

February 10, 1975

Minutes of the twenty-ninth meeting of the Executive Committee of Faculty Council held on Monday, February 10, 1975, at 2:40 p.m. in the Dean's Conference Room, 231 Northeast Multi-Purpose Building.

Members Present: Dean N.E.R.Campbell, Chairman; Drs. I. Cooke, R.D.Connor, G.O.Losey, D. Punter, D.N. Burton, B. Henry, C.D.Anderson, J. Westmore; Mr. G. Richardson, Secretary.

Regrets: Prof. J. P. Svenne.

1. Academic Schedule - Letter from Professor J. Teller

Distributed at the beginning of the meeting was a letter from Professor Teller regarding the recommendations of the ad hoc committee on the Academic Schedule. The letter was received by the Committee as information.

2. Report on Continuing Education

In introducing this topic, the Chairman explained that the impending retirement of the present Director of Extension, Professor Tweedie, has come at a time when the policies of the Extension Division are under intensive review. Senate had felt it appropriate in view of expressed public concerns and in the light of recommendations contained in the Task Force Report, that a report be prepared by the Senate Committee on Extension Services for consideration by faculty and Senate before a new Director was appointed. The Committee, with input in the form of briefs from the public sector, would review existing Extension Services and would bring forward in its report a list of principles upon which the University could plan for expansion of its Continuing Education program.

As stated in the covering letter from the Chairman of Extension Services Committee, faculties are requested to comment on the report and to pass these comments to him (Dr. Gilson) not later than 24th February. In view of the length of the document and the time constraints facing us, it was decided to ask Faculty Council Executive for its views and to forward them on behalf of Faculty Council.

The Chair then read a letter from Professor Svenne which outlined his comments on the report. The report was discussed at length with a large number of comments, questions and observations being made. These may be summarized as follows:

1. A number of members expressed doubt that this University should assume a central role for continuing education in the Province. Their feeling was that the University's prime

function was to provide an intensive, high level of instruction for students of University calibre rather than to dilute its resources by expanding a program of credit and non-credit courses off-campus.

2. In speaking to this point, Dean Cooke observed that the role of the University has changed markedly over the past several decades. From an elitist, highly-selective institution, it is now moving in the direction of broader and more diversified education. Further, students presently attending University have a much different outlook and a broader educational background than previously. Society itself has come to look upon the University in a quite different way. Twenty-five years ago, many people thought of the University as being beyond their reach; now, increasing numbers of the general public feel the University can and should play a more meaningful role in their lives by providing off-campus courses of general interest.

3. All Executive Committee members expressed uncertainty about funding arrangements for such an expanded program. Some interpreted the report as clearly implying an internal shift of human and financial resources within the University to the detriment of the University's prime function of on-campus teaching. Others felt that in view of the present financial climate, funding for such a program must come as an addition to the present University budget.

4. In the Committee's opinion, if it is decided as a matter of policy that the University should become further involved in Continuing Education and, if the Extension Division is to assume control of this service, then, Faculty Council Executive recommends that:

- (i) appropriate Faculties have direct academic control of all credit courses offered.
- (ii) further expansion of off-campus courses be limited to non-credit offerings.

- (iii) co-ordination and co-operation by other Provincial Universities and Community Colleges be sought.
- (iv) the administration of credit courses offered on campus during the Summer Session be not allocated to the Extension Division.
- (v) The merits of using an educational television channel as a delivery system for off-campus courses be explored.
- (vi) one person, presumably the Director (or Dean) of Continuing Education, be made responsible for co-ordination of public relations, registration procedures and communication for all off-campus courses.

The Chairman then sought advice from Executive Committee members on how best to proceed further with our list of recommendations. It was agreed: first, to circulate the Minutes of this meeting to all members of Executive Committee for approval or change as necessary; second, the approved list of recommendations will be sent to Dr. Gilson; third, a copy of the approved Minutes will be sent along with a covering letter to each Department in the Faculty. At the next Faculty Council meeting, this matter and our actions thereon will be presented as part of the report from Executive Committee.

There being no further business, the committee meeting adjourned at 5:02 p.m.

February 18, 1975.

Inter-Departmental Correspondence

JAN 28 1975

FACULTY OF SCIENCE

DATE January 24, 1975.

