

SENATE MEETING

THURSDAY, MARCH 7, 1968

3:30 P. M.

MURPHY HALL AUDITORIUM

The voting membership of the Senate totals 199 including the President and 198 elected members. For a quorum, a majority of the voting membership (100) must be present. Constitution changes require advance publication and 133 affirmative votes. By-Law changes require 100 affirmative votes. Other actions require only a simple majority of members present and voting. The members of the Administrative Committee are ex officio nonvoting members of the Senate.

All members of the faculty who hold regular appointment as defined in the Regulations Concerning Academic Tenure may be present at Senate meetings and are entitled to speak and to offer motions for Senate action, but may not vote.

Members of standing committees who are not faculty, including student members, may be present at a meeting of the Senate during such time as a report of their committee is under discussion and may participate in such discussion, but shall not have the privilege of making motions or of voting.

A special section will be provided for the seating of such faculty and such members of standing committees.

Provision has been made for the University News Service to send the Senate Docket to the news media in advance of each meeting and to arrange a news conference at the close of each meeting with the vice chairman and others he may designate.

ATTENDANCE RECORD

A roll of elected and ex officio members will be circulated during the meeting. Members will please check their names to indicate their presence. If the list misses you, please stop afterward to check your name. The roll, after adjournment, will be on the rostrum.

An attendance record for nonmembers will also be circulated and will be on the rostrum after the meeting.

As voted by the Senate, a summary of the attendance of members elected for the current academic year will be included in the June minutes.

NOT FOR RELEASE PRIOR TO THE SENATE MEETING

Year 1967-1968

No. 5

UNIVERSITY OF MINNESOTA

THE SENATE

DOCKET

March 7, 1968

Your Committee on Business and Rules respectfully presents the following matters for consideration:

I. MINUTES OF FEBRUARY 1, 1968

Reported for Action

II. CORRECTION OF ABSTRACT

Reported for Action

Appendix: Abstract of Discussion, Senate Minutes, December 7, 1967—Last paragraph, page 31, should read "Andrew Hustrulid, professor of agricultural engineering" instead of "professor of agricultural economics."

III. SENATE COMMITTEES

Reported for Action

Administrative Committee: Add: Warren Cheston.

IV. NON-SENATE COMMITTEES AND BOARDS FOR 1967-68

Reported for Information

ALL-UNIVERSITY COMMITTEES

Coordinating Council: Add: Warren W. Gulko (secretary).

Placement: Adamson Hoebel (chairman), Paul Cartwright, Paul Cashman, Marvin Dunnette, David Graven, Clifford Hooker, Keith McFarland, Kathryn Randolph, George Seltzer, George Warp. Students: Judy Fitch, Robert Howe, Phyllis Reha, Steven Shelder, Richard Stenstrom.

V. JOINT REPORT—SENATE COMMITTEES ON ADMISSIONS POLICY, ON EDUCATIONAL POLICY, ON PLANNING, AND ON INSTITUTIONAL RELATIONS

Reported for Information

AN INTERIM STATEMENT ON PLANNING UNDERGRADUATE ADMISSIONS AT THE TWIN CITIES CAMPUS OF THE UNIVERSITY OF MINNESOTA

I. Introduction

In planning staff and facilities for the University of Minnesota for the decade ahead, this significant question must be answered: *If the University must at some time limit undergraduate enrollments on the Twin Cities Campus to levels below the number of qualified applicants seeking admission, by what criteria should such limitation be made?*

This statement seeks to clarify the criteria which would be used in making admission decisions in any situation in which effective instruction could not be provided for all qualified applicants. It also recommends an "information procedure" by which the University will provide annually to secondary schools and other institutions of higher learning its undergraduate enrollment goals. The statement is prepared in the belief that public knowledge of the University's criteria in making admissions judgments, and of its enrollment goals, will (a) contribute to effective planning within the University; (b) contribute to effective planning of educational facilities and programs for the entire state system of higher education; and (c) provide additional information to students and counselors on the status of opportunity for undergraduate education at the University.

Given the magnitude of current planning efforts concerning higher education now underway within the University and the state of Minnesota, the University thinks it prudent to examine at this time the criteria which should be used for any controls over undergraduate enrollments should such controls need to be applied.

The statement is called an "interim policy" for two reasons. *First*, it is recognized that planning policies developed by the University must be coordinated with planning positions developed by the State Coordinating Commission for Higher Education which involves the whole of the state's system of higher education. *Second*, it is recognized that the development of long-range planning goals and policies for the University by the Senate Committee on Planning could result in policy decisions which would require modification of the policies and procedures set forth in this document.

Note on Origin of Preceding Statement—In 1966, discussions among representatives of the University Admissions Office, the Office of the Planning Coordinator, the Office of the Vice President for Academic Administration, and the Office of the Vice President for Educational Relationships and Development led to a recommendation to President O. Meredith Wilson that early attention be given to the relationship between projected growth in demand for undergraduate instruction on the Twin Cities Campus of the University and projections of space and staff likely to be available on this campus. On November 3, 1966, President Wilson appointed an "Ad Hoc Committee on Controlled Growth" to bring under study the issue stated earlier in this statement: "If the University must at some time limit undergraduate enrollments to levels below the number of qualified applicants seeking admission, by what criteria should such limitation be made?" The ad hoc committee was chaired by Associate Vice President Donald K. Smith and included: Professors Neal Amundson, Robert Berkhofer, Richard Skoke, and David Storvick; Theodore Kellogg, Director of Admissions; Elmer Learn, Planning Coordinator and Assistant to the President; William Edson, Director of Admissions, College of Education; Associate Deans Keith McFarland and Roger Page; Assistant Dean Paul Cartwright; and David Brown, ACE intern in academic administration. During the course of its conversations, representatives met with the executive secretary of the State Liaison and Facilities Committee on Higher Education, the chancellor of the State College System, and the executive director of the State Junior College System.

