

MAY 30, 1996

The seventh meeting of the University Senate for 1995-96 was convened in 25 Law Building, Minneapolis campus, on Thursday, May 30, 1996, at 2:00 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 138 voting faculty/academic professional members, 18 voting student members, 2 ex officio members, and 3 nonmembers. President Nils Hasselmo presided.

I. EDUCATIONAL POLICY COMMITTEE
Policy on Classes, Schedules, and Final Examinations
Semester Version
Information

POLICY ON CLASSES, SCHEDULES, AND FINAL EXAMINATIONS
SEMESTER VERSION

In order for students to advance their educational programs, plan their class schedules in a rational manner, and be certain of the final examination schedule, the Senate adopts the following policy governing classes, schedules, and final examinations.

TWIN CITIES CAMPUS ASSEMBLY

1. Standard Class Schedule and Period

A) Day School and Extension

Twin Cities campuses (Minneapolis and St. Paul) shall follow the same class schedule. The first class of the day shall start at 8:00 am. The standard class period will be 55 minutes with a 15-minute change period between. Classes meeting for more than 55 minutes must still begin at the regular starting times for all classes (i.e., 8:00, 9:10, 10:20, etc.)

Classes designed exclusively for graduate or professional students are exempt from these requirements if held during "off peak" hours and if the campus scheduling office is consulted regarding the availability of classrooms.

For the purposes of this policy, regular day school is considered to run from 8:00 a.m. to 3:55 p.m. Classes offered through University College that begin after 3:55 p.m., on weekends, or off-campus will follow the schedule as set by University College.

B) Summer School

Summer sessions are generally considered to be a more concentrated form of the regular day session, but alternative arrangements, specialty classes, etc., may also be offered. Classes may meet during the intersession, first or second term, or may extend across two or all

three terms.

Intersession and summer classes must meet the Senate standards governing academic work per credit and contact hours per credit. Class duration is at the discretion of the department offering the class, but the minimum class period shall be 65 minutes, with a 15-minute change period. The first class hour shall begin at 8:00 a.m.

Discussion: This action repeals the Senate policy adopted November 8, 1951, calling for classes on the Minneapolis campus to begin at 8:30 and on the St. Paul campus at 8:00, and repeals the Assembly policy of April 14, 1988, setting the 50-minute class hour. With respect to the first policy, the practice has been reversed (St. Paul classes start at 8:30), and as a result has reduced by one the number of class hours available for St. Paul. Recognizing this inequity, the majority of St. Paul colleges requested a change to put the two campuses on the same schedule. Inasmuch as it has become apparent that the 30-minute change period between campuses was insufficient to permit students to take back-to-back classes, one in Minneapolis and one in St. Paul, SCEP recommends operation under a uniform schedule rather than increasing the between-class period and (thereby) lengthening the day.

UNIVERSITY SENATE

2. Overlapping Classes. (Proposed New Policy)

No student shall be permitted to register for classes that overlap. Classes that have any common meeting time or that have fewer than 15 minutes between them are considered to be overlapping. Only under extenuating circumstances shall petitions for overrides for such conflicts be permitted, and shall require the signatures of all faculty members involved. The decision to approve or disapprove such a petition for override is entirely discretionary with each faculty member involved.

Discussion: This is proposed as new policy. As a result of the discussions surrounding class scheduling, an associated problem became apparent to SCEP: with the self-registration system now in place, students are notified that class times overlap but are not prevented from registering for such classes. As a matter of sound educational policy, students should not be permitted to do so.

The Registrar's office informed SCEP that this restriction will be a relatively simple addition to the registration system.

UNIVERSITY SENATE

3. Final Examinations (revision of existing policy)

A) All classes that normally permit undergraduates to enroll shall follow a standard examination schedule. The final examination period for day school and extension at the close of each session is to be extended over a five or six-day period, beginning on the second day after classes end, with the day after classes designated as a study day. In the event classes end on a Friday, final examinations shall not start until the following Monday.

Instructors are not permitted to hold their final examinations ahead of the regularly scheduled time except under such unusual circumstances as may be approved by the Senate Committee on Educational Policy.

