday	Last day of instruction

180
181 **EXAMPLE III (May term, one 7-week summer session)**

182
183 **Fall Semester 1999 (70)**

184			
185	September 6	Monday	Labor Day
186	September 7	Tuesday	Fall Semester classes begin
187	November 25-26	Thursday-Friday	Thanksgiving holiday
188	December 15	Wednesday	Last day of instruction
189	December 16	Thursday	Study day
190	December 17-23	Friday-Thurs	Final examinations
191			
192	Spring Semester 2000 (70)		
193			
194	January 10	Monday	Spring Semester classes begin
195	January 17	Monday	Martin Luther King holiday
196	March 20-24	Monday-Friday	Spring break
197	April 24	Monday	Last day of instruction
198	April 25	Tuesday	Study day
199	April 26-May 2	Wednes-Tues	Final examinations
200			
201	May Term 2000 (19 instruction days)		
202			
203	May 8	Monday	May Term begins
204	May 29	Monday	Memorial Day holiday
205	June 2	Friday	Last day of instruction
206			
207	Summer Term 2000 (35) [that is, 1/2 the regular semester]		
208			
209	June 5	Monday	Summer Term classes begin
210	July 4	Tuesday	July 4 holiday
211	August 14	Monday	Last day of instruction
212	August 15	Tuesday	Study day
213	August 16-18	Wednes-Fri	Final examinations
214			
215	EXAMPLE IV (later Spring Semester start, no interim, two 6-week summer sessions)		
216			
217			
218	Fall Semester 1999 (70)		
219			
220	September 6	Monday	Labor Day
221	September 7	Tuesday	Fall Semester classes begin
222	November 25-26	Thursday-Friday	Thanksgiving holiday
223	December 15	Wednesday	Last day of instruction
224	December 16	Thursday	Study day
225	December 17-23	Friday-Thurs	Final examinations
226			
227	Spring Semester 2000 (70)		
228			
229	January 17	Monday	Martin Luther King holiday
230	January 18	Tuesday	Spring Semester classes begin

231	March 20-24	Monday-Friday	Spring break
232	May 1	Monday	Last day of instruction
233	May 2	Tuesday	Study day
234	May 3-9	Wednes-Tues	Final examinations
235			
236	Summer Term I (30)		
237			
238	May 15	Monday	Summer Term II classes begin
239	May 29	Monday	Memorial Day holiday
240	June 26	Monday	Last day of instruction
241			
242	Summer Term II (30)		
243			
244	June 28	Wednesday	Summer Term II classes begin
245	July 4	Tuesday	July 4 holiday
246	August 9	Wednesday	Last day of instruction

247
 248 [Note: Any calendar would be recommended for the Twin Cities; the
 249 coordinate campuses would be urged to consider adopting it as well.]
 250

251 SCEP, at this point, believes that Example I embraces the calendar principles
 252 that should be most seriously considered. It should be understood that the specific
 253 calendar will not be voted upon until academic year 1996-97; it is only the calendar
 254 principles that will be voted on at the April Senate meeting (i.e., the type of
 255 provisions in II [1].)
 256

257 To take the thorniest problem first, SCEP has debated on several occasions the
 258 issue of the length of the semester. This issue has, in turn, been entangled with
 259 the State Fair operating in late August and early September adjacent to the St.
 260 Paul campus. Despite a few comments received to the contrary, members of SCEP
 261 were unable to ascertain that a 15-week semester has instructional or pedagogical
 262 advantages over the 14-week semester. Recommending adoption of the 14-week
 263 semester and a post-Labor Day start at least obviates the worst of the problems for
 264 the St. Paul campus. (As we reported in the last discussion of semesters, the
 265 practice with respect to length of semester varies across the country. About 60%
 266 of higher education institutions use the 15-week semester; about 10% use the 14-
 267 week semester, including Michigan, Michigan State, and Wisconsin).
 268

269 The Committee also concluded, on the basis of what it believed to be sound
 270 advice, that it would be pointless to seek to persuade those who operate the State
 271 Fair to hold the Fair at a different time or move the entire Fair to another
 272 location. There would remain a need for negotiation with the Fair about use of
 273 parking and transitway even if the proposed calendar framework were adopted.
 274

275 As a result, SCEP concluded that the 14-week semester would be acceptable,
 276 but only if coupled with an increase in the length of the standard class period (and
 277 all class periods that are fractions or multiples of it). The closest rounded

