

## 2ND. SUMMER SESSION

	DAYS	TEACHING DAYS
July 17 - Registration		
July 18 - Classes begin		
August 21 - Classes end		
August 22 - Exams close	27	25

TOTAL DAYS 224

TOTAL TEACHING DAYS 206

PROS OF THE QUARTER SYSTEM

- (1) Many proponents of the quarter system argue that effective learning is favored by student concentration on only three subjects per period of study rather than five or six under a semester system.  
(See observation in Section V of this report.)
- (2) Frequent class meetings under a quarter system are said to favor education and to help maintain student interest.
- (3) The quarter system permits more frequent counseling of students and evaluation of their progress plus greater flexibility in planning a course of studies.
- (4) The smaller tuition payments and total costs of attending one quarter session may allow those students with marginal funds for college to attend a quarter session whereas they might not be financially able to meet the costs of a semester's expenses.
- (5) The quarter system necessitates more exam periods which some educators believe important to the educational process.
- (6) It is maintained that a quarter system requires less class and lab space if the same number of separate subjects of equal credit are offered during the academic year under both systems.
- (7) The quarter system is said to be better adjusted to national holidays and normal breaks since it is generally arranged for Christmas and spring vacation to fall between terms.
- (8) The quarter system calendar can easily be arranged to articulate satisfactorily with the public school calendar. This is convenient for students who are entering, for public school teachers who are studying in the summer and for faculty members who have children of school age.
- (9) The quarter system is said to make for less memorizing and less cramming than does the semester system.
- (10) Many students believe that work gets underway more rapidly under the quarter system than under the semester system.
- (11) The shorter final examinations (usually two-hour) of the quarter system are neither too long nor too crowded.

CONS OF THE QUARTER SYSTEM

- (1) Critics of the quarter system argue that courses are covered too rapidly in this short period thus being detrimental to learning and to contemplative thinking about a subject.
- (2) The quarter system involves more time in starting up and ending each term and on such items as registration, drop-add and examinations. This increases administrative and clerical work as well as advising loads on faculty since all the routines must be completed three times instead of twice.
- (3) The quarter system involves more wasted time in such subjects as chemistry laboratories where setting up a laboratory at the start of a term and cleaning it up at the end are unproductive operations which are multiplied under this system.
- (4) Some maintain that frequent examinations under a quarter system interfere with the calm perusal of the subject matter.
- (5) Some argue that it is difficult to arrange sequential subject offerings under a quarter plan especially if sequences of subjects are offered in different quarters since this may reduce the number of fields that a student may study.
- (6) The quarter calendar, like the semester calendar, perpetuates the idea that the summer months are not a normal time for study; consequently, students will usually take the summer quarter or session off. The quarter system, too, fails as an ideal year-around operation calendar since it does not change students' attitudes toward summer study.
- (7) The quarter system does not make the learning process appear leisurely since class meets daily. Reading and term paper work must be accelerated.
- (8) The quarter system offers less flexibility in adjusting for absence from class by either faculty or student.
- (9) In reality, the quarter system does not assure the elimination of the so-called "lame-duck session" following the Christmas holiday.

As was pointed out, the quarter system suffers from the fault of the so-called "lame duck" session, i.e., the brief period at the beginning of the winter quarter before the Christmas holidays (typically about three weeks). The following is an example of how a calendar may be shifted to begin the fall quarter later and to end at the start of Christmas recess.

FALL QUARTER  
(1968-1969)

	Days	Teaching Days
September 20 - School opens		
September 24 - Classes begin		
November 27 - Thanksgiving recess begins		
November 30 - Classes resume		
December 9 - Classes end		
December 13 - Exams end		
Fall quarter ends	56	51

WINTER QUARTER

January 3 - Registration		
January 6 - Classes begin		
March 14 - Classes end		
March 20 - Exams end		
Winter quarter ends	55	50

SPRING QUARTER

March 24 - Registration		
March 25 - Classes begin		
April 4 - Spring holidays begin		
April 7 - Classes resume		
June 2 - Classes end		
June 6 - Exams end		
Spring Quarter ends	55	50
June 8 - Commencement		

Days Teaching Days

FIRST SUMMER SESSION

- June 13 - Registration
- June 14 - Classes begin
- July 4 - Holiday
- July 18 - Classes end
- July 21 - Exams

First session ends	27	25
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SECOND SUMMER SESSION

- July 22 - Registration
- July 23 - Classes begin
- August 20 - Classes end
- August 27 - Exams

Second session ends	27	25
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TOTAL	220	201
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As before there are actually three Saturday meetings in each summer session which have not been included. It is evident that the total days as well as the total teaching days compare favorably with our present plan. The calendar given actually increases the length of time allowed for the Christmas holidays (from 16 to 20 days) although it does begin classes sooner after New Year's Day. The alternate plan given here would decrease the number of Spring holidays but otherwise there is no significant change. Note also that the opening and closing dates are such that persons connected with the public school system would find no difficulty in attending the summer sessions.