The committee held 12 meetings in the 1966-67 academic year. In the spring of 1967, the committee forwarded its report to President Wilson, together with the request that this report be reviewed by the Senate Committees on Educational Policy, Planning, Admissions Policy, and Institutional Relations. Reviews by these committees led to the appointment of a joint subcommittee chaired by Professor Smith, whose members were: Professors R. Stuart Hoyt, Mabel Powers, John Borchert, Paul O'Connor, and David Giese and Mr. Martin Berg. This document is the recommendation of that subcommittee. The subcommittee assumes that if the document receives approval from the four Senate committees and the Office of the President, it can then be made public within the University and the state.

II. *The Context of Policy on Planning Undergraduate Admissions Policy*

In common with other institutions of higher learning in the state, the University of Minnesota engages in continuous planning. This planning is designed to establish the goals and form of the instructional, research, and service programs which the University should maintain and develop, the physical resources required to support these programs, and the procedures by which programs are reconciled with available resources.

University planning starts from certain assumptions about the nature of the opportunities and services which the state of Minnesota expects from its institutions of higher learning. These assumptions are (a) that insofar as possible the opportunity for higher education should be provided to all citizens of the state who are qualified, or who can be helped to become qualified to profit from such advanced instruction; (b) that the state should provide advanced graduate and professional education for the several disciplines and professions providing highly skilled intellectual and professional leadership for our society; (c) that the state should support and encourage development of the basic and applied research which undergirds the advancement of knowledge and extends the material, intellectual, and cultural strength of our society; and (d) that the state should support and encourage development of service programs designed to make the products of research and the benefits of study widely available to citizens throughout the state.

University planning is designed to help make possible the achievement of these opportunities and services for the people of Minnesota. This planning is always carried out in the context of understanding that some of the educational programs needed by the state will be provided at many or all of its institutions of higher learning; some may be shared by a few of these institutions; and some may be centered in a single institution serving the entire state.

As stated in the introduction, this document deals on an interim basis with only a single, specific question concerning the planning of undergraduate enrollments at the University. Nevertheless, the policy guidelines set forth emerge from certain broad assumptions about the structure of undergraduate education and student population at the University. These assumptions are as follows:

1. The full range of undergraduate education now provided at the Twin Cities Campus should neither be phased out nor sharply curtailed. The University should maintain on this campus a full program of undergraduate studies, both Lower and Upper Division, in order to (a) help in meeting the state's need for such instruction; (b) maintain close interaction between graduate instruction and research and the development of materials and methods in undergraduate instruction; (c) provide for certain highly specialized undergraduate programs not available at other institutions; and (d) provide a context in which the relationship of Lower Division work to Upper Division professional programs in teacher preparation, business administration, and so forth can be kept under constant study and development.

Given the concentration of graduate study, research, and advanced professional education on the Twin Cities Campus, the University foresees a change in the structure of the total student population of this campus, with a reduction in the percentage of total enrollments taking Lower Division work. However, we do not foresee the desirability of eliminating Lower Division instruction on the Twin Cities Campus nor of rapidly curtailing the absolute numbers of Lower Division students now accepted.

2. The University does not support an undergraduate admissions policy which would limit undergraduate educational opportunity at the University only to those with the highest intellectual qualifications. The University does support the point of view that admissions policy to any undergraduate program should start from concern for the probable effect of admission or rejection not only on the student but also on the University's resources of faculty and physical plant. For example, students should not be admitted to programs in which they would be likely to fail. At the same time, certain highly specialized undergraduate opportunities at the University should be made known to the students for whom they might be most suitable; for example, special honors programs or specially designed programs for students with defined interests, abilities, or needs.

3. The University's goals for undergraduate admissions should be set in the context of goals for the state junior college, state college, and private college systems. The rapid growth of the state junior college and state college systems, together with the University's efforts to expand undergraduate instruction on its several campuses, may well enable the state of Minnesota to meet fully the demand for undergraduate instruction by qualified residents of the state. Nevertheless, a situation could develop at the Twin Cities Campus in which the demand for undergraduate instruction on this campus would exceed the physical and staff possibilities of providing such instruction. The criteria and procedures in this document provide the basis for reacting to such an emergency.

4. This document does not purport to deal with a series of important planning questions, such as (a) Should the University seek to establish fixed maximums for the number of students to be accepted on any of its campuses? (b) What is the optimal numerical structure for students in Lower Division, Upper Division, and graduate and postbaccalaureate professional education on the Twin Cities Campus? (c) Should the University seek deliberately by its admissions policy to shape its enrollments at the several levels and in the several colleges toward a structure presumed to be optimal for the achievement of the University's mission? (d) What balance of space and staff allocations should be sought among the missions of instruction, research, and service if it develops that not all of these can grow as rapidly as public demand might permit? The answers to these and other important planning questions could extend or modify the policies and procedures set forth in this document, but such answers require a more detailed analysis of the role of the University in the state system of higher education than has yet been completed.

III. *Principles That Should Determine the Composition of the Undergraduate Student Body on the Twin Cities Campus*

1. *The Principle of Multiple Criteria.* Since the University maintains a multiplicity of undergraduate educational programs, the measures and judgments made in determining admission to these varied programs must also be varied. No single measure (or combinations of measures) will serve the goals of all colleges, or units within colleges, equally well.

To the extent that all undergraduate programs leading to the Bachelor's degree share certain educational objectives and require certain common competencies, these units will also share some standards for admission. But this fact should not obscure the need for using a multiplicity of judgments on admission related logically to the multiplicity of undergraduate programs.