278 approximation (within 5 minutes) to the 50-minute hour and the 10-week quarters
279 would be a 55-minute standard class period for 14 weeks. The total instructional
280 time, for a five credit course meeting five hours per week for an academic year,
281 would be 7500 minutes under the quarter system and 7700 under semesters, or a
282 increase of 200 minutes. Assuming a 15-credit enrollment, the increase for any one
283 student would be 600 minutes per year. SCEP recommends the 55-minute hour.
284

285 SCEP realizes that a 55-minute class hour (with a 15-minute period between
286 classes), however, implies class starting times rotating around the clock at odd
287 times during the day--as is presently the case. The typical Tuesday-Thursday
288 classes that run longer (for example, a period and a half each day for three
289 credits) would meet for 85 minutes.
290

291 SCEP believes that this consideration of minutes of instruction is both
292 important and of value. If one believes, as SCEP does, that instructional time with
293 a faculty member or other teacher is valuable, then it must be carefully measured,
294 if only to be certain that it is not reduced as a result of the change to semesters.
295 It is also important, in SCEP's view, because a change of even a few minutes in
296 the class period--if that standard period is honored by most faculty most of the
297 time, which SCEP believes it is--makes an enormous difference in instructional time
298 offered to students over the course of the time they spend at the University
299 seeking a degree. (The change from the 45-minute hour to the 50-minute hour, for
300 example, increased instructional time for any one student by 9000 minutes over the
301 course of obtaining the 180 credits for a degree [based on the gross assumption of
302 one contact hour per week per credit]. That is the equivalent of three additional
303 5-credit courses and one additional 3-credit course.)
304

305 Will the faculty impose upon itself the obligation to teach slightly longer
306 classes? SCEP hopes they will. Such a change, increasing the faculty commitment
307 by five minutes per day, three to five times per week, would not only enhance
308 education at the University, it would bespeak a firm faculty--and thus institutional--
309 commitment to the students, even in the face of apparent public policy indifference
310 to higher education.
311

312 SCEP believes that the inherent value of faculty-student contact warrants such
313 a change. Moreover, it believes that this would represent a serious start at
314 reversing the general decline (in part perceived and in part real) in the quality of
315 undergraduate education provided in much of American higher education, in
316 particular at research universities--and likely at the University of Minnesota as well.
317 (SCEP recognizes that in this respect a number of salubrious steps have already
318 been taken, under the auspices of the Undergraduate Initiative begun several years
319 ago by President Hasselmo. While by no means denigrating the improvements that
320 have been made, SCEP ventures to suggest that increasing instructional and contact
321 time will be of enormous importance.) SCEP urges its colleagues to take the step
322 of establishing the 55-minute class period as the standard.
323

324 SCEP notes that the 14-week semester with the post-Labor Day start does not

325 solve all of the problems for our colleagues in St. Paul; a number of activities must
326 take place in the week or so immediately before classes begin, while the Fair is
327 operating. Congestion for students moving into the dorms and other pre-class
328 activities may be unavoidable. To preclude any conflict with the Fair would
329 require running the semester right to the holidays and then either continuing it
330 afterwards or having the final exam period afterwards. SCEP has absolutely no
331 doubt that neither the faculty nor the students would find that alternative
332 acceptable.

333
334 SCEP has been asked about the length of the final exam period (i.e., could or
335 should it be shorter?) and the length of final exams, and will explore practices at
336 peer institutions before making a more specific recommendation.

337
338 Among the comments received on the last semester conversion document were
339 a considerable number endorsing the adoption of a three-week interim term; some
340 favor January and some favor May. SCEP has included an interim among the
341 alternatives, and recommends a set of principles and example that include a May
342 interim, for several reasons. First, it would provide an opportunity for intensive
343 study under more flexible conditions than permitted during normal terms. Second,
344 it extends the end date of spring instruction to later in the year. For all of the
345 disciplines that rely on field work, especially the agricultural, horticultural, and
346 biological, bringing the regular academic year to a close too early (in this northern
347 climate) would reduce the opportunities for field work. Because much of the work
348 of a land-grant university revolves around these disciplines, SCEP believes it
349 appropriate to structure the calendar so the work in the field is not seriously
350 hindered. Third, and perhaps most important, it allows for a variety of course
351 arrangements not otherwise available, such as courses that extend over the interim
352 and first summer term, over the interim and both summer terms, or parts of any of
353 those terms. The interim plus the two summer sessions also allow units to
354 constitute a third full semester-equivalent term (if, for example, May 8-August 18
355 were used for a full term and final exam period).