There shall be no other exceptions from the University final examination schedule unless (1) proposed by the instructor, (2) with the unanimous consent, via written secret ballot, of the students, and (3) with the concurrence of the department chair. The appropriate campus scheduling office shall be notified of any change. This prohibition precludes moving a final examination from a scheduled time to study day or to the last or earlier meetings of the class (with the exception of [1] laboratory practicums, which may be given during the final week of classes during the normal lab period, and [2] take-home or other out-of-class finals, which may be distributed prior to the final exam week but which may not be due before the scheduled final exam for that course).

All requests for adjustment of final examination hours must be made on the form provided by the scheduling office and submitted at least a month before the beginning of the examination period.

B) Final examinations for summer session shall be scheduled during the regular meeting time of the course on the last day.

C) Until such time as the University can schedule classes and finals so that no conflicts in the final examination schedule occur, students should be encouraged to avoid registering for classes with overlapping final exam times.

Discussion: As soon as the Registrar is able to incorporate appropriate software, students will be notified of overlapping finals at registration and faculty will be notified via class lists.

D) Students with final examination conflicts, or with three (or more) final examinations in one calendar day, or who have agreed to reschedule a final (in accord with the provisions of section A, above) will be expected to make the appropriate rescheduling arrangements with the instructors by the end of the second week of the term so that conflicts will be eliminated. Instructors must agree to give an alternative final examination to any student having examination conflicts or three (or more) examinations in one calendar day.

UNIVERSITY SENATE

4. Classes and Events during the Study Day/Finals Week Period (New policy)

A) No classes will be permitted after the last day of instruction for any course that normally includes undergraduate students.

B) No University-sponsored extra-curricular events which require the participation of students may be scheduled from the beginning of Study Day to the end of Finals Week. Exceptions to this policy may ONLY be granted by the Senate Committee on Educational Policy through whatever procedure it determines most feasible. The Senate also advises all faculty members that any exemption granted pursuant to this policy shall be honored and that students who are unable to complete course

requirements during Finals Week as a result of that exemption shall be provided an alternative and timely opportunity to do so. (current Senate policy, adopted 4/16/92)

C) Athletic Events during Study Day and Finals Week: In those instances where post-season competitive events occur during Study Day or Finals Week (either of Day School or of Extension Classes), the Senate Committee on Educational Policy will consider them approved (that is, without requiring explicit action on the part of the Committee) subject to the following conditions:

1) The event is in logical progression in the sport, leading from in-season competition to conference or regional championships and then to national championship competition; and

2) The coach or other staff member in the athletic program can demonstrate to whomever is responsible for counseling in the intercollegiate athletics program that satisfactory alternative academic arrangements have been made; and

3) The event is conducted under the aegis of the NCAA or the appropriate national sport governing body if it is not the NCAA.

The chair of the Senate Committee on Educational Policy will receive, on an annual basis, a report from the Director of Academic Counseling (on the Twin Cities campus) or the appropriate individual (on the Crookston, Duluth, and Morris campuses) on the arrangements that are made pursuant to paragraph 2, above.

The Athletic Directors will annually report to the Senate Committee on Educational Policy, early in the Fall SESSION, on the number of student-athletes who missed any Study Day or any part of Final Examinations during the preceding year and on the academic performance of those student-athletes. These may be written reports.

Post-season or other athletic events THAT are invitational in nature, rather than a natural progression to a championship, and which would take place during Study Day or Finals Week, require the specific approval of the Senate Committee on Educational Policy before participation may occur.

Subject only to the exception noted in this policy, no travel or competition is permitted from the period beginning with, and including, Study Day and ending with the last day of Final Examinations. Home events may be scheduled in the evening of the last day of Final Examinations if the examination schedule is concluded by 6:00 p.m. (current Assembly policy, adopted 2/20/92)

Discussion: Most of the provisions of Section 3 replace by modification previous policies governing final examinations (adopted February 19, 1931 and February 20, 1992). An issue related to the user-friendliness of the University and to graduation rates is the matter of final examinations. Conflicts in scheduled final examinations need to be minimized and these changes should help achieve that end. Also brought to SCEP's attention was the related issue of faculty holding a regular lecture during examination week (which in some cases interfered with students' other exams) or holding a lecture during the first hour of the examination period and then

conducting the final examination during the remaining hour(s). Both practices seemed to SCEP to be unfair to the students and are now prohibited. SCEP also incorporated into this policy two other policies already on the books relating to events during study day and finals week and competition in athletic events during study day and finals week (sections 4 [B] and [C]; these provisions are not new.