2. *The Principle of Effect on the Individual Student.* The question of whether or not the University has a program suited to the abilities and aspirations of the student should be the first basis for decision on admission. Thus:

- a. Students who do not have a reasonable probability of success in the college or program of their choice should not be admitted to that college or program. Screening of students should be carried out insofar as possible prior to admission. This principle does not exclude the possibility of creating new educational programs suitable for students who would not be successful in existing programs. (See Section 3b)
- b. In the event that the number of students who can be admitted to a particular program is smaller than the number of students who seek admission, priority should be given to those whose probability of success in the particular program in question seems clear.
- c. Qualified students with firm career goals requiring a type of public education offered exclusively, or almost exclusively, at the University should be given special consideration for admission in the year their specialized program would normally commence.
- d. If admission to a given 4-year college of the University must be denied to some qualified students, Upper Division students should be assigned a higher priority than Lower Division students, although not to the complete exclusion of the latter. Because of its multiplicity of specialties in undergraduate education, the University is likely to offer greater comparative advantage to more students at the Upper Division than at the Lower Division level.
- e. The admission priorities stated in the foregoing sections (c and d) should not be pushed to the point of threatening the vitality of either the Lower Division programs of the University, or the maintenance of strong undergraduate programs in all of the liberal arts disciplines. The configuration of enrollments at the Lower Division, Upper Division, and graduate levels, and among the several disciplines and professions should reflect two assumptions: (a) that the University should maintain at the Twin Cities Campus a Lower Division program in the full range of the liberal arts as well as in areas of undergraduate specialization which may be primarily available at the University, and (b) the University should maintain at this campus undergraduate curricula, as well as graduate curricula, in the liberal arts disciplines which may also be available at other institutions of higher learning in the state. Such a balance of strength is essential to the well-being of the University's total program.

3. *The Principle of Effect on the University's Total Mission.* While the student's probable success in a program available at the University is the first consideration in his admission, the faculty of a given college may well wish to introduce certain judgments affecting the total structure of its undergraduate student population which would in turn affect the priority level to be assigned to admission of certain classes of students. Thus:

- a. The character of an undergraduate student body is enhanced by the admission of students from varied backgrounds (rural-urban, different socio-economic groups, etc.). In the event of a shortage of space for qualified applicants seeking admission, attention should be given to maintaining a student body of persons from such different backgrounds.
- b. The faculty should be mindful of the tendency for admission judgments and academic programs to interact in ways that seem to confirm both the rightness of the admissions judgment and the rightness of the programs. Thus, if only students with certain kinds of abilities are admitted, programs tend to be shaped to the capabilities of these students and to become unsuitable for students with different capabilities. The programs seem to confirm the success of admissions policies based on measuring only those capabilities to which the programs are adapted.

The faculty should constantly ask whether or not the University has or should have programs suited to types of human capability which are not identified by current admissions measures. Existing methods of predicting success in the University may be unfair to students who have latent capabilities of immense importance to society, but not served by an existing educational program of the University.

It is entirely appropriate, therefore, for faculties to devise educational programs, or supplements to existing programs, designed to foster successful educational experience for students whose capabilities are obscured by existing admissions procedures, and who would not succeed in existing programs. It is also appropriate to assign high priority to the admission of stipulated numbers of students who seem to have reasonable probability of success in these specially devised programs. The General College now adapts its admissions policies to the unique mission of that college, and similar adjustments for specially devised programs within other colleges would be equally appropriate.

4. *Miscellaneous Considerations*

- a. Students resident in Minnesota should have higher priority than afforded to nonresident students, except in those cases in which interstate agreements support unconstrained flow of students across state lines.
- b. All students residing in Minnesota should have equal consideration for admission.
- c. Students transferring from outside the University and students transferring between colleges within the University shall be judged alike according to their probability of success.
- d. A student in good standing who interrupts his registration shall have the same opportunity to continue as a student who remains in residence.
- e. The same admissions standards should apply for all terms (i.e., fall, winter, spring, summer). This does not preclude the development of policies designed to encourage otherwise qualified students to commence their work when space is available.

IV. *Implementing a Policy of Planned Growth*

1. In fall quarter 1968, the University should announce for as many undergraduate units as possible the enrollment goals for the University in these units for fall quarter 1969. The goals should be stated in terms of the largest number of students which each college (or unit of a college) can serve adequately, given the faculty and facilities available to this unit. Two figures should be announced for each unit: new student enrollment and total enrollment. This procedure of establishing and announcing goals should be repeated each year.

2. If the number of qualified students seeking admission to the University in any of the categories for which enrollment goals have been set exceed the goals, it shall be the responsibility of the colleges, working in cooperation with the University Admissions Office, to determine those whose applications for admission will be accepted and those applications must be denied. Selection procedure will be based on the principles stated in section III.

3. If it becomes necessary for the University to deny admission to qualified applicants because of lack of available space or staff, such applicants shall be informed of the reason for denial and advised to resubmit application for admission in subsequent quarters when space and staff might be available.

4. The several colleges setting enrollment goals should, in cooperation with the Office of University Admissions, the Student Counseling Bureau, and the Bureau of Institutional Research, continue to seek refinement of procedures for identifying students whose probability of success would be high in the several programs offered by the University. If refinements are achieved which justify changes in existing definitions of who is qualified for admission, appropriate changes should be made in admission requirements. Such changes should be announced at least 1 full year prior to the time they become effective.

5. The Office of the Planning Coordinator, with the advice of the Senate Committee on Planning, and in consultation with the colleges, should initiate a procedure for establishing the enrollment goals which are to be announced in fall 1968. The Senate committee should also seek to define the structure of enrollment growth projected for the University for a period of at least 10 years into the future and should establish procedures for annual reconciliation and extension of this projection.

6. Decisions on enrollment growth patterns in the University should be made available as quickly as they are ready to the State Coordinating Commission for Higher Education, and University plans should be reconciled with total state plans for making opportunities for higher education available to qualified Minnesota citizens.