356
357 If a proposed interim term is generally acceptable, SCEP would gather more
358 information about their arrangements from the institutions which offer it. Are
359 there large institutions which use an interim term? Does it work well? What are
360 the enrollment patterns? What kinds of academic work are offered? What is the
361 financial impact on the students and on the University? What registration and
362 enrollment mechanisms are used? Others involved in the semester conversion
363 effort will also need to obtain information that is beyond the appropriate purview
364 of SCEP, such as faculty and graduate assistant workload and employment
365 contracts.

366
367 SCEP also notes that with an interim, the instructional year (excluding summer
368 session) would be 31 weeks--two 14-week semesters plus one 3-week interim. This
369 would be an increase of one week over the 30 weeks of the present system,
370 although the total time for classes and examinations would remain the same: 14 +
371 14 + 2 finals weeks + 3 interim weeks = 33, compared to the present 10 + 10 +

372 10 + 3 finals weeks. Although some or many students may not choose to take
 373 advantage of an "interim" term, they would have access to a 31-week instructional
 374 year. (SCEP has not proposed any final examination period for the interim,
 375 assuming that the varieties of educational opportunities that might be offered
 376 during the interim would be accompanied by an equal variety in evaluating
 377 academic performance.)
 378

379 SCEP makes no assumptions about how faculty workload and the interim term
 380 would be integrated. In some instances, teaching during the interim may be
 381 considered overload; in some units, it could be made obligatory, with released time
 382 during a semester. SCEP assumes that if an interim term is made part of the
 383 calendar, the Senate Committee on Faculty Affairs will work with the
 384 administration to develop appropriate workload policies and understandings.
 385 Except for the recommendation to increase instructional time per course, SCEP
 386 concurs with the general understanding that the conversion to semesters should be
 387 neutral with respect to faculty workload.
 388

389 SCEP has received advice about how the summer session should be scheduled.
 390 Evidence presented suggests that shorter terms are more appealing to prospective
 391 students and more likely to have higher enrollment. Shorter terms also permit
 392 more flexibility in scheduling. We have identified several alternatives, with and
 393 without an interim term, and others are possible. The Committee would welcome
 394 suggestions on this issue. No matter what calendar is proposed, flexibility will be
 395 needed for units, such as Education, which offer summer courses for public school
 396 teachers. SCEP will explore further the options the Senate might consider.
 397

398 As a final comment, SCEP considered briefly the possibility of a trimester
 399 system. The advice we received about the need for short and flexible summer
 400 session terms, as well as information about the failure of the trimester experiment
 401 at Berkeley, suggested to SCEP that it need spend little time on such a proposal.
 402

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

407
 408 Comment on the proposed standard:
 409

410 While departments and programs may offer courses of varying numbers of
 411 credits, as is the present practice, SCEP urges that departments try to offer
 412 primarily three-credit courses, in order to ensure that undergraduate students will
 413 have the opportunity to take a sufficient number of courses to ensure adequate
 414 breadth in their education. Ideally, the standard course, especially those taken by a
 415 significant number of non-majors, should be three credits, but SCEP recognizes that
 416 content and disciplinary requirements vary so widely across the University that
 417 establishing a single course credit module as standard simply would be unworkable.

418 (For example, SCEP recognizes that certain year-long courses in calculus, the
419 sciences, and the languages are almost universally offered as four- or five-credit
420 courses; SCEP does not believe they should be forced to become three-credit
421 semester courses that would take a year and a half to complete.)
422

423 **3. Baccalaureate degrees consist of a minimum of 120 semester credits.**
424 **The liberal education requirements (including writing skills), as**
425 **established by the Council on Liberal Education, shall consist of at**
426 **least 40 semester credits.**
427

428 **A baccalaureate degree program may require up to 132 credits**
429 **without obtaining approval from outside the program itself. Any**
430 **department or program that proposes degree requirements in excess**
431 **of 130 credits must obtain approval from the college and from the**
432 **appropriate provost.**
433

434 Comment on the proposed standard:
435

436 In calling for 120 semester credits for a degree (the standard practice around
437 the country), SCEP has encountered no opposition. This is such a universal norm
438 that it probably requires little discussion.
439