All three of these policy revisions are recommended in recognition of the University's attempts to become more user-friendly and in recognition of the need by students to have scheduling standardized.

DISCUSSION:

The proposed Policy on Classes, Schedules, and Final Examinations (Semester Version) was distributed to senators for information. Discussion and action on the proposal is scheduled for Fall Quarter 1996.

II. EDUCATIONAL POLICY COMMITTEE

Policy on Horace T. Morse-Minnesota Alumni Association
Award for Outstanding Contributions to Undergraduate Education
Action

MOTION:

That the Senate adopt the following policy:

POLICY ON HORACE T. MORSE-MINNESOTA ALUMNI ASSOCIATION
AWARD FOR OUTSTANDING CONTRIBUTIONS TO UNDERGRADUATE EDUCATION

PREAMBLE

The Horace T. Morse-Minnesota Alumni Association Awards for Outstanding Contributions to Undergraduate Education are granted annually to faculty members nominated by the colleges. The honor is awarded to exceptional candidates and reflects the University's emphasis on the importance of high quality undergraduate education. It also contributes to the improvement of undergraduate education at the University by publicizing the work of the award-winners to serve as a resource for the whole faculty.

POLICY

1. The Committee on Educational Policy shall appoint annually a nominating committee that shall (1) review nominees for the Morse-Alumni award and (2) recommend to the Committee on Educational Policy those individuals whom should receive the award. The number of recipients will be dependent on the funding available.
2. Each recipient of the Morse-Alumni award shall receive a continuous augmentation in their salary, the amount to be recommended by the Committee on Educational Policy and approved by the President.
3. The department of each recipient of the Morse-Alumni award shall be provided funding for three years for the use of the award recipient for the development of teaching materials and training in order to promote

excellence in teaching among all of the faculty.

4. A standing group chosen from the Morse-Alumni winners shall serve as a resource and advisory group to the University about excellence in undergraduate education. The Committee on Educational Policy and the President will be responsible for the appointment and charge to this advisory group.
5. The Committee on Educational Policy shall have the authority to establish operational details associated with the granting of the Morse-Alumni awards and shall report annually on those details to the Senate for information.

OPERATIONAL GUIDELINES

1. The salary of each Morse Alumni award winner shall be increased by a continuous augmentation of \$1,500.
2. The annual award ceremony shall be a large public event to which the students and colleagues of the winners will be invited. This event would be in addition to a smaller event with the President and the Alumni.
3. The award shall include, for each winner, an appropriate, well-publicized lecture, seminar, or exhibition in the individual's specialty.
4. At least every ten years, beginning with the 1995 30th anniversary year, a special recognition event will be held for all of the winners over all of the years of the award and a special memento, such as a lapel pin, will be designed and given to the award winners.
5. The standing advisory group of Morse-Alumni winners shall consist of 20 individuals appointed for staggered three-year terms. The group and its chair shall be appointed by the President, on recommendation of the Committee on Educational Policy, and shall meet at the call of the President, any of the senior officers of the University, the Committee on Educational Policy, or on its own initiative. The chair shall make an annual oral report to the University Senate about the group's activities.
6. All faculty who have been awarded Morse-Amoco or Morse-Alumni teaching awards shall be designated throughout their careers at the University of Minnesota as "Morse-Alumni Distinguished Teaching Professor of [field]." This title can be used in correspondence, on business cards, and wherever else appropriate.
7. Any faculty member who has received the Morse-Alumni award shall be designated by an asterisk and accompanying footnote in the appropriate college catalogues and bulletins for the duration of the recipient's academic career at the University of Minnesota.

COMMENT

This policy is intended to consolidate the various statements that have been adopted by the Senate over the years and to codify the practices that have been adopted to facilitate the granting of the awards. If adopted, this

policy would replace all previous Senate statements regarding the award.