PAUL A. CARTWRIGHT
JOHN G. DARLEY
WARREN E. IBELE
THEODORE E. KELLOGG

VI. SENATE COMMITTEE ON INSTITUTIONAL RELATIONSHIPS

I. Reported for Action

1. *Transfer Recognition for North Hennepin State Junior College, Osseo, Minnesota*

The following committee visited North Hennepin State Junior College on December 4 and 5, 1967:

- James B. Preus, Director and Coordinator of Advising, Lower Division, College of Liberal Arts, University of Minnesota (chairman)
Robert F. Berkhofer, Associate Professor of History, University of Minnesota
Arnold Goldman, Instructor in English, University of Minnesota
Paul O'Connor, Professor of Chemistry, University of Minnesota
Louis T. Safer, Professor and Head, Division of General Arts, General College, University of Minnesota
Cary Swanson, Instructor in Mathematics, Metropolitan State Junior College, Minneapolis, Minnesota
C. Lloyd Bjornlie, Executive Secretary, Senate Committee on Institutional Relationships, University of Minnesota (ex officio)

North Hennepin State Junior College, which is the third of the new metropolitan junior colleges, began operation in the fall of 1966. On April 25 and 26, 1967, a visiting committee chaired by Theodore E. Kellogg, chairman of the Senate Committee on Industrial Relationships, evaluated the program of the institution and recommended the granting of transfer recognition with the provision that the institution be revisited during the 1967-68 academic year.

The revisitation committee presented a favorable report on North Hennepin State Junior College. Instruction in transfer courses was of college level and was thought sufficient to prepare students for the next college course in the same area or the course for which the class observed was a prerequisite. Teaching observed was of generally good quality although teaching loads were quite heavy. The institution is handicapped by temporary facilities which serve to constrain the program. Continued emphasis is needed to develop the library, which was the college's most obvious problem.

During the visit, the committee observed the operation of the college, visited classes and talked with staff and students. The self-study and other materials were considered. Based on these activities, the visiting committee, and in turn the Senate Committee on Institutional Relationships, makes the following recommendation:

That the University of Minnesota Senate grant North Hennepin State Junior College transfer recognition, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the programs to which a student may be admitted.

2. *Transfer Recognition of Northland State Junior College, Thief River Falls, Minnesota*

The following committee visited Northland State Junior College on December 4 and 5, 1967:

- Rodney Briggs, Dean, University of Minnesota, Morris, Morris, Minnesota (chairman)
Frank Kendrick, Associate Professor of Political Science, Moorhead State College, Moorhead, Minnesota
Mabel Powers, Director and Coordinator of Advising, Upper Division, College of Liberal Arts, University of Minnesota
William B. Schwabacher, Associate Professor of Physical Sciences, General College, University of Minnesota
Anna L. Stensland, Associate Professor of English, University of Minnesota, Duluth, Duluth, Minnesota
Manley E. Olson, Assistant to the Executive Secretary, Senate Committee on Institutional Relationships (ex officio)

Northland State Junior College (formerly Thief River Falls State Junior College) was authorized by the 1965 legislature and began operation in September 1965. During the 1965-66 school year, a self-study was completed and an accreditation visit from the University of Minnesota was requested. On May 19-20, 1966, a committee chaired by Rodney A. Briggs, Dean, University of Minnesota, Morris, visited the institution and recommended provisional accreditation. During the 1966-67 school year, an interim visit was made by the chairman of the 1966 visiting committee and the executive secretary of the Senate Committee on Institutional Relationships. After consulting with college officials, they recommended a full visiting committee should evaluate Northland during the 1967-68 school year.

Northland State Junior College was operating under the handicaps of small size and temporary facilities. Nevertheless, the instructional program, particularly in the transfer courses, was operating well. Development of general education and vocational programs has not kept pace with developments in the transfer curriculum.

On the basis of its examination of previous visiting committee reports, self-study materials, and other college records, and the visitation of classes and conferences with staff and students, the visiting committee made the following recommendation to the Senate Committee on Institutional Relationships which, in turn, submits it to the Senate:

That the University of Minnesota Senate grant Northland State Junior College transfer recognition, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the programs to which a student may be admitted.

3. Transfer Recognition for Anoka-Ramsey State Junior College, Coon Rapids, Minnesota

The following committee visited Anoka-Ramsey State Junior College on January 17 and 18, 1968:

Alfred Vaughan, Dean, General College, University of Minnesota (chairman)

W. Donald Beatty, Professor and Recorder, University of Minnesota

Robert Foy, Instructor in English, College of Liberal Arts, University of Minnesota

John Lake, Instructor in Mathematics, Lakewood State Junior College, White Bear Lake, Minnesota

Paul O'Connor, Professor of Chemistry, Institute of Technology, University of Minnesota

Manley Olson, Assistant to the Executive Secretary, Senate Committee on Institutional Relationships, University of Minnesota (ex officio)

Eric Stokes, Assistant Professor of General Arts, General College, University of Minnesota

Anoka-Ramsey State Junior College was established in 1965. During its first 2 years, it occupied temporary quarters in Centennial High School, Circle Pines. Early in its first year of operation, the institution applied to the University of Minnesota for accreditation and requested a visit. Following completion of a self-study by the institution, it was visited by a committee chaired by Theodore E. Kellogg, chairman of the Senate Committee on Institutional Relationships, on May 10 and 11, 1966. The committee recommended that provisional accreditation be granted. During the 1966-67 school year, the institution was visited by the chairman and by the executive secretary of the Senate Committee on Institutional Relationships and one other member of the original visiting committee. They recommended that a visit by a full committee be postponed until the 1967-68 school year when the college would have moved into permanent facilities.

The 1968 visiting committee was impressed with the progress made by Anoka-Ramsey State Junior College. The new facilities greatly enhanced the instructional program. Faculty participation in institutional affairs has increased markedly since the first visit and faculty morale was much improved. The transfer program was well developed and characterized by a high level of instruction. Continued emphasis was needed in the development of general education and vocational programs.