TO Dr. R. D. Connor, Dean, Faculty of Science, N.E.M.P. Building

FROM Dr. J. Teller, Earth Sciences

SUBJECT:

During late 1973 and early 1974 I was a member of the ad hoc Committee on the Academic Schedule. This Committee was charged with making recommendations about the academic schedule (length, etc.) for 1974-75, and with recommending a "standard" academic year for future years. Our 1974-75 proposal was accepted by Senate, even though there were some strong post-approval objections. The proposal for subsequent academic years, however, was rejected.

Our Committee discovered at the outset that there are an enormous number of requests for using parts of the September to April period in non-teaching ways ("legal" holidays, "important" religious and festive occasions, research, pre- and post-class field and industry experiences, specific jobs, etc.). If all of these requests were honoured, few days would be left for formal classes. Our Committee attempted to honour as many of these requests as possible in its proposals.

I am enclosing a copy of our Committee's final recommendations. We felt that few major scheduling changes had been made and, in light of the fact that the University of Manitoba had the shortest academic year of all major Canadian universities, felt these recommendations were quite conservative. Obviously, it would have been easier (less offensive) to recommend keeping the academic year as short as it had been or to shorten it still more, but our Committee unanimously felt that this was not desirable.

Because, as I understand, the academic schedule for future years is again being studied, I would like to express my feelings about why our Committee's report now should be accepted. The following are a few ideas to help supplement the report:

1. In 1972-73 we had the shortest academic year of all major Canadian universities. It has been expressed at Senate that the academic year is becoming eroded to a point where too few teaching days are available. I agree, and so did the report by the ad hoc Committee in its report and proposal of April, 1974. Why should we, at the University of Manitoba have fewer days for education than other Canadian universities, and virtually all universities in England and the U.S.?

2. The ad hoc Committee, in responding to this and other concerns, recommended (1) that both first and second terms contain an equal number of class weeks and (2) that the number of weeks of instruction be fixed at 13 weeks per term, noting that these lengths will be affected by Thanksgiving and Remembrance Day (in most years) and by Easter and Rosh Hashanah (on occasion).

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FROM _____

SUBJECT:

3. There are numerous and varied arguments against starting in time to have a 13-week (vs. 11- or 12-week) fall term before Christmas break and against remaining in session long enough in the spring for a 13-week term. Many also contended that inter-term breaks should be longer or shorter. These arguments are often founded on questionable logic or on the basis that we, at the University of Manitoba, should not be subject to the same "constraints" as other Canadian universities.

4. One of these arguments stems from the demand of relatively few (very outspoken) individuals who indicate that their pre-class field course could not be offered if classes start "too early". It seems to me that, somehow, other universities manage. It also seems that an equally good (perhaps better) argument exists against starting class "too late" - that is, field trips associated with regular academic year class work must take place before the weather degenerates in early October, and also must be preceded by several weeks of preliminary instruction.

5. Another argument forwarded against an early September start is that "a number of International Congresses which our staff members attend often take place in early September" (N.E.R. Campbell, letter April 15, 1974). I have noted at least five "International" biological conferences in the June to November period of 1974, excluding the month of September. Again, how do the faculties at other universities manage?

6. Finally, there is the argument that classes should never begin during a week in which there is a holiday (e.g. Labour Day, Rosh Hashanah) because of the difficulties it creates in lab courses. It seems to me that it is better to have 13 weeks of lectures and only 12 weeks of labs than to have 12 and 12. That is, by delaying the start of classes until, for example, after the Labour Day week, the only thing that is accomplished is to have four less days for lectures.

There are other arguments for and against the ad hoc Committee's proposal. We certainly investigated other possible schedules but unimously felt, after many days of deliberation, that our proposal considered those views important to the majority students, faculty, administration, and staff. As one of our student representatives on the Committee said about our "short" academic year, "I feel that the greater length of the academic year at most other Canadian Universities must mean that they would regard ours as being too short. I'm concerned that not only will I not be getting enough formal training but that others may not regard my University of Manitoba degree as equal to that of other universities in the country".

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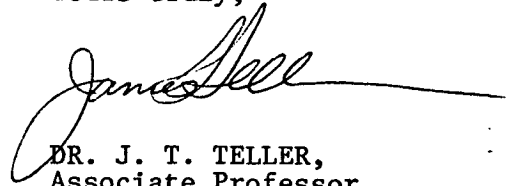
TO _____

FROM _____

SUBJECT:

I sincerely hope that the standard 13-week term will be adopted at the University of Manitoba. If I can be of any assistance in helping to re-study the academic schedule do not hesitate to call on me.

Yours truly,



DR. J. T. TELLER,
Associate Professor.

JTT/VD