SCEP considered this policy over several meetings during the last year, and unanimously recommends it to the Senate for adoption.

Chair

Committee

LAURA COFFIN KOCH,

Educational Policy

DISCUSSION:

Professor Laura Koch introduced the proposed policy which, for the most part, consolidates existing policy. The new sections, she explained, include item 4 under the "policy" section which establishes a group of Morse-Alumni winners to serve as a resource advisory group to the University about excellence in undergraduate education, and item 6 under the "operating guidelines," which designates to all faculty who have been awarded the Morse-Amoco or Morse-Alumni teaching awards the title "Morse-Alumni Distinguished Teaching Professor of [field]" throughout their careers.

With no further comment the motion was approved by a majority of members present and voting.

APPROVED

III. SENATE CONSULTATIVE COMMITTEE
University Reorganization
Action

MOTION:

To approve the following Resolution:

RESOLUTION

WHEREAS recent announcements concerning structural reorganizations within the University preceded broad discussions with students, faculty and staff in colleges and provostries, and

WHEREAS the members of the University Senate believe procedures must be followed to ensure such consultation,

THEREFORE BE IT RESOLVED THAT the Senate requests that the University administration develop and follow a policy whereby both preliminary and final proposals for collegiate, campus, or provostal restructuring shall be brought to the appropriate Senate bodies and committees, including, but not limited to, Educational Policy, Finance and Planning, and the Student Senate for discussion by students, faculty and staff prior to announcement or formal presentations to the Board of Regents, and

BE IT FURTHER RESOLVED THAT all proposals be brought forth in a way that allows the committees adequate time for thoughtful discussion, and

BE IT FURTHER RESOLVED THAT such proposals shall be brought to the full University Senate for endorsement.

COMMENT

The Senate Committee on Educational Policy believes that the schedule for reorganizations of colleges is moving too quickly for thoughtful consultation and discussion. Furthermore, consultation and discussion cannot take place without proposals. At this time, the Senate on Educational Policy does not have enough information to determine what effect, if any, the mergers and reorganization might have on educational processes. The Senate Committee on Educational Policy therefore requests that final decisions be delayed until proper consultation can occur.

CARL ADAMS, Chair
Senate Consultative Committee

DISCUSSION:

Professor Carl Adams presented the Resolution concerning University reorganization. Hearing no discussion, the chair called for the vote and the Resolution was unanimously approved.

APPROVED

IV. PRESIDENT'S REPORT

President Hasselmo began his remarks with a comment on the Resolution just approved by the Senate under Item III above. Clearly, he said, there is a problem with how to put the necessary change agenda on the table in a way that touches all of the necessary bases simultaneously. The major changes must come through the proper consultative structures. However, the problem is how to initiate those changes. Traditionally, this has been accomplished through task forces. Over the last year an integrated framework has been discussed as a possible solution. The framework looks at financial accountability as well as decision making at the University in its totality. A plan to be initiated on July 1 will define more clearly where authority and accountability rest from the department level to the Board of Regents. Hopefully, with this framework determining what kinds of decisions require what kind of consultation can be accomplished. The implementation of this project is currently in its final stages at the provostal levels.

Graduate Assistant fringe benefit rates continue to be a troublesome item, said the President, and is again under review. Vice Presidents Infante and Brenner are looking at both Federal rule changes and the historical patterns of tuition remission in the hope of finding better solutions to the problem than have been found thus far. Their report is expected soon. The President reiterated that changes in Federal rules and regulations is the primary reason why the fringe benefit rates have skyrocketed in recent years.

Next, the President announced that he will be recommending to the Board of Regents the appointment of Professor Marvin Marshak as the Acting Senior

Vice President for Academic Affairs.

President Hasselmo also discussed the external demands and pressures that are being placed on the University and on higher education in general. Some of the demands and pressures are appropriate and some, he felt, are not for a major research university. The University is responding to necessary change, the President said, and this can be demonstrated in many ways. For example, significant changes have been made in undergraduate education, which is important because a university cannot be a leading research university without a strong undergraduate program. Other indicators include achievement in sponsored research which reached an all-time high under adverse conditions and an all-time high in private support which shows the University connects well with its donor community and that they have confidence in the University. However, in spite of these indicators, there is a perception that the University must make a cultural change. It will be essential, said the President, that ranks can be closed in order for constructive change to take place in ways that preserve the University's values.

