

ANNOUNCEMENT OF SENATE MEETING

THURSDAY, MARCH 12, 1970, 3:30 P.M.

MURPHY HALL AUDITORIUM

The voting membership of the University Senate totals 189, including the President, 126 members of the faculty, and 62 students. For a quorum, a majority of the voting membership (95) must be present. Amendments to the Constitution require advance publication and 126 affirmative votes. Amendments to the Bylaws require advance publication and 95 affirmative votes. Other actions require only a simple majority of the members present and voting. The members of the all-University Administrative Committee are ex officio nonvoting members of the University Senate.

Any member of the faculty and any student eligible to vote for Senators may be admitted to meetings of the University Senate and shall be entitled to speak at the discretion of the University Senate. Only elected members of the University Senate, the members of the Senate Consultative Committee, and, in case of a tie, the chairman shall be entitled to vote.

Any representative may designate any elected alternate from his institute, college, school, or student constituency as the alternate to serve in his place and stead by written notice to the clerk of the Senate prior to the commencement of any meeting of the University Senate.

Provision has been made for the University News Service to send the 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.

A summary of the attendance of members elected for the current academic year will be included in the June minutes.

Year 1969-70

UNIVERSITY OF MINNESOTA THE SENATE DOCKET March 12, 1970

No. 2

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

I. MINUTES OF DECEMBER 4, 1969

Reported for Action

As amended by adding the word "Accepted" on page 9 after the Report of the Senate Committee on All-University Extension and also on page 29 after the Report of the Senate Committee on Academic Standing and Relations.

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

I. Reported for Action

1970-71 University calendar. Mr. Boyd, chairman of the University Schedule Committee, presented next year's calendar and, following discussion of the addition of a footnote applicable to registration in colleges and programs where numbers are limited, and a decision to request Mr. Scribner to undertake an evaluation of Cap and Gown Day, the calendar was approved.

UNIVERSITY CALENDAR

Academic Year 1970-71

Fall Quarter

*August 3-September 25		Fall registration. Orientation program for new students. (Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August)
*August 1	Saturday	Last date to file application for fall admission to the undergraduate colleges
August 28	Friday	Graduate School application deadline for fall quarter
*September 1	Tuesday	Last date to file fall request for change of college within the University
September 7	Monday	Labor Day, holiday
September 15	Tuesday	Application deadline for adult special students
September 17	Thursday	Last day for payment of fall quarter fees for students registered through September 11
September 18-20		Camps for new students
September 20	Sunday	Parents' Day
September 20-25		Welcome Week (Twin Cities Campus)
September 21-25		Orientation and registration (Duluth, Morris and Crookston Campuses)
September 25	Friday	Last day for registration and payment of fees for undergraduates (including adult special students)
September 28	Monday	Fall quarter classes begin
September 30	Wednesday	Opening Convocation (Crookston)
October 1	Thursday	Opening Convocation, Twin Cities Campus, Northrop Memorial Auditorium. Classes excused IV hour
October 2	Friday	Last day for registration and payment of fees for Graduate School and teachers in service
October 13	Tuesday	Crookston Assembly, 4:00 P.M.
October 17	Saturday	Homecoming (Morris Campus)
October 17	Saturday	Homecoming (Crookston Campus)
October 31	Saturday	Homecoming (Twin Cities Campus) — University of Iowa
October 31	Saturday	Homecoming (Duluth Campus)
October 26	Monday	Morris Assembly, 4:00 P.M.
October 27	Tuesday	Duluth Assembly, 3:30 P.M.
October 29	Thursday	Twin Cities Assembly, 3:30 P.M.
November 10	Tuesday	Crookston Assembly, 4:00 P.M.
November 26	Thursday	Thanksgiving Day, holiday
November 27	Friday	Floating Holiday
November 27-28		Classes excused
*December 1	Tuesday	Last day to file application for winter admission to the undergraduate colleges or for change of college within the University
December 3	Thursday	Senate meeting, 3:30 P.M.
December 4	Friday	Deadline for application for admittance to Graduate School, winter quarter