Perhaps an even better arrangement would be to schedule a full-fledged quarter session in the summer. If desired, the calendar given here could readily contain that also as shown here.

SUMMER QUARTER

Days Teaching Days

- June 18 - Registration
- June 19 - Classes begin
- July 4 - Holiday
- August 21 - Classes end
- August 27 - Exams end

Summer quarter ends	55	49
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### III. The Semester System

The semester system, in which the school year is divided into two semesters of about fifteen weeks of classes and a summer session of eleven or twelve weeks divided into two terms, is the predominant calendar plan in the United States. In the 1963-64 issue of the Education Directory<sup>(5)</sup> 2144 schools were listed and of this total 1778 (or slightly over 82%) were on the semester system. A rather hurried check of the same publication for 1968-69 shows that of 2537 schools listed approximately 77% follow the semester plan. Any attempt to deduce from this that there is a trend away from the semester system would not be advised.

There are two additional factors which traditionally characterize the semester plan. These are, Saturday classes and a long vacation period near the end of the first semester. While these factors are usually found at schools using the semester plan, they should not be assumed to be necessary to the semester plan. The University of North Carolina at Charlotte operates under a semester plan with no Saturday classes and beginning in the fall of 1969, the Chapel Hill campus will eliminate Saturday classes. There are also colleges which have adopted a semester by opening earlier in the year and observing Christmas holidays between semesters; the nearest is no doubt Lenoir Rhyne College in Hickory, North Carolina.<sup>(4)</sup>

In drawing up the following sample semester calendar, it was assumed that classes would not be held on Saturdays. There are various ways in which this can be accomplished. Again note that the total number of teaching days is very nearly the same as under the present system. During the summer, of course, it may be necessary to meet a few Saturdays as is now done. Usually under the semester system, classes meet for 90 minutes per day in the summer. The calendar is for the school year 1969-70.

#### FALL SEMESTER

	Days	Teaching Days
September 15 - School opens		
September 17 - Classes begin		
November 26 - Thanksgiving holidays begin		
December 1 - Classes resume		
December 19 - Christmas holidays begin		
January 5 - Classes resume		
January 20 - Classes end		
January 27 - Exams end	85	78

Days

Teaching Days

## SPRING SEMESTER

February 2 - Registration		
February 3 - Classes begin		
March 6 - Spring recess begins		
March 11 - Classes resume		
May 22 - Classes end		
May 29 - Exams end		
May 31 - Commencement	83	77

## SUMMER SESSION

June 10 - Registration		
June 11 - Classes begin		
July 4 - Holiday		
July 16 - Classes end		
July 17 - Exams,		
First Session ends	27	25
July 20 - Registration		
July 21 - Classes begin		
August 24 - Classes end		
August 25 - Exams		
Second Session ends	<u>27</u>	<u>25</u>
TOTAL	222	205

PROS OF THE SEMESTER SYSTEM

- (1) The semester system is considered a more favorable period for preparation of term papers and for extended reading in connection with subjects.
- (2) There are those of the opinion that the term of length of the semester system is better for the maturing process and that the longer length of time permits the student to become more interested in the subject. A longer learning experience is considered good for development of critical thinking and quality of research work.

- (3) Articulation with secondary schools and colleges is better since most high school calendars run September to June and since over 70% of U. S. colleges are on the semester system.
- (4) The semester system is easier from a mechanical standpoint since the routines of registration, grade computation, drop-add, etc., are necessary only twice a year.
- (5) The semester system makes it easier to allow time for a reading period at the end of a semester than it is to allow for a reading period at the end of each quarter.
- (6) The semester system makes it easier to arrange sequential subject offerings according to some registrars.
- (7) Under the semester system there are fewer examination periods per year -- which some claim is advantageous to students and faculty as well.
- (8) Under the semester system, the lengthy summer vacation period allows for faculty research, leave of absence, and student and faculty vacations.
- (9) The system is flexible enough to meet the needs of students and faculty. Those students who want to accelerate may complete an undergraduate degree in many areas in three years. Those who need to make up for lost time may utilize either one or both terms for this purpose. Students may enter at the beginning of any semester or summer term and they may complete degree requirements at the end of any semester or summer term. As for faculty members, additional employment during the summer is available for a limited number of faculty members while the system also makes it possible for part-time faculty who combine instructional services with graduate study to advance more rapidly toward graduation.
- (10) Students and instructors have longer to get to know one another under the semester system than under the quarter system.

