



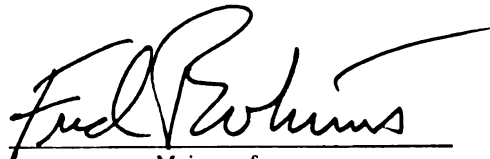
3 1293 01706 9943

This is to certify that the
dissertation entitled
A CASE STUDY OF A PUBLICLY FUNDED INSTITUTION OF HIGHER
EDUCATION: A CHANGE FROM TERMS TO SEMESTERS

presented by
DONALD R. JACKSON

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Educational
Administration


Major professor

Date May 21, 1997



PLACE IN RETURN BOX
to remove this checkout from your record.
TO AVOID FINES return on or before date due.

DATE DUE	DATE DUE	DATE DUE
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

**A CASE STUDY OF A PUBLICLY FUNDED INSTITUTION OF HIGHER
EDUCATION: A CHANGE FROM TERMS TO SEMESTERS**

By

Donald R. Jackson

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1997

ABSTRACT

A CASE STUDY OF A PUBLICLY FUNDED INSTITUTION OF HIGHER EDUCATION: A CHANGE FROM TERMS TO SEMESTERS

By

Donald R. Jackson

The literature indicates a large percentage of institutions have changed to a semester format and have reported mixed results. There are administrative concerns from a logistics and cost effectiveness point of view and educational concerns that may take priority and affect the change process depending on whether you are faculty, student or administrator.

This research performs a case study analysis of a university in Michigan to determine if the process used in converting from academic quarters to a semester system was consistent with the suggested guidelines for the planning and implementation of a calendar change as recommended by leading authorities.

Using a case analysis methodology, key factors are identified that will guide other institutions interested in developing effective calendar conversion processes.

Copyright by

Donald R. Jackson

1997

ACKNOWLEDGMENTS

The genesis of this long journey began with the encouragement of my dear friend and colleague, Dr. Marshall Giller. In addition, the support and mild cajoling of Dr. Rosanne Swartz and Dr. Fred Swartz provided the needed push to complete my studies.

I am particularly indebted to the kind assistance of Dr. Fred Whims as my Dissertation Advisor and the other members of my guidance committee; Dr. Louis Hekhuis, Dr. Marvin Grandstaff and Dr. Eldon Nonnamaker.

A project of this magnitude could not be accomplished without the patience and support of my wife Shirley and our children; Lynn Jackson, Laurie Potter and Robert Jackson.

Lastly, it is with enormous gratitude that I dedicate this writing to my father, Reginald Jackson and in memory of my mother Kathleen Jackson. Their love and encouragement makes all the effort worthwhile.

TABLE OF CONTENTS

LIST OF TABLES	VII
LIST OF FIGURES	VIII
LIST OF APPENDICES	IX
CHAPTER 1	
INTRODUCTION	1
Statement of the Problem	4
Methodology	9
Organization of the Study	10
CHAPTER 2	
REVIEW OF THE LITERATURE	12
Factors Influencing Conversion	15
Definition Issues	16
Calendar Formats	18
The Conversion Process	24
Conversion Timetables	28
Approaches to Calendar Change	31
CHAPTER 3	
METHODOLOGY	36
Case Study Method	38
Strengths of the Case Study Method	41
Limitations of the Case Study Method	43
Design of the Study	49
Subject of the Present Case Study	49
Selection of Interview Subjects	50
Instrumentation	53
Comparative Analysis	54
Summary	56
CHAPTER 4	
CASE STUDY OF FERRIS STATE UNIVERSITY	57
Introduction	57
Context of the Results	57
Profile of FSU	59
The FSU Academic Calendar	63
Semester Feasibility Task Force	66
Calendar and Academic Policy Subcommittee	66

Curriculum, Field Experience and Workload	69
Financial Impact	74
Student Life and Services	77
Recommendations of Semester Feasibility Task Force	81
Recommendations of University Academic Affairs	83
Reasons for Calendar Conversion at This Time	84
Benefits of Semesters for Ferris State University	86
The Semester Transition Team	88
The Process of Implementation	92
Summary	109
CHAPTER 5	
INTERVIEWS WITH ADMINISTRATORS AND FACULTY	110
Summary	132
CHAPTER 6	
SUMMARY, CONCLUSIONS, AND IMPLICATIONS	134
Phase One - Initiating the Process	136
Phase Two - Evaluation and Recommendation	138
Phase Three - Planning	146
Phase Four - Organizing	150
Phase Five - Implementation Process	152
Phase Six - Implementation and Evaluation	156
Summary	159
Conclusions	160
Implications for Further Study	162
Personal Reflections	162
REFERENCE MATERIALS	
Appendices.....	164
References.....	255

LIST OF TABLES

Table 1 - Recommended Conversion Process37
Table 2 - Influence and Involvement of Participants114

LIST OF FIGURES

Figure 1 - Flow Chart of the Case Study Process	49
Figure 2 - Organizational Chart: Semester Feasibility Task Force	65
Figure 3 - Organizational Chart: Semester Transition Team (STT)	89
Figure 4 - Course Proposal Flow Chart	104