December 8	Tuesday	Crookston Assembly, 4:00 P.M.
December 10	Thursday	Last day of instruction
December 11	Friday	Study day
December 12-18		Duluth Assembly, 10:00 A.M.
December 19	Saturday	Final Examinations
		Twin Cities Campus Commencement and Reception
		End of fall quarter
		Winter Quarter
December 21-31		Orientation program, registration, and payment of fees for new students in all undergraduate colleges
December 22	Tuesday	Last day for payment of winter quarter fees for undergraduates in residence fall quarter (including adult specials)
December 25	Friday	Christmas Day, holiday
December 28		Floating Holiday (tentative)
January 1	Friday	New Year's Day, holiday
January 4	Monday	Winter quarter classes begin
January 8	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service
January 12	Tuesday	Crookston Assembly, 4:00 P.M.
February 2	Tuesday	Duluth Assembly, 3:30 P.M.
February 4	Thursday	Twin Cities Assembly meeting
February 9	Tuesday	Crookston Assembly, 4:00 P.M.
February 21-27		University of Minnesota Week
February 22	Monday	Morris Assembly, 4:00 P.M.
February 25	Thursday	Charter Day Convocation (Duluth and Crookston Campuses)
February 26	Friday	Graduate School application deadline for spring quarter
*March 1		Last date to file application for spring admission to the undergraduate colleges or for change of college within the University
March 9	Tuesday	Crookston Assembly, 4:00 P.M.
March 11	Thursday	Senate meeting, 3:30 P.M.; last day of instruction
March 12	Friday	Study Day
March 18	Thursday	Last day for payment of spring quarter fees for students in residence winter quarter in undergraduate colleges (including adult specials)
March 13-19		Final examinations
March 20	Saturday	Twin Cities Campus Commencement and Reception
		End of winter quarter
		Spring Quarter
March 22-26		Orientation program, registration, and payment of fees for new students in undergraduate colleges
March 29	Monday	Spring quarter classes begin
April 2	Friday	Last day for registration and payment of fees for the Graduate School and teachers in service
April 9	Friday	Good Friday, holiday
April 11	Sunday	Campus. Classes excused IV hour
April 13	Tuesday	Senate meeting
April 27	Tuesday	Memorial Day, holiday
April 29	Thursday	Holiday
May 3	Monday	Cap and Gown Day Convocation (Morris Campus). Classes excused
May 11	Tuesday	Last day of instruction
May 13	Thursday	Study Day
May 24	Monday	Duluth Assembly, 10:00 A.M.
May 27	Thursday	Easter
May 27	Thursday	Crookston Assembly, 4:00 P.M.
May 30	Sunday	Duluth Assembly, 3:30 P.M.
May 31	Monday	Twin Cities Assembly meeting
June 1	Tuesday	Morris Assembly, 4:00 P.M.
		Crookston Assembly, 4:00 P.M.
		Cap and Gown Day Convocation (Twin Cities Campus). Classes excused IV hour
June 3	Thursday	Graduate School application deadline for first term of Summer Session
June 4	Friday	Cap and Gown Day Convocation, Duluth

*Students applying to or planning to transfer to professional schools and programs should consult the appropriate college to determine the deadlines. These may be much earlier than those indicated above.

June	5-11	Final examinations
June	11 Friday	Commencement, 2:00 P.M.; Director's Reception following Commencement (Crocketon Campus)
June	11 Friday	Commencement, "The Mall," 7:30 P.M.; Provost's Reception after Commencement (Morris Campus)
June	11 Friday	Commencement; Provost's Reception following Commencement (Duluth Campus)
June	12 Saturday	Twin Cities Campus Commencement End of spring quarter
Summer Session 1971		
June	14 Monday	Orientation and registration for first term; fees due
June	15 Tuesday	First term classes begin
June	21 Monday	Graduate School application deadline for second term Summer Session
July	4 Sunday	Independence Day, holiday
July	5 Monday	Holiday
July	16 Friday	Last day of term
July	16 Friday	Commencement and Reception, Twin Cities Campus End of first term
Second Term		
July	19 Monday	Registration for second term; fees due
July	20 Tuesday	Second term classes begin
August	20 Friday	Last day of term
August	20 Friday	Commencement and Reception, Twin Cities Campus
August	20 Friday	Commencement, Provost's Reception following Commencement (Duluth Campus) End of second term

*Students applying to or planning to transfer to professional schools and programs should consult the appropriate college to determine the deadlines. These may be much earlier than those indicated above.

LANDIS BOYD
Chairman

2. Reported for Information

Placement Committee Report. Mr. Cashman reported that modifications of the May 1968 report would reach committee members shortly for their review and discussion at the next Administrative Committee meeting.

Honors Committee Report. Mr. Ziebarth presented one nomination for the Outstanding Achievement Award, which was adopted by unanimous consent.

St. Paul Planning Prospectus. Mr. Smith opened the discussion with a summary of the scope of the report which included the goals in each successive stage of development and the sequence of the interrelated planning activity. It was pointed out that adjustments in the plan were anticipated as a result of faculty and coordinating committee's insights, and that there was no attempt to pre-empt on the subject of administrative structure until the appropriate faculty committees could study the prospectus. Coverage by the news media was described as inaccurate and misleading in many instances, and the deans were urged to make printed copies of the prospectus available as soon as possible so that all aspects could be considered by faculty committees within each college. Mr. Smith urged that such study be made in time to assist in preparation for the 1971 Legislature.

Task Force report on educational opportunity. Mr. Kegler presented the report, which was an analysis of the alternatives for meeting future higher education needs in the State, and he indicated that options were closely related to the matters discussed in the St. Paul Planning Prospectus. He urged that key collegiate committees study the report and indicated his willingness to attend meetings arranged for that purpose, emphasizing that he would need as much input as possible by April 15 to work into recommendations for the Minnesota Higher Education Coordinating Commission. He noted that a recent study of transfer patterns showed state colleges making substantial progress in taking transfers from junior colleges, and he agreed to supply committee members with copies of that study.