440 SCEP understands that some curricula, especially in engineering and other
441 professional fields, may require more than 120 credits if the portion set aside for
442 liberal education and writing requirements is to be maintained and accreditation
443 requirements are to be met, and proposes some flexibility. Degree programs that
444 propose to require in excess of 130 credits, however, should have to be justified,
445 and SCEP recommends that review and approval of such requirements should be in
446 the hands of the college curriculum committees and the provosts.
447

448 SCEP has, reluctantly, abandoned its proposal to call for a minimum number of
449 courses for a degree in addition to a minimum number of credits. That element of
450 the prior proposal is the one that probably generated the most resistance and
451 criticism. Some have suggested that departments would "play games" with the
452 requirement (e.g., dividing 5-credit courses into a 3-credit and a 2-credit course);
453 others have pointed out that defining a "course" would be a very difficult
454 undertaking (e.g., would independent study be a "course"? what about labs? what
455 about a 1-credit Physical Education course? How would honors thesis credits and
456 internships work? Directed study or research? Special topics? These are all
457 valuable educational experiences that would not count toward the total number of
458 "courses." Rather than stir up another hornet's nest, SCEP concluded it would be
459 best to drop the idea, and instead try to ensure breadth through the liberal
460 education requirements.
461

462 SCEP does wish to comment on one argument made, however, and that is that

463 breadth can be achieved within courses. This seems to many a doubtful
 464 proposition. A longer course in Physics or French does not mean a student will
 465 encounter Political Science and Biochemistry--it means the student will have more
 466 Physics and French, albeit with perhaps larger coverage of the discipline. The idea
 467 of breadth, in the minds of at least some SCEP members, is exposure to and
 468 learning about different disciplines, ways of knowing, and lines of inquiry--breadth
 469 that is not, under usual circumstances, achieved within the confines of a single
 470 course. More courses also means exposure to more different instructors as well as
 471 different course content.

472
 473 SCEP remains concerned, finally, about breadth, and may bring to the Senate
 474 later (after semesters have been in place) other proposals to ensure breadth if
 475 experience suggests that it is not being achieved in a satisfactory way. In view of
 476 the comments it received, SCEP decided against recommending that a minimum
 477 number of courses be required for a degree or that there be a standard credit
 478 module. But it remains wary about the possibilities: if the 4-credit course
 479 becomes the norm, students would need to take only 30 courses for a degree.. If
 480 students took only 5-credit courses (admittedly unlikely or even arithmetically
 481 impossible), they could graduate with only 24 courses. A student who took a
 482 mixture of 4- and 5-credit courses could graduate with between 24 and 30. These
 483 numbers seem unacceptably low for a liberally-educated student. For now,
 484 however, the Committee is prepared to let the matter rest.

485
 486 SCEP strongly recommends that programs be careful about students who may
 487 try to obtain a degree with fewer than 30 courses.

- 488
 489 **4. The Senate affirms the standard (first adopted by the University**
 490 **Senate on February 16, 1922, and reaffirmed subsequently) that one**
 491 **semester credit is to represent, for the average student, a minimum**
 492 **of three hours of academic work per week (including lectures,**
 493 **laboratories, recitations, discussion groups, field work, study, and so**
 494 **on). This standard applies to all enrollment periods.**

495
 496 **All courses proposed for the semester calendar shall include a**
 497 **student workload statement demonstrating how the course conforms**
 498 **to this policy. College and campus curriculum committees and**
 499 **other approving bodies (e.g., the Council on Liberal Education) must**
 500 **consider the student workload statement in reaching a decision on**
 501 **whether to approve a proposed semester course, and should**
 502 **normally reject any course which does not meet the requirement of**
 503 **three hours of academic work per week for each course credit.**

504
 505 Comment on the proposed standard:
 506

507 On the issue of the 3:1 relationship between academic work and credits for a
508 course--which, along with contact hours, make up the heart of the educational
509 process--SCEP vigorously reaffirms the standard that has been on the Senate books
510 since 1922: each credit for which a student enrolls (typically in a course) should
511 represent, for the "average" student, at least three hours of academic work per
512 week (including lectures, laboratories, recitations, field work, outside study, and so
513 on). In the discussions which ensued after the semester proposal presented in
514 November, there has been no dissent from this standard, nor has there been any
515 opposition to it expressed by any member of SCEP. Indeed, support for it has
516 been strong, and some believe it to be the most fundamental statement about
517 education that the Senate can make.