In closing, President Hasselmo commended the faculty and student leadership and all those who participated in University governance during 1995-96 for their contributions during a very difficult year.

V. QUESTIONS TO THE PRESIDENT

QUESTION: Would you please comment on what the role of a land grant university is since there has been outside pressure to do so?

RESPONSE: Many outlets have been tried and there are many competing issues and interests that are very hard to penetrate. The administration is renewing its efforts and restructuring its communication plan to focus on the biennial request for 1997-99. Also, connection with important groups who have a stake in the University is being made to make sure they are well-informed of the University's agenda and its achievements. The University as a whole must be engaged in this process. It has been found during interaction with different constituencies that many

people

are familiar with and satisfied with some segment of the University, but the totality of the University, its agenda, and the changes that have been brought about at the institutional level have not penetrated into public awareness. Additional communication is necessary and is being done with direct communication with the Governor, legislators and the media throughout the state.

QUESTION: Would you comment on the accuracy of the Star Tribune article concerning the amount of money that has been spent on consultants? Also, what is the justification for such an extraordinary figure which, if accurate, is more than the

largest

budget at the University?

RESPONSE: The category of consultant expenses under the U of M's accounting

system includes many items, such as the consultants hired to advise on the installation of new management systems and on the reorganization of the Academic Health Center. There is no question that a lot of money has been spent on consultants, but hiring consultants is a cost effective way to bring about

certain

changes with the best expertise available and where internal structures cannot handle those changes.

QUESTION: Is there a single University-wide policy on salary increases for next year which was discussed in the most recent publication of BRIEF? Some provostries have made decisions that are different from those which were expressed.

RESPONSE: The guideline for salary increases for faculty and academic staff

is a pool of 3 percent with the usual provision that it is based on merit and differential performance. The provosts and chancellors have been given this guideline and have been

informed

that if there are to be exceptions they must be submitted and approved. A few such requests have been received and were approved. This is another effort to decentralize decision

making

because there are very different salary pressures in different areas.

VI. SENATE CONSULTATIVE COMMITTEE REPORT

In his final report to the Senate for the academic year, Professor Carl Adams took the opportunity to thank a number of people for their outstanding contributions to University governance during the year, including President Hasselmo, Mr. Joel Bergstrom, his colleagues on the Consultative Committee, and the chairs the Senate and Assembly committees.

VII. OLD BUSINESS

NONE

VIII. NEW BUSINESS

A motion to suspend the rules to consider an item of new business was approved, after which Senator Hy Berman presented the following motion concerning the Presidential Search Advisory Committee. Professor Berman noted several editorial changes to his original document and accepted as a friendly amendment a modification to include students in the statement.

MOTION:

To approve the following Statement:

UNIVERSITY STATEMENT ON THE
PRESIDENTIAL SEARCH ADVISORY COMMITTEE

INTRODUCTION

Nils Hasselmo will retire as President of the University of Minnesota on June 30, 1997. The Board of Regents has proposed an eleven-member Presidential Search Advisory Committee composed of a student, three faculty, one dean, and one representative of each of the following: Governor Arne Carlson; the state legislature; the business community; organized labor; the Alumni Association; the Minnesota Foundation. The three faculty members are to be selected from a list of nine, chosen by the Faculty Consultative Committee, and submitted to a subcommittee of the Board of Regents consisting of Regents Wendell Anderson, Jean Keffeler, and Stan Sahlstrom.

SENSE OF THE SENATE

The University Senate notes that the composition of the committee represents a significant departure from past Presidential Search Advisory Committees in which representatives of the faculty and students constituted a significantly larger proportion of the committee and in which a faculty member was designated as the Advisory Committee Chair.

The University Senate is concerned that this departure from past practice may have the following adverse consequences to the University:

--The proposed composition of the Presidential Search Advisory Committee will convey to potential candidates that the Board of Regents does not view academic values and leadership to be preeminent considerations in the choice of the next President and, as a consequence, many candidates possessing these qualities may decline to be considered.

