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Campus Assembly minutes 02/03/1997

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Note: If necessary, the Assembly will recess at the end of the April 14 meeting and reconvene on April 21, 1997.

University of Minnesota, Morris
Morris, Minnesota

Memo to: Campus Assembly Members
From: Executive Committee
Subject: Assembly Meeting on Monday, April 14, 1997 (and possibly April 21)

The Campus Assembly will meet on Monday, April 14, 1997 at 4 p.m. in the Science Auditorium. If you are unable to attend, please call Rebecca Webb at ext. 6020 by noon so you will not be counted in the quorum.

I. Chancellor's Remarks

II. For Action. From the Executive Committee. Approval of minutes of the February 3, 1997 Assembly meeting. Attached.

III. For Information From the Executive Committee. Committee Reduction Report. Attached.

IV. For Action From the Task Force for the Assessment of Student Learning (TFASL). Approval of "A Plan for the Assessment of Student Learning at the University of Minnesota, Morris," (attached)

V. For Action From the Curriculum Committee. Material attached.

- ArtH 3600 - add E2, E6, E8 (general ed)
- Ed 1014, Beg. Sign Lang. II - add P6, E7 (general ed)
- Ed 1042, Int. Sign Lang. II - add E7 (general ed)
- Music Form B - teacher prep changes (regular)
- Spch 1100H - change of quarter (regular)
- Geology UC summer course - move to regular, change credits, add E9 (regular)
- IS 1220 - move to Psy 1401 (regular)

VI. For Information Committee replacements.
Gwen Rudney replaces Carol Marxen on the TFASL.

VII. Senators Reports

VIII. Old Business.

IX. New Business.

Encl: Minutes of February 3, 1997 Assembly meeting (2-3)
Committee Reduction Report (4-5)
TSAFL material (6-25)
Curriculum Committee material (26-36)
Spring 1997 Assembly list (37-38)

University of Minnesota, Morris
Campus Assembly Minutes
February 3, 1997

The Campus Assembly met on Monday, February 3, 1997 at 4 pm in the Science Auditorium.

I. David Johnson reviewed candidates being considered in the on-going regent selection process. He also discussed Governor Carlson's budget recommendation for a 10% increase in University funding to be used for faculty, technology, and National Merit scholarships.

II. The minutes of the November 18, 1996 Campus Assembly meeting were approved as distributed.

III. Concerning material for the final bulletin under the quarter system, there was no discussion of the proposed revisions (which were primarily editorial) and the full slate of material summarized in the January 14, 1997 memo from Sam Schuman and the Curriculum Committee passed by unanimous vocal vote.

IV. Sam Schuman distributed "Approved Alternatives for Fall Term" and explained that the two choices include start dates that are earlier or later than UMM's proposal. The Curriculum Committee endorsed (and thereby moved that UMM accept) the Early Start date (ES), which would yield a first semester equal in length to the year's second semester (whereas the Late Start date, or LS, would yield a shorter first semester). Discussion followed.

Andy Lopez asked if variance applied to the fall semester only and Schuman confirmed that UMM's spring calendar would match the TC campus. Chris Cole asked Schuman to summarize the advantages of the ES. Schuman noted that, while the State Fair parking issue is irrelevant at UMM, LS would result in the loss of 4 teaching days (which could be an entire week of instruction for some classes) but ES would allow some leisure in scheduling (vacation days and an earlier end to the semester).

Barbara Burke asked about the scheduling of finals and the possibility of an extra vacation day at Thanksgiving. Schuman noted that finals should not end too close to Christmas but stressed that UMM need only pick a start date right now, the rest of the schedule could be worked out later.

Jim Gremmels suggested that if the start date results in UMM faculty teaching 5.5% more than the Twin Cities campus, salaries should be adjusted accordingly. Cole wondered how a semester can include more days off and an earlier completion date. Bert Ahern noted that orientation would be benefited by an ES and a mid-semester break would be possible. Ruth Thielke noted that the spring semester calendar included a mid-semester break.

Ford Brown wondered if snow days wouldn't address the problem of matching semester lengths by shortening spring semester.

Tom Johnson asked whether we are perpetually committed to a specific type of start date once it is selected and Schuman explained that it would be possible to alternate between ES and LS. Chris Cole expressed concern about the loss of family time for faculty who generally work on research all summer and use Labor Day weekend for vacation. Schuman sympathized but suggested that the ES might result in more family time over Labor Day since an already-commenced semester would mean faculty wouldn't be finishing up preparations over the holiday weekend.

Eric Klinger expressed concern about tying the start date to Labor Day, which falls so early some years. Jack Imholte asked whether ES would mean four days for finals whereas LS would mean three and Schuman confirmed.