518
519 As we noted in the last comment on this proposal, the student members of
520 SCEP were unaware that this is supposedly the standard for course work; several
521 acknowledged that a number of their courses failed to meet this standard. A
522 number of faculty members, all serious about their teaching obligations, have
523 ruefully acknowledged that their courses do not meet this standard--saying, at the
524 same time, that they should.

525
526 SCEP believes this to be a serious problem that must be remedied; the
527 education a student receives is devalued when it requires too little learning and
528 study. SCEP thus also calls for a process whereby every course proposal submitted
529 for approval for the semester calendar (that is, all courses) must demonstrate,
530 through a workload statement, that each credit requires approximately three hours
531 of academic effort per week. SCEP understands that students possess widely
532 varying aptitudes, prior training, and ability to learn from studying, and that three
533 hours for some may be two hours for other students and four hours for yet others.
534 But the Committee believes it is both possible and reasonable to establish a
535 standard for course review and approval that has a norm of at least three hours of
536 academic work per week per credit.

537
538 At the same time, SCEP believes that the expected workload for a course
539 routinely enrolling undergraduate students should not significantly exceed this
540 standard. Students have a right to expect that a certain amount of work will be
541 attached to a certain number of credits; they need to be able to plan their
542 academic work. It is unreasonable, for example, to require three lectures, a four
543 hour lab, and six hours of outside study for a 3-credit course. Just as the work
544 should be brought into line with the 3:1 ratio, so also should the credits be in line
545 with the academic work required.

546
547 SCEP understands that estimates of what the "average" student can do in a
548 given period of time is a vague concept. The "average" science major may be able
549 to do less, in more time, in a humanities course, than a humanities major, and
550 vice-versa. There clearly needs to be flexibility in application of the standard.
551 What should be evident, in any course proposal, is that the vast majority of
552 students could not complete the work of the course in significantly less than three
553 hours per week per credit.

- 554
555 **5. Generally, the hours of contact time per week for a course shall**
556 **equal at least the number of credits for the course.**
557

558 **A contact hour is defined for these purposes as formal instruction**
559 **by an individual appointed for that purpose by the department or**
560 **faculty member, including faculty members, graduate teaching**
561 **assistants, teaching specialists, or, in unusual instances, advanced**
562 **undergraduates. This standard applies to all enrollment periods.**
563 **The student workload statement (required in the preceding section)**
564 **must justify fewer contact hours per week than the number of**
565 **credits for the course; contact hours of all types equal to or in**
566 **excess of one hour per week per credit need not be justified.**
567 **College and campus curriculum committees and other approving**
568 **bodies (e.g., the Council on Liberal Education) must consider the**
569 **contact hours in reaching a decision on whether to approve a**
570 **proposed semester course; such bodies should normally reject course**
571 **proposals which have fewer contact hours per week than credits,**
572 **barring significant evidence that reduced instructional contact hours**
573 **are appropriate.**

574
575 **Explicitly exempted from this standard are correspondence courses**
576 **and independent study, directed study or readings or field work,**
577 **directed research, internships and practicums, honors thesis credits,**
578 **and the variety of experiences faculty offer to students outside the**
579 **normal laboratory or classroom setting (many of which include**
580 **activities beyond the physical boundaries of the campuses).**
581 **Included in the standard are interactive video classes (which in**
582 **practice should be no different from in-class instruction) and one-**
583 **way transmission of instruction from the instructor to the students**
584 **(it is assumed that other avenues of two-way interaction are used in**
585 **this instance, such as email and the telephone).**

586
587 **Once this policy is adopted, the provosts, chancellors, and deans**
588 **would presumably be responsible for ensuring adherence to it. They**
589 **are asked to carefully and regularly review the exceptions granted by**
590 **each college to this provision, and to bring to the Committee on**
591 **Educational Policy any problems they encounter with the policy.**

592
593 Comment on the proposed standard:
594

595 The majority of the members of SCEP believe that this standard is one of the
 596 two most fundamental principles that the Senate can enunciate about education
 597 (the other is the 3:1 ratio between academic work and credits).
 598

599 SCEP agrees with the proposition that there is a wide variety of instructional
 600 methods and disciplines. Some question whether the 1:1 ratio is too inflexible,
 601 given that variety. SCEP takes the position that no matter the differences in fields
 602 and pedagogy, there is an irreducible minimum below which no normal
 603 instructional offering should go. This ratio, it should be clear, is intended to apply
 604 to the normal lecture, seminar, and lab courses that make up the majority of
 605 courses offered for and taken by students, and the proposed standard explicitly
 606 exempts certain categories of courses. Nor is it intended to restrict in any way the
 607 means by which faculty instruct students.
 608