--The slate of presidential candidates chosen to be presented to the Board of Regents thus may not include an individual of the quality essential to lead the University into the 21st century and to maintain its rightful place as a major national research university.

--In the absence of more than the proposed symbolic faculty and student participation in the Presidential Search, the Board of Regents reduces assurance of faculty and student support for their presidential choice.

Therefore, the University Senate respectfully requests the Board of Regents to reconsider the proposed composition of the University of Minnesota Presidential Search Advisory Committee to reflect the preeminent role that academic values traditionally play in the selection of presidents of major national research universities and the substantial role that University of Minnesota faculty and students have played in the choice of past University presidents.

DISCUSSION:

Senator Krislov said the motion was introduced because of the serious concerns that have been expressed by faculty and students concerning the proposed composition of the Presidential Search Advisory Committee and the adverse consequences it may have on the University. The last presidential search committee, it was noted, consisted of 13 faculty, one academic staff

member, one civil service representative, and five students.

Professor Adams, chair of the Senate Consultative Committee (SCC), added that the SCC met with representatives of the Board of Regents prior to their making a decision concerning the composition of the committee and expressed sentiments virtually identical to those stated in the statement.

The motion was then unanimously approved.

APPROVED

IX. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY

Clarence S. Carter
1938-1996

Clarence S. Carter, 58, University of Minnesota Associate Professor, Head of Rare Books, Special Collections and Services and part-time grievance manager and consultant to the University Grievance Officer, died May 30, 1996, at his home in South Minneapolis.

Born in Keokuk, Iowa, January 9, 1938, he moved to Minneapolis in 1956 and joined the University Wilson Library.

During his 40 years of service to the University, the quality of his leadership and effectiveness as a leader was affirmed in the large number of community service organizations he chaired and the large number of organizations on which he was invited or appointed to serve such as: University of Minnesota Commission on Women, Faculty Senate, Black Faculty Caucus, Human Resource Development Committee of the Capital Long Range Improvement Committee, Human Development Task Force for the Minneapolis City Council, Hennepin County Minority Employment and Contracting Advisory Committee, Housing Committee for the Minnesota School and Resource Center for the Arts, Minnesota Gambling Control Board, and many others too numerous to list.

From 1969-72 he also operated the Challenge Bookstore and founded Challenge Productions, Inc. to bring African American ideas and perspectives into the academic world and into public life. His editing and publishing skills have been an asset to distinguished citizens from Dr. Geneva Southall to Mahmoud El-Kati to Harry Davis, Sr.

His appointment in 1993 as the first University Grievance officer was a confirmation of the confidence and respect the University community had acquired for his wide-ranging abilities and administrative skills.

He was preceded in death by daughter, Carla Lynn; father, Rev. Clarence W., mother Hattie P. Gibson Carter; sister, Beatrice Bratton; brothers Lawrence and Matthew.

He is survived by his wife of 38 years, Shirley Williams Carter; daughters, Cheryl Wilson, Pamela and Clara Ann; sons, Christopher and Timothy; sisters, Clarissa Moore and Francis Pryor; brothers, Wendell, Carl, Donald, Allen and Leonard; 7 grandchildren; and a host of nieces, nephews, cousins, extended family and friends.

Basil Furgala
1931-1996

Basil Furgala, who served as a USDA National Research Program leader and as National Extension Apiculture Program leader in Washington, died May 11, 1996. Basil's research focused on Minnesota's beekeeping industry, though his findings benefitted beekeepers around the world. Basil received his bachelor's and master's degrees from the University of Manitoba. He earned his Ph.D. in entomology from the University of Minnesota in 1959. He was a research scientist with the Canada Department of Agriculture from 1959-67 when he returned to the University of Minnesota to accept a position as associate professor of agriculture. During his career, Basil received the J.I. Hambleton Award, a USDA Certificate of Appreciation, the Apiculture Research Award, and the Outstanding Service of Beekeeping Award, among others. He will long be remembered as a scientist with great enthusiasm, insurmountable optimism, an appreciation for experimental design, and a true devotion to the industry he served.

X. ADJOURNMENT

The meeting was adjourned at 3:00 p.m.

Martha Kvanbeck
Abstractor