#### CONS OF THE SEMESTER SYSTEM

- (1) The normal semester system has Christmas recess so near the end of the first semester that it leaves what is called a "lame duck session" in January between the time students return from vacation until the completion of first semester exams. Students are critical of the strain from worrying about exams during the Christmas holidays while faculty are critical of the brevity of this session. (Recall that this is not necessary to the semester system.)
- (2) Advocates of ideal year-round operation claim that the semester system with terms of unequal length make it difficult to integrate the summer session with the two semesters in a balanced year-round program. There is an irregular academic cadence since summer school moves at a more rapid pace and limits the range of normal student and faculty activities.
- (3) The semester system does not provide adequate time for computing grade averages at the end of fall semester to discover those students who are academically ineligible nor is there adequate time to advise those students in academic distress before the opening of spring semester.
- (4) The semester system with only two rounds of registration provide fewer opportunities for the advising of students. Furthermore, the system does not provide the student with an opportunity to experiment on a large variety of courses in search of a major.



#### IV. The Trimester System

The trimester plan divides the year into three terms of equal length, usually about 15 weeks. This plan was used by the University of North Carolina at Chapel Hill during World War II and several other institutions. According to a report prepared for the consolidated university (1), all institutions dropped this plan immediately after the war.

Interest in the trimester system apparently revived during the early 1960's. Great things have been expected from the trimester system; the idea of terms of equal length and status clearly has a great rational appeal. Nelson Associates, management consultants, reported in 1961. "A balanced year-round calendar provides the best means of increasing college capacity.... The balanced trimester calendar is slightly superior in efficiency to the balanced four-quarter calendar; but either is far superior in efficiency to the conventional calendar, whether semester or quarter." (2)

Experiments with the trimester have been disappointing. In 1960 the University of Pittsburgh adopted a trimester plan. Later a committee investigating Pittsburgh's financial difficulties saw the trimester plan as a cause. (1) Perhaps it is only chance that Kentucky Southern, founded on the trimester system has had continuing financial problems. All state universities in Florida adopted the trimester plan in 1962 but shifted to the quarter system in 1967. (1)

It seems worth of note that no large school other than Pittsburgh has refrained from splitting the third trimester. (1) A major cause of the failure of this "ideal" system of equal length terms is no doubt the fact that students do not choose to attend school year round. "The custom of going to school during the winter months and not during the summer months is an American folkway." (2)

Below is a possible trimester calendar for 1969-70. It is assumed that classes will not be held on Saturday. Note that the total number of teaching days is very nearly the same as in our present system.

FIRST TRIMESTER

	<u>Days</u>	<u>Teaching Days</u>
September 3 - School opens		
September 5 - Classes begin		
November 27 - Thanksgiving Recess begins		
December 1 - Classes resume		
December 11 - Classes end		
December 15 - Exams begin		
December 19 - Exams end (1st Trimester ends)	76	68

SECOND TRIMESTER

January 5 - Registration		
January 6 - Classes begin		
April 9 - Classes end		
April 13 - Exams begin		
April 17 - Exams end	75	68

THIRD TRIMESTER

April 30 - Registration		
May 1 - Classes begin		
August 4 - Classes end		
August 6 - Exams begin		
August 12 - Exams end	<u>75</u>	<u>68</u>
TOTAL	226	204

### PROS OF THE TRIMESTER SYSTEM

- (1) It eliminates the "lame duck" session which comes before Christmas in the quarter system and after Christmas in the semester system.
- (2) The course offerings could be improved over those in a semester system since there would be an extra term of the same length and status as the other two.
- (3) Greater freedom could be given the faculty members in terms of free time for research, choice of vacation periods, etc.
- (4) Students wishing to attend year round could complete their degree programs in 2 2/3 years.