The visiting committee observed classes, considered the self-study and other materials prepared for the visit, and conferred with faculty, administrators, and students.

On the basis of the information gathered and the observations made, the committee made the following recommendation which was adopted by the Senate Committee on Institutional Relationships and is herewith submitted for Senate action:

That the University of Minnesota Senate grant Anoka-Ramsey State Junior College transfer recognition, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the programs to which a student may be admitted.

4. Transfer Recognition for Corbett College, Crookston, Minnesota

The following committee visited Corbett College on December 5 and 6, 1967:

Mabel Powers, Director and Coordinator of Advising, Upper Division, College of Liberal Arts, University of Minnesota (chairman)

Frank Kendrick, Associate Professor of Political Science, Moorhead State College, Moorhead, Minnesota

William B. Schwabacher, Associate Professor of Physical Sciences, General College, University of Minnesota

Sister Eone, Librarian, College of St. Teresa, Winona, Minnesota

Jeffrey Wiebe, Instructor in English, University of Minnesota Technical Institute, Crookston, Minnesota

Manley E. Olson, Assistant to the Executive Secretary, Senate Committee on Institutional Relationships, University of Minnesota (ex officio)

Corbett College is a private junior college for women. It began as a Sister Formation institution in 1956. In 1963, a self-study was completed and a preliminary visit was made by a University visitation team which endorsed the plans that Corbett College had made and recommended a formal accreditation visit be made. During the 1964-65 school year, an institutional self-study was completed and a committee chaired by Jack Merwin, chairman of the Senate Committee on Institutional Relationships, visited the institution. The committee recommended that the University of Minnesota accept freshman credits earned by students from Corbett College upon validation of successful completion of 1 year's additional work at the University. On February 8 and 9, 1966, a committee chaired by Gerhard von Glahn, professor of political science, University of Minnesota, Duluth, visited the institution and recommended similar acceptance of sophomore credits.

The 1967 evaluation committee reviewed the reports of previous visiting committees, the progress reports supplied by the college, and spent an evening and a day visiting classes, conferring with faculty, students, and administrators, and reviewing plans for the future. The committee viewed with favor the facilities, the library, the qualifications of the students, and the level of the academic program. The small size of the institution served as a major limitation both in terms of limiting the size of the staff and the breadth of course offerings.

The visiting committee, and in turn the Senate Committee on Institutional Relationships, makes the following recommendation:

That the University of Minnesota Senate grant Corbett College transfer recognition, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the programs to which a student may be admitted.

5. Transfer of Credit

There are a number of University rules and regulations which control the quality and quantity of undergraduate credit which may be transferred from another college to the University. Examples of such controls are the University's regular accreditation function, residence requirements, course prerequisites, major and minor sequence requirements, and entrance requirements. The numerical restrictions imposed by the Senate, May 18, 1944, have been reviewed by the Senate Committees on Admissions Policy, Student Scholastic Standing, and Institutional Relationships and the three committees concur in the following recommendation: *That part a of item 1 Reported for Action by the Committee on Relations of the University to Other Institutions of Learning on May 18, 1944, as shown below, be rescinded (no substitute statement is required).*

V. REPORT OF THE COMMITTEE ON RELATIONS OF THE UNIVERSITY TO OTHER INSTITUTIONS OF LEARNING (May 18, 1944)

1. Reported for Action

1. Advanced Standing. It was voted to recommend to the University Senate:

a. That the regulation:

Students entering the University from a school whose work has been recognized shall be allowed not more than sixteen (16) credits for each semester.

Min. Sen. Feb. 10, 1916

be revised to read:

Students entering the University from a school whose work has been recognized shall be allowed not more than an average of eighteen (18) credits per semester. The change is recommended to provide flexibility and allow for reasonable acceleration at previous institutions attended. It is understood that the limitation will not apply to Armed Forces Training programs for which credit allowances have been specifically approved by Senate action.

b. That the practice of withholding credit until subsequent courses have been completed, in the case of two or three quarter courses, be discontinued. This action is recommended because advanced course prerequisites, group and curricula requirements provide sufficient control so that limitation in advanced standing is unnecessary.

Approved

VII. SENATE COMMITTEE ON FACULTY WELFARE

Reported for Action

A recent survey by the Committee on Economic Status of the Twin Cities Campus Chapter of the American Association of University Professors indicated that only one of four faculty members eligible for a sabbatical has taken one or more sabbaticals and that the sabbaticals taken have only been one out of six that could have been taken. Because it has become almost impossible for faculty members to perform their regular assignments and at the same time to keep up with the rapid changes occurring in their areas of professional interest, this Senate committee has been concerned for some time about the adequacy of the University's sabbatical policy. Because the committee knew through cross-membership that the local AAUP chapter was surveying the faculty on this item, it has deferred its own recommendations for change until that survey was completed.

The survey confirms the committee's belief that relatively few faculty members take the sabbaticals for which they are eligible. The principal reason for this unsatisfactory situation is that under present policy the faculty member on sabbatical leave receives only half-pay. In some departments staff shortages also make it difficult to release a faculty member for a sabbatical.

When asked to select among several alternative sabbatical arrangements, respondents expressed a strong preference for permitting a faculty member with a 9-month appointment on sabbatical to receive either full pay for a 2-quarter sabbatical or three-fourths pay for a complete academic year. The AAUP chapter, through its Committee on Economic Status and its Executive Committee, has endorsed a sabbatical leave program patterned along these lines with suitable modifications for persons with 12-month appointments. The proposal provides a higher fraction of annual pay (three-quarters instead of two-thirds) for a full year sabbatical because it was considered desirable to encourage persons to devote a full academic year to maintaining and increasing their professional competence.

The AAUP proposal also recommends that the University establish a special fund to finance sabbatical leaves in those departments that cannot fund these leaves out of their own budgets. They have requested the University to seek funds from the Legislature to support a more liberal sabbatical leave policy. Finally they recommend as an interim measure that the present limitation on income from other sources be relaxed to permit limited remuneration for part-time employment in a different and professionally stimulating environment.