The Assembly voted to adopt the early start date for fall semester of the 1999/2000 academic year.

V. Next the Assembly considered the proposed Daily Schedule for the semester system. The proposal from the Curriculum Committee was passed without discussion.

VI. The Assembly discussed the By-law Amendment Proposal establishing the Assessment of Student Learning Committee. David Johnson reminded the Assembly of the NCA's shift in emphasis to a faculty-centered plan to assess student learning. Mike Korth suggested the action item was premature and should wait until the Executive Committee had acted to simultaneously reduce other committee work. Bert Ahern countered that the Executive Committee has until the end of the academic year to respond to the Consultative Committee's proposal since the by-law won't take effect until 1997/98. He reminded the Assembly that the call for committee reduction did not require a reduction in Assembly/Adjunct committees and might result in redirecting ad hoc committee work. Fred Farrell acknowledged the advantages of the Student Learning Committee but emphasized the need for restraint in the proliferation of committees.

The Assembly voted to approve the By-law Amendment Proposal.

VII. During senator reports, Tom Johnson invited feedback for the SCEP subcommittee currently considering publishing the results of student evaluations of teaching. Roland Guyotte noted that the Sullivan II proposal was being modified for presentation to the Regents.

VIII. There was no old business. Under new business, President Hasselmo's visit of 2/18 was mentioned and will include an open forum at 3:30 in the Science Auditorium followed by a faculty seminar.

There was no further business and the Assembly adjourned at 4:56 pm.

Rebecca Webb

4 April 1997

TO: Members of the Campus Assembly
FROM: Executive Committee
RE: A Proposal for Streamlining the Committee Structure

BACKGROUND: At its November 18, 1996, meeting the Campus Assembly reviewed a resolution from the Consultative Committee which directed the Executive Committee to "undertake a comprehensive restructuring of the entire committee system at UMM (including assembly, adjunct, and ad hoc committees) with the goals of streamlining the system, establishing guidelines for a more equitable distribution of committee assignments, and reducing the amount of faculty and staff time required."

PROCESS: The Executive Committee promptly began that study with a survey by John Bowers to establish a working list of committees, working groups, task forces, etc. in which people are involved. Many of these groups are informal and quite impossible to keep track of, cropping up here, dying there. Nonetheless, it is clear that members of the campus community are heavily involved in committee service. The Executive Committee believes that periodically it is important to trim committees, and that 1997 is time for that process to occur. It has endeavored to develop a proposal that recognizes the responsibility of the faculty and designated staff and students to develop and approve educational policy recommendations to the Board of Regents. It affirms that committee service is also an important part of faculty, staff and student development, and that the sense of community which is so valued here requires broad-based involvement in governance. It recognizes that alleviation of the workload problem can occur both by reducing the number and size of committees; both measures are recommended here. It notes that the five Assembly committees (Assessment, Campus Resources and Planning, Curriculum, Scholastic and Student Services) will have broadened responsibilities and may wish to recommend revisions in their structure and membership. This, regrettably, needs to be done quickly.

The Executive Committee proposes discussion of this recommendation at the April 14, 1997, meeting of the Assembly, action at an early May meeting.

RECOMMENDATIONS: The Committee makes the following six recommendations conscious that there will be changes in the campus culture and governance if we are to "streamline the system ... reduce the amount of faculty and staff time ..." Nonetheless it recognizes the importance of providing the Assembly with a set of proposals which would address the concerns of the Consultative Committee.

1. Reduce the size of search and evaluation committees, recognizing that these constitute a substantial portion of faculty and staff committee workload. We recommend limiting the size of search committees for temporary positions and many administrative positions to three members, for tenure track and director posts to five persons. Similarly, evaluation committees should be limited to three to five members. (Except in unusual circumstances, faculty need not be drafted to serve on administrative evaluation committees for positions below the level of Director.
2. Eliminate several groups, folding them into the structure of Assembly committees. The latter bodies must determine how they will connect to the committees whose elimination is proposed.

Committee	Proposed Committee	Linkage
Bush Professional Dev.	CRPC	Faculty Development
Con. Ed/Reg. Programs	CRPC	Institutional Mission
Ford Grant	Curriculum	International Programs
Grant Development	CRPC	Faculty Development
New Faculty Orientation	CRPC	Faculty Development
Rhodes, Marshall, Fulbright, etc.	Scholastic	Functions and Awards

3. Suspend the operation of all adjunct committees (Academic Support Services, Faculty Development, Functions and Awards, General Education, Honors Program, International Programs, Minority Experience, and Teacher Education) effective June 12, 1997, requesting their respective "parent" Assembly committees to determine this spring if they must be continued or continued with their present level and distribution of membership.*