### CONS OF THE TRIMESTER SYSTEM

- (1) The trimester system presents a serious problem in financing the third (or summer) trimester since students traditionally do not attend school in summer months.
- (2) The fact that a very small number of schools are following the trimester plan means that such schools find their calendars "out of step" with other colleges and universities and even with the secondary schools.
- (3) The trimester loses the leisurely pace of the semester system without replacing this with a course load of fewer courses as in the quarter system.

### V. RECOMMENDATIONS

The committee, after a consideration of the various existing plans, feels that though valid arguments might be made for any, or include all of them, that no particular plan shows such a marked superiority that the change to it would be worth the considerable effort needed to change to it. We, therefore, recommend that we do not change from the present system at this time, though we do feel that a better division of the summer periods of instruction may be made for example, to a full quarter.

VI. BIBLIOGRAPHY

- (1) Report of the All-University Calendar Committee. (An unpublished report)
- (2) SREB (Southern regional education board) Research Monograph Number 7  
"The Year-Round Calendar in Operation", W. Hugh Stickler and Milton W. Carothers 1963.
- (3) Academic Calendars in North Carolina Tax - Supported Senior Colleges: The Semester System and the Quarter System. (An unpublished report)
- (4) "Lenoir Rhyne to Experiment with New School Calendar" (A press release from the Department of Public Relations - Lenoir Rhyne College, Hickory, North Carolina.)
- (5) U. S. Office of Education Education Directory Part 3 Higher Education 1968-69
- (6) THE EPE (Educational projects for education) 15-Minute Report for College and University Trustees September 30, 1966.

Report of Committee On Committees

- I. In its continuing review of academic committees, the Committee on Committees has noted a problem regarding the Faculty Affairs Committee. Not only is that committee charged with the responsibilities listed on page 8-9 of the Faculty Manual, but also with the responsibility of serving as an appeals board for tenured faculty members dissatisfied with promotion and/or salary increases. The pertinent section of the Personnel Policy and Procedure for the Faculty, appendix B., page 96 of the Faculty Manual, reads:

In matters pertaining to promotion and salary increases the individual tenured faculty member has the right of appeal to the Faculty Affairs Committee. It is desirable that the right of appeal through the Department Chairman be utilized before an appeal is made to this committee.

The Faculty Affairs Committee shall consider all evidence pertinent to the requested promotion or salary increase and report its recommendation to the Department Chairman, appropriate Dean, President of the University, and Chairman of the Faculty. The Chairman of the Faculty shall be notified of administrative action on the Committee's recommendation; and, in the event that administrative action differs from the recommendation of the Committee, the Chairman of the Faculty shall be informed of the reasons for this decision.

With this appeals responsibility of the Faculty Affairs Committee in mind, the Committee on Committees recommends that two alternate members be appointed to the Faculty Affairs Committee. The alternate members will serve on the Committee when regular members feel it necessary to disqualify themselves from considerations of the Committee or where regular members of the Committee are not available to serve.

- II. The Committee recommends that the Chairman of the Faculty be considered an ex officio member of all standing committees.
- III. The Committee recommends that standing committees report in the following manner:
- A. The Committee recommends that oral reports be made to the Senate, with the Provision that written reports for circulation be required if the Committee makes recommendations which are to be ratified by the Senate.
  - B. The Committee recommends that a regular scheduling of the oral reports by the Committee Chairman be adhered to.

- C. A proposed schedule for presentation of the oral interim or progress reports:

Second Senate Meeting

Committees on:

1. Admissions
2. Calendar
3. Credits
4. Guidance
5. Recruitment

Third Senate Meeting

Committees on:

1. Continuing Education
2. Teacher Education and Career
3. Vocational Education
4. Library

Fourth Senate Meeting

Committees on:

1. Faculty Affairs
2. Faculty Welfare

Fifth Senate Meeting

Committees on:

1. Student Scholarship, Fellowships and Financial Aid

- D. In that the University Curriculum Committee is required to meet regularly as work demands, it is not felt that they need a special reporting date.

- IV. The Committee recommends that the annual reports of the standing committees follow the form attached:

Annual Report of the \_\_\_\_\_ Committee

I. Date:

To:

From:

Subject:

- II. Membership of the Committee (including ex officio members)
- III. Meetings of the Committee (including dates, members absent)
- IV. Date of interim report to the Faculty Senate
- V. Questions discussed by the Committee during the year
- VI. Policy recommendations made by the Committee
- VII. Response to the Committee's recommendations by the appropriate agencies.