After reviewing these survey results and the AAUP proposals, the Senate Committee on Faculty Welfare voted to recommend to the administration that they review the present sabbatical policy and give serious consideration to the AAUP proposals for change, effective 1969-70. The committee now requests Senate endorsement of this position.

C. A. WILLIAMS, JR., Chairman

VIII. COMMITTEE ON SENATE COMMITTEES

Reported for Information

Discussion of proposed Handbook of the Senate which is enclosed with this mailing of the Senate *Minutes* and *Docket*.

MAYNARD C. REYNOLDS, Chairman

IX. REPORT OF THE SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Reported for Information

Approved Schedules:

TENNIS 1968

March	18	Rice University—at Houston
	19	University of Houston—at Houston
	20	Texas A&M University—at Houston
	21-22	Rice Invitational Tournament—at Houston
	23	Southern Illinois University—at Houston
	29-30	Drake Invitational Tournament (8 teams)—at Des Moines
April	13	Carleton College
	19	Michigan—at Ann Arbor
	20	Michigan State—at East Lansing
	26	Purdue—at Lafayette
	27	Illinois—at Urbana
	29	Wisconsin
May	1	Macalester College
	3	Iowa State—at Ames
	4	Iowa—at Iowa City
	6	Northwestern
	10	Indiana
	11	Ohio State
	16-18	Big Ten Championships—at Iowa City
June	17-22	NCAA—at Trinity University, San Antonio

Approved Corrections in Schedules:

GOLF 1968

May	7	Cancel Carleton College
	11	Cancel St. Olaf, add Carleton
		BASEBALL 1968
April	13	St. Thomas (1) Augsburg (1)
May	18	Iowa (9 innings)
		Iowa (7 innings exhibition)

A. L. VAUGHAN, Chairman

X. NEW BUSINESS

SUPPLEMENT TO THE SENATE DOCKET, MARCH 7, 1968, ITEM VIII.

REPORT OF THE COMMITTEE ON SENATE COMMITTEES

Over the past several years, it has become apparent that major problems exist in the structure and functions of the faculty organization of the University. The Committee on Committees, whose responsibilities under the Constitution include the review of the number and scope of standing committees of the Senate, proposes a discussion of several of these problems and proposed solutions under the topics listed below. Item VI, below, proposes a set of implementing procedures, should the response of the Senate be favorable to the suggestions given. In addition, the Committee on Committees has proposed and the Senate has approved a Task Force to study the role of students within the Senate structure of the University.

Draft versions of a proposed Senate Handbook were circulated to Senators, administrative officers, and members of Senate and All-University Committees to communicate the thinking of the Committee and to elicit reactions and recommendations. The Draft document proposing details of structure and function remains tentative. At this time, we seek discussion only of the principles which lead to such a document and the constitutional modifications implied by the suggested principles. The deliberations on details of a proposed document will need to extend over a longer period of time.

Problems and Proposed Solutions

I. Recognition of the Multiple Campus Composition of the University of Minnesota

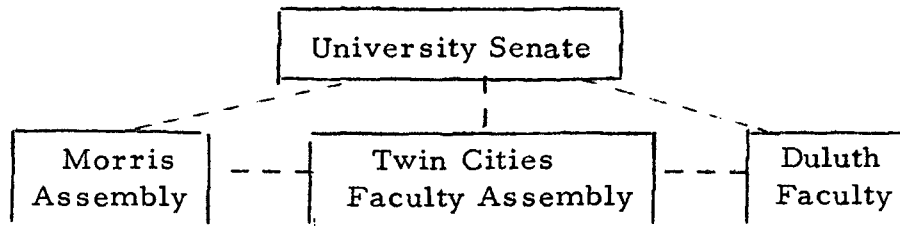
In the course of the current study of the scope and functions of committees of the Senate, the Committee on Committees has found it apparent that the present organization of the faculty for the exercising of its legislative powers and responsibilities does not recognize adequately the multiple campus composition of the University. In such areas as, for example, athletics, scheduling, student affairs, and educational policy, it may be necessary to distinguish between matters of University-wide import and matters which affect but a single campus of the University. An effective faculty organization should provide adequate means for faculty of a single campus to deal with problems relevant to that campus.

It also should provide for the faculty as a whole to consider matters which affect the total University.

Proposed Solution:

1. Distribute the present powers and authority as delegated to the University faculty by the Regents over two levels of faculty organization: the University Senate as the primary authority, and faculty legislative bodies constituted on each campus to consider matters relevant to that campus.
2. Incorporate into the Senate structure the existing faculty organizations of Morris and Duluth and endorse the newly proposed separate faculty legislative body for the Twin Cities Campus, which would be known as the Twin Cities Faculty Assembly.

- a. A diagram of the proposed arrangement would be as follows:



- b. Twin Cities Assemblymen also would serve as the Twin Cities members of the University Senate.
3. Propose a meeting schedule of once a quarter for each body.

II. Distribution of Functions between the University Senate and Campus Faculty Organizations

If the above item is accepted, it becomes necessary to distribute certain functions of the present University Senate to the new Senate and to the Twin Cities Faculty Assembly. Faculty organizations at Morris and Duluth would remain as they are or could be changed according to their own decisions.