Spring Commencement. Mr. Scribner reported that the Administrative Committee had approved, by mail vote, a proposal to provide for automatic graduation in absentia in March if desired by the candidate. The committee then approved a request from the Medical School that its graduates, many of whom would have early out-of-state commitments, be allowed to use their June Recognition Day exercises as the occasion for awarding degrees, with University official graduation programs to include their names in the regular manner.

Instructional Equipment Fund Allotments. Mr. Shepherd reviewed the priority considerations under which decisions were made on the allocation of the first \$1 million earmarked by the Legislature for the purchase of educational equipment by the University, and he reminded the deans of the importance of submitting comprehensive reports on the use of such funds presentation to the Legislature. It was agreed that a cutoff date for submitting proposals for the next allotment should be near the end of spring quarter, and that the complicated administrative procedures could be undertaken early in the summer.

Course credit module proposal. Mr. Smith reported that the Subcommittee on the Credit Module had submitted to the Senate Committees on Educational Policy and Resources and Planning its proposal to curtail drastically 3-credit course offerings. He said the report was to be presented at the next Senate meeting for information and for action at the earliest possible opportunity. The Administrative Committee approved a similar action.

Equal Employment Opportunity Statement. Mr. Smith reminded the committee of the Statement of Policies and Programs for Equal Employment Opportunity at the University which was issued in March 1969 by the Equal Employment Opportunity Task Force, of which he was chairman. He called particular attention to the statements which should appear in all bulletins, announcements of services, and forms for admission application, and he urged that there be better surveillance in the college offices to ensure that the policy was being adhered to. He said the policy statement would be reprinted within a few months and that part of it would be abstracted and sent to deans and department heads.

1970-71 Budget Plan. Mr. Champion presented the budget plan for next year, indicating that it would be given to the Regents on January 9 for action in February. There followed a discussion of salary levels in general and the rise in the cost of living.

Analysis of Higher Education Needs in Minnesota, 1970-80. Copies of the Analysis prepared by a task force chaired by Mr. Kegler were distributed. President Moos announced that it was intended for discussion in appropriate academic committees. He said the University should take a position as a response to the report and that it should be done early enough to provide significant input for the Minnesota Higher Education Coordinating Commission's deliberations, which will take place before May 7, the date on which the Commission must make a report.

MARILEE WARD
Secretary

III. SENATE AND UNIVERSITY COMMITTEES FOR 1969-70

University Committee on Printing and Publications: Students: Delete: Susan Gaida. Add: Patricia Ringsred. Faculty: Delete: John Ervin. Add: Jane McCarthy.

University Committee on Business and Rules: Delete: William Edson. Add: John Cound. Student: Add: Don Gilmore.

University Committee on Extension and Community Programs: Delete: Norman Moen. Add: David Geise.

Reported for Information

Senate Committee on Committees: Add: W. Donald Spring, (1969-70) and Theron Odlaug, (1969-70).

Senate Consultative Committee: Theron Odlaug, (1968-70) Term for Theron Odlaug should be 1968-71 and for Robinson Abbott 1969-72.

IV REPORT OF THE SENATE COMMITTEES ON EDUCATIONAL POLICY AND ON RESOURCES AND PLANNING

The Senate Committees on Educational Policy and Resources and Planning endorse the Proposal to Change the Predominant Course Credit Module and recommend the proposal to the Senate for action.

Introduction

Within the past year a number of voices within the University have asked for a change in the course credit module. A number of faculty members, students and administrators, the Council on Liberal Education, and the CLE All-College Council and the joint student-faculty IT report on the "Education of Engineers," concerned with instruction have specifically sought consideration of changes that would reduce the excessive use of 3 credit courses. Jointly the Senate Committee on Educational Policy and the Senate Committee on Planning and Resources created a subcommittee to consider changes in the course credit module. The subcommittee was charged in April 1969 to answer two questions:

"1. For the University as a whole, is the movement from a predominance of 3 credit courses to 4 and 5 credit courses a desirable goal?

"2. If so, how should colleges proceed to accomplish the change and retain the compatibility of current programs and the planning process?"

This report contains the subcommittee's appraisal of the current system and proposes policy statements for Senate action. It also identifies what actions need consideration by departments, colleges, campuses, and councils, and suggests further steps that would, in the judgment of the subcommittee, enhance the effectiveness of the proposed policy.

The Current System

As background for its discussions, the Committee surveyed the credit hour designations of all undergraduate courses in seven representative departments of eleven other institutions comparable with the University of Minnesota. Data from the survey are contained in Appendix A. Minnesota, with 92 percent of its courses bearing 3 credits, 4 percent bearing 4 credits, and 4 percent bearing 5 credits, is one of six institutions offering predominantly 3 credit courses. The other five in this category are on the semester system. Of the other six institutions, which were on the quarter system, three offered predominantly 5 credit courses, one offered 4 credit courses almost exclusively, one offered an equal distribution of 5, 4, and 3 credit courses, and one listed an equal number of 5 and 3 credit offerings.