609 At peer institutions, the average ratio of contact hours per week to credits for
 610 a course is almost exactly 1:1 in the humanities and social sciences and well in
 611 excess of 1:1 in the physical sciences and engineering. SCEP believes the
 612 University should accept that norm.
 613

614 SCEP urges that the 1:1 ratio between credits and contact hours per week re-
 615 established as the norm, deviation from which can be approved by the colleges and
 616 campuses, with appropriate review, if sufficient justification is provided. SCEP does
 617 not foreclose all variation from the 1:1 ratio, even in "standard" courses, but does
 618 believe that the principle is so important that any faculty member who wishes to
 619 deviate downwards from it should have to explain the deviation and obtain the
 620 approval of a body of colleagues (the curriculum committee or equivalent body).
 621

622 The Committee notes that there is no necessary relationship between contact
 623 hours and student workload. One fundamental policy is that the workload should
 624 be approximately three hours per week per credit, so a five credit course requires
 625 15 hours of academic effort per week for the "average" student. Another
 626 fundamental policy is that there should be at least a 1:1 ratio between credits and
 627 weekly instructor-student contact hours, so the five credit course should meet in a
 628 setting of "formal instruction" at least five hours per week. The relationship
 629 between workload and contact hours may vary, however; of the 15 hours per week
 630 expected for the five-credit course, 10 could be in contact hours and 5 in outside
 631 work. Or at the extreme, all 15 hours of academic effort could be taken by
 632 contact hours. It is up to individual faculty to decide how best to allocate
 633 academic work and student contact; the only caveat that SCEP calls for is the
 634 minimum of the 1:1 ratio.
 635

636 III. Closing Comments

637
 638 President Hasselmo recently commented to the Faculty Consultative Committee
 639 that "nothing is more important to the future of this research university than it
 640 provide high quality undergraduate education." As is evident throughout these
 641 proposed standards, SCEP is urging the faculty and students to use the moment of

642 change to semesters to revalue and strengthen education at the University.

643

644 SCEP recommends that units and faculty use this opportunity to reassess their
645 curriculum and instruction in light of these standards.

646

647 SCEP also urges that Senators talk with their colleagues about these standards,
648 as well as alternatives and the implications of those alternatives, and to discuss
649 them widely within and without their colleges.

III. SENATE CONSULTATIVE COMMITTEE
Student Senate Officers
Action (10 minutes)

MOTION 1:

To amend the Senate Constitution as follows: [deletions are ~~struck out~~; additions are underlined]

ARTICLE III, SECTION 6b

.....

6. University Senate and Student Senate Officers

a.

b. The officers of the Student Senate shall be a chair and a vice chair ~~, a clerk, and a treasurer.~~

~~The chair and vice chair shall be elected by the Student Senate at its last regularly scheduled spring quarter meeting from the members of the Student Senate. The chair and vice chair shall be elected at a special spring quarter session of the Student Senate attended only by student Senators elected for the following year. The outgoing chair shall preside over the election. Non-Senators and outgoing student Senators may not be candidates for these positions. The chair and vice chair shall not be from the same campus. In the event that no one is nominated for the vice chair position from a separate campus, the position will be open to all qualified members of the Student Senate. Term of office shall be July 1 to June 30, and the persons holding office ~~is~~ are eligible for re-election. The duties of the chair are (1) to be the official spokesperson of the Student Senate; (2) to set the Student Senate agenda, to be approved by the Student Consultative Committee; (3) ~~to organize and chair the Student Lobbying Advisory Committee;~~ to serve on the board of the Coalition/UMCHE, the University's student lobbying organization; (4) to serve as the University's representative on the Student Advisory Committee; (5) to serve on one central University advisory committee and to delegate student members for other advisory committees; (6) to serve as the chair of the Student Consultative Committee.~~

~~The duties of the vice chair are (1) to assume the duties of the chair in the event of an absence or incapacity of the chair; ~~and~~ (2) to assume responsibilities delegated by the chair; (3) to submit to the Senate office an annual budget request for the Student Senate and Student Consultative Committee, to be approved by the Student Senate during its fall quarter meeting; (4) to organize an annual orientation for members of the Student Senate; (5) to monitor Student Senate attendance and ensure that the Student Senate handbook is updated and distributed; (6) to serve on a central advisory committee that is not attended by the Student Senate chair if there is more than one such committee active; (7) to serve as the vice chair of the Student Consultative Committee.~~

~~The clerk and treasurer shall be appointed by the chair subject to the approval of the Student Senate. The duties of the clerk and treasurer shall be prescribed in the Senate Bylaws. The Student Consultative Committee shall periodically review these officer positions.~~

c.