Proposed Solutions:

1. Provide for major standing committees at Senate and Faculty Assembly levels as follows:

Senate Committees

Assembly Committees

Business and Rules
Committee on Committees
Faculty Consultative
Judicial

Assembly Coordinating Committee
Committee on Committees

Administrative
Educational Policy
Faculty Affairs
Institutional Relationships
Research
Resources and Planning

Educational Policy
Intercollegiate Athletics
Student Affairs

2. Senate and Assembly Committees could be defined as follows:
"A Senate Committee or an Assembly Committee is any committee to which the University Senate or the Faculty Assembly delegates responsibilities in broad areas of faculty concern and whose responsibilities are deemed so important, and the permanent continuity of whose activities is so essential to total faculty government and University affairs, that the faculty establishes it under that title. Senate Committees are constituted to consider matters of concern to faculties of all academic units and campuses of the University, while Assembly Committees are constituted to consider matters of import to the Twin Cities Campus."
3. These major standing committees would be created by the ByLaws of the Constitutions of the Senate and the Assembly.
4. The first four Senate and first two Assembly Committees would be considered operational, with the remaining committees substantive or policy-making.
5. Those committees underlined (above) would overlap in membership except for the addition of members from Morris and Duluth when meeting as Senate committees.
6. All but one of these committees presently exist. The Research Committee is proposed as a new committee of the Senate.

7. The number of Senate Committees is reduced from the present 22 to 10; two Assembly Committees are not duplicated at the Senate level.
8. The "Assembly Coordinating Committee" is proposed as an elected executive and steering committee for the Assembly; it is suggested that this committee replace a Committee on Business and Rules and also serve as the faculty consultative committee to the President on Twin Cities Campus affairs.

III. Mechanical Problems

The Committee on Committees believes certain problems exist which hinder the effective operation of the committees of the Senate. Such problems are seen as the following:

1. Reporting to the Faculty. It would appear that the present overall structure of the committees of the Senate is conducive to some lack of involvement of the faculty in discussion of major policy issues of the University. Inadequate channels of communication into the Senate may impair regular reporting of substantive issues by the committees, and may hinder effective execution of the responsibilities of the faculty.
2. Size of Committees. In many instances, the faculty, staff, and administrative representation on committees has grown to unreasonable dimensions. Unless specific academic unit representation is required, it seems unlikely that a committee of 16 would be as efficient and effective as a committee of 10.
3. Terms of Service. Present terms for committee service remain indefinite, with various committees providing informal rotation procedures. In view of frequent misunderstandings of terms of service, with some faculty favoring longer terms and others favoring shorter terms, it is recommended that fixed terms of office be established.
4. Method of Appointment. Procedures for appointment to committees are not made explicit in any document of the Senate. To clear any existing ambiguity, the Committee on Committees proposes that such necessary procedures be established.
5. Replacement Appointments. Effective work of committees may be impaired severely when members are on leave from the University or are, for any reason, absent. Procedures for replacement or interim appointment remain unclear, and perhaps should be clarified.

6. Staff Support and Service. Work of committees is hindered by lack of staff support and service in areas of data collection, research, and all aspects of secretarial assistance.
7. Changing Committee Structure. The Senate has been burdened with an outmoded committee structure because of the difficulty of changing the Constitution and ByLaws.

Proposed Solutions:

1. Reporting to the Faculty. In order to assist and encourage wide faculty review of major policy considerations developed by committees of the Senate and of the Assembly, the Senate Committee on Committees makes the following proposals:
 - a. That major standing committees be required to report directly to the Senate or Assembly at least annually, reports to be printed in the Minutes.
 - b. That the Senate Committee on Business and Rules and the Assembly Coordinating Committee (formerly the Committee on Business and Rules) be empowered to review Minutes of the standing committees and place items on the agenda in a timely fashion for review and study.
 - c. That standing committees report directly to the Senate or Assembly at the request of these bodies, at the request of the Committee on Business and Rules, or at the request of the committees themselves.
 - d. That when items of concern or import to the University as a whole come before the campus Assemblies, these items be immediately referred to the all-University Senate.
2. Size of Committees. The Committee on Committees recommends in general the reduction of numbers of committee members. It also is suggested that ex officio representatives be non-voting members unless specifically indicated as voting members.
3. Terms of Service. With respect to the principle of encouraging broad faculty participation, it is recommended that terms of committee service be limited to six years, consisting of not more than two consecutive full terms of three years each. Furthermore, it is suggested that individuals be limited to membership on not more than two major standing committees. Terms of service would begin July 1 and terminate June 30. Chairmen of committees would be appointed for one year terms, but could serve consecutive terms. |

4. Method of Appointment. For faculty and staff appointments, the Committee on Committees would be instructed to submit to the President of the University a slate of names twice the number of appointments to be made. While the President could call for additional slates, he would restrict his appointments to those slates.
5. Replacement Appointments. If a faculty member plans to be on leave from the University, or is, for any reason, absent from the University for more than one year, a new committee member shall be appointed to complete the term remaining. Members on leave for one year or less during the first two years of a three year term shall be replaced by temporary appointment. Members absent in the final year of the term will be replaced for the term remaining. The President of the University shall make such interim or replacement appointments, choosing one name from a slate of two submitted for each vacancy by the Committee on Senate Committees.
6. Staff Support and Service. It is recommended that staff support and services be supplied as necessary and appropriate to the major standing committees of the Senate by relevant administrative offices.
7. Changing Committee Structure. While the basic Senate and Assembly charters would compose the Constitution and ByLaws, there would be, ~~in addition,~~ a Handbook which would describe some of the structure and procedures, would be reviewed periodically, and would be amendable by majority vote of the Senate or Assembly. The handbook might serve as the general rules of the Senate or Assembly.

IV. Need for Another Category of Faculty Organization to Supplement Major Standing Committees

If we accept the definition of Senate and Assembly Committees as being concerned with broad or general areas needing sustained, continuous attention of the faculty, there still may remain more specifically defined or limited areas which also need sustained, continuous attention. For example, Educational Policy surely is a broad area impinging on virtually every facet of faculty interest. But University libraries or all-University Extension, while cutting across all units of the University, are specifically defined areas. Both relate to Educational Policy and to each other. Yet both are areas of major concern, probably too large to be given adequate

or deliberate attention by one Senate or Assembly Committee.