The subcommittee considered whether the pattern of three credit courses is more appropriate for Minnesota than the larger module used by other comparable institutions on the quarter system. The three credit module does enable students to test their interests and capability in a broader spectrum of course offerings. With the smaller credit units, student programs can be developed with more flexibility, meeting stated requirements in many different ways. The primary disadvantage for the students is the fragmentation of their experience, the multiplicity of simultaneous assignments they must manage. Student schedules are composed of short class periods, three classes a week, five courses a quarter, three quarters a year, and two half quarter terms if they attend summers. The accumulative effect is to produce in students the feeling that their learning is fractioned into meaningless pieces with little opportunity for sustained, integrated learning experiences. A survey of IT students, for example, showed that they clearly preferred 4 and 5 credit courses.

The subcommittee recognized that the 3 credit module may be the most effective unit for teaching some concepts. In general, however, this smaller credit module when applied uniformly is unduly restrictive. Though significant learning experiences are more a function of the content of the curriculum than of the way the content is programmed into courses and scheduled into classrooms, programming and scheduling do produce constraining effects. Current practice is judged to produce undue restrictions especially in designing sustained, integrated study of substantive problems.

The Committee believes that the current pattern of credit modules and scheduling does produce undue constraints on the faculty as well as a fragmented experience for the students. Though it is an oblique approach to fundamental curriculum problems, removing the constraining effects of the current system would stimulate and encourage more creative approaches to the design of learning experiences.

Proposed Senate Policies

The subcommittee recommends that the Senate take three actions. The goal of these proposals is to make possible a course design and class schedule that would give students more concentrated, intensive, and rewarding educational experiences.

1. The Senate reaffirms its long standing policy on Uniform Credit Hour Value going back to Senate action of 1922. Each college should evaluate the work done by its students in terms of the credit hour which is defined as equivalent to three hours of work per week. One lecture or discussion hour is usually assumed to require two additional hours of preparation, and a two hour laboratory period is assumed to require an additional hour of preparation. Other work such as independent study, workshops, work in clinics or other practicums should be assigned credit on the basis of one credit for each three hours of work per week. It should be noted that the policy equates the number of credit hours with the total number of hours of student effort. The policy does not equate the number of credit hours with the number of classroom hours per week.
2. Each department or other instructional unit shall consider that 4 credit and 5 credit courses are the normal credit modules for the courses that comprise its curriculum. Courses with other credit modules may be approved only as exceptions by appropriate curriculum committees. In order that the appropriate Campus Assembly Committee on Educational Policy can assess the effectiveness of the implementation of the policy, curriculum committees shall report exceptions and unusual cases, along with the educational bases for such actions, to their Campus Assembly Committee on Educational Policy.
3. By the fall quarter, 1971, the changes necessary to implement the policy on normal credit modules are to be accomplished. This date has been chosen to allow the necessary coordination among departments and colleges.

Assumptions and Implications

1. Reaffirming the existing Uniform Credit Hour Value Policy reminds the faculty that contact hours or scheduled class hours are not the basis for establishing the credit value of the course. A credit is defined in terms of the amount of work which a student, presumably an "average" student, can accomplish in three hours a week, on the average. This definition enables departments to approve varying patterns of contact hours (scheduled class hours) for a given credit value depending on the objectives for the course. For example, a five credit course that may have as its primary objective the development of certain methodological, practical, or performance competencies might be scheduled for more than the customary five hours a week. Similarly, a five credit course which requires unusual amounts of preparation might be scheduled for fewer than five class hours a week.

2. Departments should not propose, and curriculum committees should not approve, changes in existing programs that would increase by any significant amount the total number of credits currently offered by a department. Collegiate and central administrative officers should not reallocate resources solely on the basis of the shift to the predominantly 4 and 5 credit module.

3. Curriculum committees must review carefully the requests from departments to implement changes proposed by the new credit module policy. One benefit of the policy is to stimulate departments to revise their offerings within the limits of the number of credits they now offer, indeed, to seek reduction in total credit hour offerings where appropriate. Combining two three-credit courses into a new five credit offering ought to be a more frequent change, for example, than increasing the credit value of a three credit course to four credits. Three quarter nine credit courses might become two courses of five and four credits or two four credit courses to balance changes of one quarter courses from three to four credits.

4. Once this policy is implemented a student would normally carry three or four courses per quarter rather than the current five. The number of credits required for graduation remains unchanged. Certainly current definitions of student load or curriculum requirements that are based on the 3 credit course module will need revision, and departments will have to review both the range of their offerings and their major requirements in terms of four and five credit modules. Such revisions can be accomplished most appropriately by the groups responsible for such policy development.

5. The proposed policies assume no necessary change in faculty teaching load. Since departments can construct faculty teaching loads over the period of one or more academic years, any necessary adjustments can be accommodated within existing departmental policies.

6. The Office of Space Allocation and Scheduling has given assurance that any likely changes in the scheduling of class hours and contact hours can be accommodated.