MOTION 2:

To amend the Senate Bylaws as follows: [deletions are ~~struck out~~; additions are underlined]

ARTICLE I, SECTION 8

Article I. University Senate Membership, Elections, and Officers

.....

~~8. Treasurer of the Student Senate: The treasurer of the Student Senate shall be the chief budget officer of the Student Senate. The treasurer shall chair the budget subcommittee of the Student Senate.~~

ARTICLE III, SECTION 4

4. CONSULTATIVE COMMITTEES

The Senate Consultative Committee shall be composed of 10 elected members of the faculty, 9 elected students, and the vice chair of the University Senate. The faculty representatives shall serve as the Faculty Consultative Committee; the 8 elected student representatives and the chair and vice chair of the Student Senate shall serve as the Student Consultative Committee; the 8 elected student representatives and the vice chair of the Student Senate shall ~~comprise~~ constitute the 9 voting student members of the Senate Consultative Committee.

.....

Student Consultative Committee

Membership

The Student Consultative Committee shall be composed of:

one student from the Crookston campus
one student from the Duluth campus
one student from the Morris campus
five students from the Twin Cities campus, as follows:
1993-94 4 undergraduates, 1 graduate/professional
1994-95 3 undergraduates, 2 graduate/professional
1995-96 4 undergraduates, 1 graduate/professional
1996-97 3 undergraduates, 2 graduate/professional
1997-98 4 undergraduates, 1 graduate/professional
the chair and vice chair of the Student Senate

Student members except for the vice chair shall be elected in accordance with procedures determined by the respective campuses' student constituencies, subject to the following provisions:

- At the time of their election, students shall be members of the University Senate (except for Crookston).
- Students shall serve a one-year term, and are eligible for re-election. No student member is eligible to serve more than three consecutive terms.

Student vacancies shall be filled in accordance with procedures determined by the respective campuses for the balance of any unexpired term until the next regular election.

The vice chair of the Student Senate shall also serve as the vice chair of the Student Consultative Committee. If the vice chair has already been elected to the Student Consultative Committee as a regular member, he or she must concede his or her prior position to another student, to be chosen as soon as possible by the appropriate student constituency. The chair and vice chair shall serve no more than two consecutive terms. The chair of the Student Senate shall serve as an ex officio, nonvoting member of the Senate Consultative Committee ~~if not otherwise elected in his or her own right.~~ The vice chair of the Student Senate shall serve as a voting member of the Senate Consultative Committee.

Duties and Responsibilities

- a. To meet separately, when necessary, to discuss with the president, or others, matters of concern to the student body.
- b. To serve as ~~the nucleus of an~~ the executive and steering committee of the Student Senate.
- ~~c. To provide for a budget subcommittee of the Student Senate. The budget subcommittee shall be chaired by the treasurer of the Student Senate. Three members shall be appointed by the chair of the Student Senate with one member from each of the following committees: Student Senate Consultative Committee, Student Committee on Committees, Student Lobbying Advisory Committee. These appointments are subject to the approval of the Student Senate.~~

Chairs: The chairs of the Faculty Consultative Committee and of the Student Consultative Committee shall be elected by their respective members from among their number for a one-year term of office. Chairs shall be eligible for re-election to that position. The vice chair of the Student Consultative Committee shall be elected by the Student Senate in accordance with Article III, Section 6b, of the Senate Constitution. The chair of the Faculty Consultative Committee shall serve as chair of the Senate Consultative Committee.

~~The Student Consultative Committee shall have a chair and a vice chair who shall be from separate campuses. The vice chair shall assume the duties of the chair in the event of an absence or incapacity of the chair and shall assume responsibilities delegated by the chair.~~

COMMENT:

As a constitutional amendment, Motion 1 requires a two-thirds majority approval at one meeting or a majority approval at each of two meetings to be approved. It received a majority approval at the November 16 Senate meeting and is being presented for a second vote. The vote on Motion 2 is pending approval of Motion 1. If approved, the amendments will take effect fall quarter 1996.