Proposed Solutions:

1. Establish a new category of committee, also responsible to the Senate or the Assembly. At the Senate level the title would be Faculty Committee; at the Assembly level, Campus Committee.
2. Faculty and Campus Committees could be defined as follows:
"A Faculty Committee or a Campus Committee is any committee to which the University Senate or the Faculty Assembly delegates responsibilities in a specific area of faculty concern relating to the broad areas encompassed by a Senate or Assembly Committee and requiring sustained attention in the foreseeable future. Faculty Committees are constituted to consider matters of concern to faculties of all academic units and campuses of the University, while Campus Committees are constituted to consider matters of import to the Twin Cities Campus."
3. Faculty and Campus Committees would be created by the Senate and the Assembly and would be described in the Senate Handbook.
4. Each Faculty or Campus Committee would be responsible to a policy-making Senate or Assembly Committee and through that committee to the Senate or Assembly, as follows:

Senate

Assembly

Administrative Committee

Faculty Committee on University
Honors
Fac. Comm. on Printing and
Publications
Fac. Schedule Committee

Educational Policy

Council on Liberal Education
Fac. Comm. on All-University
Extension
Fac. Comm. on Summer Session
Fac. Library Committee
Fac. Comm. on Computing
Facilities
Fac. Comm. on Instructional
Materials and Media

Educational Policy

Campus Comm. on Honors
Programs
Campus Comm. on Function
and Convocations
Campus Comm. on Educa-
tional Services
Campus Comm. on ROTC

Faculty Affairs

Fac. Comm. on Tenure

Institutional Relationships

Fac. Comm. on Academic
Standing and Student
Selection

Fac. Comm. on Accreditation

Student Affairs

Campus Comm. on
Financial Aids and
Scholarships

Campus Judiciary Council
Campus Comm. on
Foreign Students

Research

Fac. Comm. on Use of Human
Subjects in Investigation

5. Faculty and Campus Committees would concern themselves with policy matters designated by the Senate or Assembly or referred by the parent committees. Within their areas of responsibility, Faculty and Campus Committees could initiate studies and make policy proposals for consideration by the Senate or Assembly.
6. On the premise that consideration of policy proposals by a Senate or Assembly Committee would provide a broader faculty view, reporting of Faculty and Campus Committees would be as follows, at their own discretion:
 - a. A Committee could report for action to its parent committee requesting that the report be forwarded to the Senate or Assembly. The parent committee would have to forward the report without change within a specified period of time. The parent committee could accompany the report with recommendations to approve, to amend, to disapprove, or without recommendation. If the parent committee wished to make no recommendation, the report could go into the docket as a report of the Faculty or Campus Committee. If any recommendation accompanied the report, it would go as a report of the Senate or Assembly Committee. In either case, the original report could not be changed.
 - b. A committee could report for information directly to the Senate or Assembly. If eventual action was desired, the report would be submitted to the parent committee at the same time as it was substituted to the representative body. The parent committee would then be given until the next regularly scheduled Senate or Assembly meeting to deliberate and make its recommendation. If it did not act, the report would be made to the representative body for action at the discretion of the reporting committee.

- c. On agreement between the Faculty or Campus Committee and its parent committee, procedures could be telescoped or extended.
 - d. On decision of the Senate or Assembly, rules could be suspended to alter procedures.
6. Faculty and Campus Committees could opt to report to Senate or Assembly Committees other than those named as their parent committees in addition to, but not in place of, their parent committees.
 7. Members of Faculty and Campus Committees would be appointed by the President or the Chairman of the Assembly from slates prepared by the appropriate Committee on Committees in consultation with the parent committees. There would be no requirement for overlapping membership; it might be appropriate for some committees and quite inappropriate for others.
- V. Need for a Flexible Instrument to Increase Ability of Faculty to Consider Specific Problems Intensively in Cooperation with the Administration

In addition to the standing committee structure of the Senate and of separate campus legislative bodies, a need is seen for a more fluid and flexible instrument of the faculty which could be used to provide rapid, intensive study of a more specific and limited subject. Whereas the standing structure provides for broad, sustained study of wide areas of University activity and concern, it seems necessary to provide for consideration of non-recurring problems in a swift, less cumbersome fashion.

Proposed Solution:

The Senate Committee on Committees proposes for inclusion in the structure of the faculty organization provisions for the creation of task forces by joint faculty-administration action. Task forces could be created and appointed, in cooperation with the President, by the Senate, the Faculty Assembly, or by the standing committees of the Senate. These task forces, assigned to study and make recommendations on special topics of University concern, would have such specific powers, perform such duties, and act for such times as designated in the resolutions calling for their establishment. Resolutions creating task forces would define the qualifications for membership, provide for the number of members, and specify the relevant committee through which reports would be channeled into the Senate. Advantages in the use of task forces could be seen as: intensive study of specific questions, conducted over a limited time period; flexible procedures for creation; and rapid response to pressing demands of the University. Task forces

would be required to report to their creating bodies and through them to the Senate. It should be added that the President of the University would continue to appoint task forces to assist him in the execution of the responsibilities of his office.

VI. Proposed Implementing Procedures

1. If the proposed solutions suggested by the Senate Committee on Committees and outlined in points I-V are approved in whole or in part by the Senate, the Committee on Business and Rules then will be asked to prepare the Constitutional changes pertaining to these principal points for the next meeting of the Senate.
2. These proposed Constitutional changes would be considered at the next Senate meeting and at successive meetings, if necessary, with the intent of making the changes effective Fall, 1969.
3. Discussions of the Senate Handbook as material illustrative of the objectives of the Committee on Committees would continue, pending the adoption of principles and acceptance of Constitutional changes. A committee of the Senate then could be authorized to consider details of the Handbook during 1968-69, with the intent that this Handbook would become a set of general and specific rules effective Fall, 1969.
4. Presumably, the Task Force on Student Representation will have completed its study during 1968-69, and its recommendation could be incorporated into the Handbook.