Subcommittee on the Credit Module:

David Bardin, Student
Wendell Glick
George Hoff, Student
Warren Ibele
Norman Kerr
Toni McNaron
Roger Page
Roger Wilk, Chairman
Kenneth Zimmerman

Appendix A
Report of Credit Module Subcommittee
January 1970

Schools surveyed:	Departments surveyed:	Courses surveyed:
Berkeley	Biology/Zoology	All undergraduate
Illinois	Economics	courses, except
Indiana	English	Independent Study
Iowa	History	courses, offered in
Michigan State	Political Science	the departments
Minnesota	Psychology	listed.
Northwestern	Sociology	
Ohio State		Information from
Purdue		schedules and
Stanford		school bulletins.
Washington		
Wisconsin		

	Number of 5-credit courses	Percent of total	Number of 4-credit courses	Percent of total	Number of 3-credit courses	Percent of total
A. Predominantly 5-credit courses offered						
1. Berkeley —One credit represents three hours of work per week, including class attendance and preparation. Lab, discussion, quiz and review may or may not have credit value. (Quarters)	377	87%	43	10%	12	3%
2. Stanford —One credit represents one 50-minute class per week. (Quarters)	293	79%	27	7%	51	14%
3. Washington —One credit represents one lecture hour or two lab hours per week. (Quarters)	262	76%	4	1%	81	23%
B. Predominantly 4-credit courses:						
1. Northwestern —One credit represents one 50 minute lecture or two lab hours per week. (Quarters)	0	0%	285	99%	3	1%
C. Predominantly 3-credit courses offered:						
1. Illinois —One credit represents one 50 minute period of classroom work per wk. for 15 wks. or equivalent in lab, field work or independent study. (Semesters)	2	0%	44	11%	369	89%
2. Indiana —One credit represents one 45 minute class or 90 minute lab per week. (Semesters)	8	2%	2	1%	333	97%
3. Iowa —One credit represents one 50 minute class per week. (Semesters)	1	0%	71	25%	213	75%
4. Minnesota —One credit represents three hours of students time per week. (Quarters)	18	4%	17	4%	427	92%
5. Purdue —One credit represents one class hour per week. (Labs excepted). (Semesters)	0	0%	13	4%	286	96%
6. Wisconsin —One credit represents one 50 minute class per week. (Semesters)	8	1%	16	3%	543	96%
D. Equal Distribution of 5, 4, or 3 credit courses offered:						
1. Michigan State —One credit represents three hours of student effort per week. (Quarters)	126	37%	109	32%	106	31%
2. Ohio State —One credit represents one 48 minute class per week. (Quarters)	172	46%	26	7%	177	47%

V. UNIVERSITY COMMITTEE ON BUSINESS AND RULES

Reported for Action

The report of this committee on press coverage of Senate meetings approved by the Senate on December 4, 1969, included the following sentence "Accreditation may be revoked for cause by the Senate upon recommendation of the Committee on Business and Rules."

Upon reconsideration, the Committee believes the sentence to be unduly provocative. The Committee has had difficulty, moreover, determining on what grounds revocation might be considered.

Accordingly, the Committee recommends to the Senate the deletion of that sentence from the statement on press coverage.

ROGER B. PAGE
Chairman

VI. SENATE COMMITTEE ON ACADEMIC STANDING AND REGULATIONS

Reported for Information

A. Proposed Revision of Policy on College Transfer Recognition (To be presented for action at the next meeting)

Prior to spring, 1967, the University through the Senate Committee on Institutional Relationships served an accreditation function for other colleges and universities, which did not have regional accreditation (North Central Association for Secondary Schools and Colleges). At the request of such institutions, the University sent visiting committees to evaluate all aspects of development. The primary objectives of such accreditation were (a) the maintenance of adequate standards to facilitate student transfer, (b) the provision of educational support and assistance to facilitate the development of higher education in the state. Until such time as an institution received North Central Association accreditation this recognition served as a basis for transferring appropriate courses.

In June, 1967, the Senate approved a new policy for relating other institutions to the University. The change was precipitated by a broadening of North Central practices (new types of recognition were established) and by organizational changes in the patterns of higher education in the state (particularly the establishment of the State Junior College Board). With the developments described, overall University accreditation became unnecessary at best and inappropriate to other institutions in some instances. Thus, the more limited approach of "Transfer Recognition" was adopted.

The desire of the University to serve a cooperative partnership role in Minnesota higher education rather than any role which might be construed as regulatory, a review of the priorities of University resources devoted to institutional relationships, and the availability of suitable alternatives to present "Transfer Recognition" policies are all important reasons why the Senate Committee on Academic Standing and Relations recommends the approval of a new policy governing the transfer of credit from other colleges and universities to the University of Minnesota.

As additional background for the proposal, several existing general policies relating to credit transfer are useful to note:

- individual courses or educational experiences may yield credit in transfer for particular individuals via University Credit by Examination procedures.
- appropriate work satisfactorily completed taken at institutions outside of Minnesota is considered for transfer if the teaching institution is regionally accredited or if the credit is accepted by an institution analogous to the University of Minnesota in the particular state (e.g. another Big Ten University).

The SCASR recommends that the following policy defining the bases for recognition of credit from other colleges and universities replace the "Transfer Recognition" policy approved by the SCIR in April, 1967, and reported to the Senate for information in June, 1967. All points are to become effective upon approval of the policy.