VIII. Committees evaluation of:

- a. Its structure
- b. Its duties
- c. Its functioning
- d. Its personnel

Respectfully submitted

Committee on Committees  
Fred D. Ragan, Chairman  
Charles Brown  
Erwin Hester  
William Holley  
Frank Saunders

## Faculty Affairs Committee Report

### Professors and Political Activity

The topic of "Professors and Political Activity" was referred to the Faculty Affairs Committee for discussion since East Carolina University faculty members become involved in political activity at local, district, and state levels from time to time. In view of the fact that the University has not published a statement of philosophy in regard to this type of activity to date, it is felt by some that a statement of clarification may be needed. The Faculty Affairs Committee feels that the attached AAUP statement on "Professors and Political Activity" covers the topic very well. Therefore, the committee would like to present the statement to the Faculty Senate for discussion and disposition.

#### STATEMENT

1. The college or university faculty member is a citizen and, like other citizens, should be free to engage in political activities so far as he is able to do so consistently with his obligations as a teacher and scholar.
2. Many kinds of political activity (e.g., holding part-time office in a political party, seeking election to any office under circumstances that do not require extensive campaigning, or serving by appointment or election in a part-time political office) are consistent with effective service as a member of a faculty. Other kinds of political activity (e.g., intensive campaigning for elective office, serving in a state legislature, or serving a limited term in a full-time position) may require that the professor seek a leave of absence from his college or university.
3. In recognition of the legitimacy and social importance of political activity by faculty members, universities and colleges should provide institutional arrangements to permit it, similar to those applicable to other public or private extramural service. Such arrangements may include the reduction of the faculty member's workload or a leave of absence for the duration of an election campaign or a term of office, accompanied by equitable adjustment of compensation when necessary.
4. A faculty member seeking leave should recognize that he has a primary obligation to his institution and to his growth as an educator and scholar; he should be mindful of the problem which a leave of absence can create for his administration, his colleagues, and his students; and he should not abuse the privilege by too frequent or too late application or too extended a leave. If adjustments in his favor are made, such as a reduction of workload, he should expect them to be limited to a reasonable period.
5. A leave of absence incident to political activity should come under the institution's normal rules and regulations for leaves of absence. Such a leave should not affect unfavorably the tenure status of a faculty member, except that time spent on such leave from academic duties need not count as probationary service. The terms of a leave and its effect on the professor's status should be set forth in writing.



## UNIVERSITY CURRICULUM COMMITTEE REPORT

.....Once the School/College has approved the proposal, it should be forwarded to the University Curriculum Committee which will study it in terms of its relationship to other University curricula. If the University Curriculum Committee approves the proposal, it will be forwarded to the members of the Faculty Senate and will be available upon request to the general faculty. If it is not rejected by the Faculty Senate at its first regularly scheduled meeting following University Curriculum Committee approval, then it will be forwarded to the Dean of Academic Affairs and Vice-President and Dean of the University. If the University Curriculum Committee approves any proposal during the time interval defined by a regularly scheduled Faculty Senate meeting and its preceding Agenda Committee meeting, then the proposal will be forwarded as above unless rejected by the Faculty Senate at its second regularly scheduled meeting following approval by the University Curriculum Committee.....

In line with the above procedure the following courses are presented to the Faculty Senate for its considerations:

History 227. History of the Physical Sciences (3)

Prerequisites: History 40 and 41 or permission of the instructor.

Catalogue description: An introduction and survey of the rise and transformation of the physical and exact sciences and their impact on the world view and the political, social and economic development of Civilization in the West.

History 228. History of the Life Sciences (3)

Prerequisites: History 40 and 41 or permission of the instructor.

Catalogue description: An historical survey of the life or natural sciences and their influence upon the general cultural, social, and intellectual history of mankind, especially in the western world.

### Summary of Objections

It is claimed that a dichotomy of content between "life" and "physical" sciences is detrimentally artificial. Sciences appear to have a common origin involving a shift from dogmatism to empiricism during the Renaissance. Certainly, this is not to claim that all sciences developed in the same way at the same time, nor that all sciences tend to have the same philosophical biases. Surely, there are differences among sciences just as there are differences among scientists who profess a particular science. However, sciences have been and are closely inter-related. For example, there are many instances when psychologists ("life" scientists) have attempted to use physics (a "physical science") as a model science or to reduce concepts to concepts in biology or in some other science.