**CARL ADAMS, Chair
Senate Consultative Committee**

Background information on the Yale University - Yale GESO Conflict

For 5 years graduate students/teaching assistants at Yale have been organizing as the Graduate Student Employee's Organization (GESO). They are asking the University administration to recognize them as a negotiating body on pay and working conditions with respect to the teaching of undergraduates. American universities, including Yale, are dependent on graduate students' work as Teaching Assistants to carry out all the seminar work, tutorials, setting and marking of course work and other grading with undergraduate students. However, they receive little support and training in how to teach, and are paid considerably less than what the university claims is a living wage for an academic year in New Haven.

The administration has consistently refused to meet with GESO or to recognize them as a negotiating body—despite the fact that a referendum of graduate students voted substantially in favor of having GESO represent them. Last year they circulated a petition asking academics to support their claims for recognition. Earlier this semester, one of their active members received a reference for a job that contained a paragraph referring to her GESO activities, in which it was said that she was a trouble maker. As a result, a petition against victimization of GESO members and activists was circulated and handed in earlier this month.

Threats to students from administrators and some senior faculty for GESO activities have included that they:

- not be given letters of recommendation
- not be allowed to register for the spring semester
- be placed on probation
- will have letters of discipline placed in their academic files
- foreign students may be forced to leave the country,
- anyone who strikes will be barred from future teaching jobs
- the chair of a major department told graduate teachers that the administration had announced they would expel anyone who participates in a strike. In several cases, faculty members have called TAs to say "I will back every step the administration takes to expel all of you."

Threats of academic blacklisting have escalated since GESO voted to undertake a grade strike, meaning that fall semester grades will be withheld if the university refuses to begin good-faith negotiations. Yale has singled out three women who are elected GESO leaders and brought them up on disciplinary charges for withholding their grades. Their "trials" took place this Wednesday, January 10.

Here's some more detailed information on the "trials:"

- * The three people being charged have been selected out of the over 200 TA's participating in the strike. Students have repeatedly requested that the administration explain why these three (all elected union leaders and all women, including two women of color and two foreign students) were chosen, but the administration has refused. The official charges

leveled against them are somewhat vague. For instance, the first charge they face is "failure to adhere to a code of conduct that respects the values and integrity of the academic community." However, when asked exactly what code this charge refers to, the administration refused to respond. It seems clear that no such written code exists; in this case, the charge is an invitation for the Disciplinary Committee to make up rules as it goes along, and to find people guilty of violating standards which are defined on the spot. In all cases, written requests for a detailed explanation of the charges have been refused.

* The hearings process itself is also troubling. The Disciplinary Committee is appointed by the Dean of the Graduate School, and includes four Associate Deans among its members -- Yale insists that there is no conflict of interest in having these four administrators try a case brought by their supervisor.

This Committee may interview witnesses outside the TA's presence, and there is no right of cross-examination. Finally, while the TA's are allowed to have a lawyer present, their lawyer is not allowed to speak. At the end of these hearings, the Committee can impose any penalty up to and including expulsion. There is no process for appeal.

The situation has become more urgent in the past 24 hours. Yesterday, Yale President Richard Levin sent a letter to TA's who teach their own courses, informing them that anyone who does not turn in grades by Tuesday will be banned from teaching in the spring semester. This is a serious threat -- in the worst case, for people who have no other means of support, or for foreign students whose visas prohibit them from working outside the university, being blacklisted from teaching jobs may make it impossible to continue in graduate school.

GESO is preparing a thorough case in defense, and have received help from a number of law faculty. However, they're under no illusions as to the openness of the process or the likelihood that they will win the hearts and minds of this Committee. If Yale administrators are to back off from the use of academic reprisals against strike participants, it will be because of the condemnation by outside academics (and the strength of the strikers) rather than the cleverness of legal arguments. The broader academic community has a critical role to play in determining the outcome of this struggle.

The University of Minnesota Council of Graduate Students (COGS) supports the right of graduate assistants at Yale University to organize without academic recrimination and further supports the establishing of a Yale University policy that prohibits the blacklisting of graduate students who participate in GESO activities.

COGS requests that the University of Minnesota academic community, including the faculty, join us in supporting the rights of Yale graduate assistants to organize without fear of reprisal.

COGS further requests that organized labor at the University of Minnesota consider supporting the rights of Yale graduate assistants to organize without fear of academic reprisal.