- The University discontinues present policies for formal "Transfer Recognition" relationships with other Minnesota colleges and universities as a basis for credit transfer.
- To replace present policies either of the following conditions is an acceptable basis for the transfer of appropriate, satisfactorily completed credit from other Minnesota colleges and universities to the University of Minnesota.
 - If another Minnesota institution now has or subsequently develops any level of official recognition from the North Central Association of Secondary Schools and Colleges (NCASSC), that shall be the basis for the appropriate transfer of credit; currently for example, the levels of recognition are "Correspondent Status," "Candidate Status," and "Accreditation Status."

NOTE: This is a broadening of current policy in that the use of "Correspondent Status" is added. Correspondent Status can be achieved from NCASSC early in the institution's development and involves certification that the institution can be expected to move toward full accreditation in a systematic fashion. A time schedule for review is established. As is currently the case for Candidate Status, credit transfer becomes effective when an institution achieves Correspondent Status, without visitation by the University.

- If another Minnesota institution does not now have any NCASSC affiliation but does now have a Transfer Recognition relationship with the University, that recognition shall be continued through the 1971-72 academic year. (Note: This is consistent with current policy in that review of any institution not having NCASSC recognition by 71-72 is called for.) By the end of spring quarter 1972, the Senate Committee on Academic Standing and Relations shall contact such Minnesota institutions and, if NCASSC affiliation has not been obtained, and it is judged not to be a reasonable affiliation, shall negotiate one of the following alternatives which shall be reported to the Senate for information (or action if it chooses.)
 - continued transfer of credit based on successful transfer experience data or other arrangements better suited to this particular situation.
 - discontinuance of a regularized overall transfer relationship.

B. Changes in Handling of Incompletes

The following is reported for information at this meeting with the intention of resubmission of the proposal for action at the May 28 meeting of the Senate. The Academic Standing and Relations Committee requests that the proposal receive careful study within the various academic units prior to the May meeting. Reactions are solicited so that any necessary modifications may be considered.

Background

In recent years increasing concern has been expressed relative to the number of students who through confusion, misunderstanding, or general immaturity amass early in their college careers incompletes which automatically become F's after six weeks of their next quarter of attendance. Since the "administrative" F, lapsed from I for a student who did not complete a course, is something quite different from the "earned" F and yet contributes in the same manner to the grade point deficiency under the present grading system, it would appear that there is need for a different approach to the handling of incompletes.

Against this background the Senate Committee on Academic Standing and Relations proposes a modification in the handling of incompletes which will permit the various academic units greater flexibility in making decisions related to student scholastic status.

The Proposal

Referring to the "Grading System" section of any recent Class Schedule, the following changes are proposed:

For the present rule 8, which reads as follows:

"8. There shall be a temporary grade of I (incomplete) which may be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. This would be the case if the student has not done all the work of the course or if the instructor does not know why a student, officially registered for his course, has not appeared or has left. If the instructor is able to ascertain that the student has no adequate excuse or if the student attended beyond the sixth week and was failing, F or N is the appropriate grade, with the choice of F or N depending on the grading system under which the student had registered for the course.

"An I which has not turned into a permanent grade or into a W (official cancellation with approval of the student's college) by the end of the sixth week of the next regular quarter of attendance shall become an F or N. (This does not apply to students in the Graduate School or to students in a Master's degree program in undergraduate colleges; their I grades remain until changed by the instructors to some grade.) Permission to complete the work must be obtained from the instructor. He may set a makeup deadline of less than 6 weeks.

"An extension of time may be permitted for removal of I grades upon recommendation of the instructor concerned and with approval of the Academic Committee of the college in which the student is registered. If the petition is presented after the end of the sixth week of the next quarter of residence, a restoration of the mark of I and the completion of the required work would be considered in the nature of a special examination for which the special examination fee would be required."

Substitute the following:

"8. There shall be a registration symbol I (incomplete) that shall be assigned when a student neither earns a final grade by completing a course nor qualifies for a W (withdrawal) as defined in section 9 below. A student may earn a permanent grade in place of an I with permission of the instructor (or of the department, if the instructor is not available). For the convenience of both students and instructors, I's should be made up early in the next regular quarter of attendance, but instructors may extend the time if they believe a delay is justified. Students do not have to be re-registered in order to make up I's.

"An I which is not made up remains on the student's record; it does not count in the grade point average. When an I is made up, it is removed from the record."

Leave 9 as stated:

"9. There shall be a symbol W to indicate official cancellation from a course without grade. This shall be assigned in all cases of official cancellation during the first 6 weeks of classes irrespective of the student's standing. Whether cancellation is permitted is within the authority of the student's college to determine. After 6 weeks, W shall be posted only if the student is not failing at the time of official cancellation. W is a registration symbol, not a grade, and shall be posted by the recorder on the basis of the student's registration activity as approved by the student's college."

Eliminate 10 (stated for information below) and renumber remaining sections:

"A student who cancels officially or otherwise leaves a class after the sixth week of classes and is failing at the time shall receive an F or N."

Discussion — The proposal is much more permissive than the present regulations, in that there is no grade point penalty attached to not completing a course. Scholastic committees within the various colleges may wish to develop scholastic probation and exclusion standards based on credits completed and requiring higher grade point averages than at present. Colleges could maintain essentially the same scholastic standards as at present but simply define them differently. With the I as defined in the proposal instead of the "administrative" F (I lapsed to F), however, the student's grade point loss would not be so severe as to preclude his chances of later success here or elsewhere.

Adoption of the proposal would, in addition, eliminate the often expressed criticism that an "administrative" F (I lapsed to F) should not have the same value in appraising a student's academic performance as an F reported as a consequence of failing work in the course.

Under the provisions of the proposal, the make-up of a course which is not completed is left as a matter to be settled between the student and instructor (or department in the absence of the instructor), without the specific University-wide deadline which has brought the various scholastic committees so often into negotiations under the present rules. With the change suggested, departments and instructors could set and administer whatever deadlines seem most appropriate.

C. Experimental Grading Practices Approved

In accordance with Section 19 of the University Senate action of March 9, 1967, which provided for Senate Committee approval of experimental plans for grading, the following two proposals have been approved by the Senate Committee on Academic Standing and Relations, to be reviewed at the end of the three-year experimental period, and are hereby reported for information:

a. The University of Minnesota, Morris, will use an S-U grading system for such courses as the General Assembly decides is appropriate.

Under the S-U grading system, a grade of S is recorded after a student performs satisfactorily in one of these courses. Following unsatisfactory performance a grade of U is recorded. When the student receives a grade of S, he receives course credits available toward meeting graduation requirements. The grade of U would result in no course credit and the student would have to apply for permission in order to repeat the course. Neither the S nor the U would be used in computing grade point averages.

b. The University Medical School intends that class rank no longer be made a part of the permanent University transcript and that grades be recorded as I (incomplete), S (Satisfactory), and O (Outstanding). The Part II National Board scores which have been recorded on the transcript in the past, will not be so recorded in the future since the scores represent a kind of ranking on a national basis which would defeat one of the purposes of the new plan. Likewise, class ranks will not be recorded on the transcript.

D. Report on Status of Duluth Resolution

The resolution submitted to the University Senate by Victor Gervol, student from the University of Minnesota, Duluth, which was referred to the Senate Committee on Academic Standing and Relations has been taken under advisement by that Committee. The Committee is in the process of seeking additional information concerning the situation before making a decision on how to proceed.

T. E. KELLOGG
Chairman

**VII. REPORT OF THE SENATE COMMITTEE
ON EDUCATIONAL POLICY**

Reported for Information

The Senate Committee on Educational Policy has considered and expressed informally a favorable reaction to the Graduate School and the College of Medical Sciences with respect to the following changes in grading practice:

Graduate School: The omission of the grade S in computing grade point averages of graduate students.

College of Medical Sciences: The elimination of class ranking and the addition of the grade O (for Outstanding) to the present grades of S (Satisfactory) and I (Incomplete).

ROBERT S. HOYT
Chairman

VIII. REPORT OF THE SENATE CONSULTATIVE COMMITTEE

Reported for Information

Article II, Section 1, of the By-Laws of the University Senate authorizes the Consultative Committee to control inspection of records of committees of the Senate. The By-Laws require that records be kept of Committee meetings and proceedings and that they be placed on file with the clerk of the Senate. The following policy adopted by the Consultative Committee shall apply to inspection of such records:

"The Minutes of each committee of the Senate shall be open for inspection by persons other than Senate members (the latter already have access to all minutes according to Senate By-Law, Article II, Section 1) in all cases except where and when such a committee decides otherwise. If anyone wishes to examine minutes which are withheld by a committee of the Senate, appeal may be made to the Consultative Committee."

JOHN G. DARLEY
Chairman

**IX. REPORT OF THE SENATE COMMITTEE ON RESEARCH
(Task Force on Secrecy in Research)**

Reported for Information

The chairman of the committee will present an oral report.

X. REPORT OF THE SENATE CONSULTATIVE COMMITTEE

Reported for Information

By direction of the Chairman of the Senate Consultative Committee, the following proposals from Grover Maxwell have been referred to the appropriate committees for study. If action is recommended, a report will be made to the Senate at a later date.

1. Proposal: a motion of reorganization of the Senate Library Committee, its constituency and its operation.

Purpose: to decentralize authority in the present Committee, to permit a fairer representation of major segments of the University, and to achieve a membership responsive to the real academic community.

Item 1. Makeup of Committee: students and regular faculty are eligible; persons at administrative levels (except library officials) are ineligible.

Twin-city library officials: 2	bio-medical faculty: 2
Twin-city library professional staff: 2	agriculture: 2
humanities faculty: 2	physical sciences: 2
social sciences faculty: 2	law school: 1(*)

(*) The Law library is a semi-autonomous library, having its own separate budget.

students: 5, chosen from various disciplines and classes.
out-state libraries (Morris, Duluth, etc.): 2 TOTAL: 22

Item 2: The chair will alternate from one member to another, each quarter. A member of the Committee may serve as chairman repeatedly, but not in successive quarters. The method of selection of chairman will be by drawing of lots, and students will be eligible.

Item 3: Agenda are to be set by the current chairman, in consultation with other members of the committee. Meetings are to be held a minimum of once per quarter. Minutes (including those from expert testimony) are to be kept and distributed.

Item 4: The current chairman shall be allocated a special office or desk in a main or branch library of his (her) choice, with access to secretarial assistance for correspondence and minute-taking; access to a reproducing machine, a mailing list, stamp fund, and other reasonable facilities, in order to make the functions of this committee easier to perform.

Item 5: The Library Committee is instructed to (a) maintain relations with relevant structures of the University, such as the Library School, the Space-allotment office, and others; (b) deliberate major issues of budget, space allotment (including the matter of study-halls), and library services (xeroxing, etc.); (c) receive and handle complaints (from librarians and users alike), and (d) set up general regulations.

(Drawn up by members of the library committee of the Faculty Action Caucus.)

2. Separate Budgeting:

MOTION: Moved that the department libraries of the University of Minnesota Library system in Minneapolis be allotted fixed amounts for acquisitions, personnel and equipment at the beginning of each biennium as a regular part of the legislative budget. Proposed budgets for each department library would be submitted before the legislative session by local committees consisting of faculty selected by the departments served by each library and of the department librarians. The spending of the amounts allocated in response to these proposals would be under the complete control of these local library committees with the sole restriction that they not exceed the amounts allocated.

ARGUMENTS: In support of this proposal we point out that there is much evidence that unwarranted complications are associated with making even minor expenditures in department libraries under the present system. These complications are wasteful of the time and energy of all concerned. Acquisitions are determined by the department faculties already and there is no discernable need for central censorship on this aspect of branch library activity. Further, many branch libraries are giving very inferior service and have poor collections as a consequence of the present system. We believe that the elimination of waste and the stimulation of faculty and dept. librarian initiative produced by the implementation of this proposal would produce greatly improved department libraries.

**XI. REPORT OF THE UNIVERSITY COUNCIL
ON INTERNATIONAL PROGRAMS**

Reported for Information

The University Council on International Programs recommends to the Office of the Vice President for Academic Administration that the Office of International Programs be made an integral part of the Vice President's Office with its head assuming the title of Associate to the Vice President for International Programs.

**XII. REPORT OF UNIVERSITY COMMITTEE ON
BUSINESS AND RULES**

It has been recently noted that students in University College were not covered in the listing of units which make up the University Senate. University College has no faculty members who are not already members of some other faculty, but University College students are currently disenfranchised. In order to remedy this error, it is proposed to amend Article I, section 1 of the Bylaws of the Senate constitution, which lists voting units of the Senate, to add "(16) University College" and renumbering the following units.

It is proposed that this amendment to the Bylaws will be called up for vote at the spring meeting of the Senate.

ROGER B. PAGE
Chairman

XIII. OLD BUSINESS

XIV. NEW BUSINESS

XV. NECROLOGY

LOUALLEN F. MILLER

1875-1969

Louallen F. Miller, Emeritus Professor of Physics at the University of Minnesota, died in Glendale, California, on October 25, 1969 at the age of 94. Professor Miller was born in Aurora, Illinois, on September 23, 1875. He attended high school in East Aurora, Illinois. He continued his studies at the University of Michigan, obtaining the A.B. degree in 1899 and the M.S. degree in 1900. The next two years were spent in graduate studies at the University of Wisconsin. He received his Ph.D. degree from the University of Chicago in 1921. He married Mabel Chinnock of Hudson, Wisconsin. They had two children, Allen and Marion (Mrs. Lawrence Barnard). Professor Miller was Instructor of Physics at the University of Wisconsin from 1901 to 1908. At Wisconsin he directed the laboratory work in general physics. He then served as Professor and Head of the Department of Physics at the Colorado School of Mines from 1908 to 1917.

He came to the University of Minnesota in 1917 as Assistant Professor of Physics, and was promoted to Associate Professor in 1920 and Professor in 1927. His principal teaching subjects at Minnesota were Heat, Pyrometry, and Meteorology, but he did research in a variety of fields. He studied the current and voltage characteristics of the Wehnelt interrupter at a time when this was an important accessory in generating high voltages. For his doctoral thesis at the University of Chicago, he investigated the pressure shift of spectral lines in the calcium arc.

On his sabbatical leave in 1935-6, he installed two stations, at the Carnegie Desert Laboratory and at the University of Arizona, for the study of solar radiation and sunspot activities, using a pyrheliometer and a spherical absorber that he had designed. On leave in Florida in 1939-40, because of illness, he developed a course in meteorology that he taught until his retirement. He retired in 1944 and moved to Tucson, Arizona, where he continued his research on solar radiation at the University of Arizona.

He had a keen sense of humor, and his annual lecture, with demonstrations, on "Liquid Air" was a high point in his physics course for many students. He also developed a spectacular model of a geyser that periodically spouted water and steam to the ceiling of the lecture room.

He was a member of Sigma Xi, American Electrochemical Society, American Physical Society, Colorado Scientific Society, and the American Association of University Professors.

He was regarded with affection by all his associates.

**The Next Regular Meeting
of the
University Senate
is Scheduled for
Thursday, May 28
at 3:30 p.m.**