LIST OF APPENDICES

Appendix A - Interviewee: Consent Agreement	164
Appendix B - Interview Guide	165
Appendix C - Campus Map: Ferris State University	167
Appendix D - Survey Form: Faculty and Administration ..	168
Appendix E - Questionnaire: Student Survey, Quarters VS. Semesters ...	169
Appendix F - Academic Calendar	171
Appendix G - Time Schedule For Classes and Exams	173
Appendix H - Process Timeline	174
Appendix I - Testing Of Interview Instrument	175
Appendix J - Interview Transcripts	183
Appendix K - Recommended Conversion Process	235
Appendix L - Organizational Charts: Academic Affairs Division/Office Of Academic Affairs 1991-94	236
Appendix M - FAST 93	239
Appendix N - Course Mapping Form	243
Appendix O - Course Completion Agreement (CCA)	245
Appendix P - Explanation Of Terms	247
Appendix Q - Comparison of FSU with the "Benchmark" Process	253

CHAPTER 1

INTRODUCTION

Little is currently known about the conversion process used to change the calendar system in institutions of higher education. Indeed, the questions of why colleges and universities feel compelled to change calendar formats and how their decisions structure the process have rarely been raised or studied systematically.

Among the areas of deepest concern for institutions has historically been the effect of calendar changes on student learning and retention rates. The problems experienced by students in any calendar format are varied. There is concern however, that the problems created by changes in a school's calendar may be serious enough to impact dropout and/or transfer rate or, at the least, may not result in the anticipated gains in student learning. The decision making process used to facilitate the change could make the difference. It is often argued that there are many reasons semesters may offer educational advantages over the quarter

system: the most common being the longer exposure that semesters allow students to study specific subject matter. Who makes the decision as to how long the academic calendar will be or the length of class periods? For example, one of the reasons to change from quarters to semesters described by the Council to Review Undergraduate Education in its report, *Opportunities for Renewal*, (CRUE, 1989) at Michigan State University was the enhancement of opportunities for students to develop capacities for critical and analytical thinking. There remains a question as to whether this goal was realized, particularly whether the conversion process incorporated provisions to evaluate outcomes against measurable objectives.

A study by Waltz, Overturf, Frazier, Baker, & Copple (1977) of national calendar changes indicated mixed reviews of the benefits in changing, depending on the group affected. It was reported that the quarter system favored instructional, administrative, and faculty issues while the traditional semester system favored student needs and curriculum or instructional concerns. Absent in their investigation was how the process of calendar change was structured, whether there were differences in the expected benefits among the institutions and in their decision making procedures. Many questions remain about the reasons for procedures used to facilitate a change and the factors

affecting consideration given to faculty, students, and administrators.

Not all reasons for calendar changes are student related, of course. Elsewhere in academia, such changes have been promoted as a way to reduce administration costs as a result of fewer registration periods and integration with other institutions on the same calendar system. Areas impacted are student transfers, faculty recruiting, and shared resources. These claims have been offered as goals but have not been substantiated in the literature with reference to measurable calendar change expectations.

Even the most basic concepts of Management By Objectives (MBO) would suggest the process include the development of specific performance measurements. (Albrecht, 1978 p.75)

A review of the literature offers a recommended calendar conversion process which is described by such recognized authorities as Dr. Orville C. Walz, Leonard L. Overturf, Joseph E. Frazier, Roger D. Baker and Lewis J. Copple (Walz et al., 1977). It is incorporated in this standard procedure, or more appropriately termed "benchmark process," that an institution would address the reasons for calendar change in terms of goals and objectives. While much is written about the outcomes of calendar change experiences, the actual planning, decision making protocol,

and process implementation are rarely documented. This is particularly evident in relation to what is expected: procedures dealing with controllable and non-controllable factors and a measurement system designed to evaluate the outcomes.

This research project is focused on the recommended process of conversion which begins with support of the idea by an institution's president, governing body or a state commission. A "blue ribbon committee" representing the institution constituency is appointed and implements the first of six phases which span a suggested two year period.

Statement of the Problem

Support is thus given for an examination of the question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

The questions driving the current case study relate to the conversion process. How did the case institution deal with the factors involved in implementing the change? Specifically, they include the following:

1. What were the goals and objectives to be achieved by changing the calendar format from quarters to semesters?
2. Who was involved with the decision making, and what outside factors influenced the conversion process?
3. What processes were incorporated to measure whether the desired outcomes were accomplished?
4. What process was implemented and from the participants perception, was it successful?

There is no disagreement, however, that any change in the college calendar has a major impact on almost all areas of college and university life.

Coleman, Bolte and Franklin (1984) are among those who have previously looked at the effects of converting from one calendar system to another in academic settings. They found that changing from terms to semesters resulted in a reduction of the average student credit hour load and, in addition, there were reduced course completion rates. Their conclusions lead to the question: was this result anticipated, and what decision making protocol was incorporated in the process to deal with it?

A position paper on converting to the early semester system at the University of Georgia, (Hand, 1983), reported strong consensus that the students would be better served by semesters. There were, however, numerous documented student concerns after the fact that indicated the implementation

did not completely address student needs. Little is written on whether the process of implementation at the University of Georgia was focused by specific student related objectives.

Barstow College, California, also studied the issue of the most appropriate calendar format for the institution. The college converted from semester to terms in 1971 and subsequently evaluated the advantages and disadvantages of the change. Specific objectives were not reported as driving the conversion process. One of the outcomes was the impact on student course completions and student retention rates, with a greater percentage of students completing the quarter (88% in 1971) than completed the semester (68% in 1970). Moreover, the switch to quarter calendar was believed to result in increased student enrollment from 1971 to 1975. Dr. Reeb points out that, during the change to terms, a data processing system was put in place making it easier to document student statistics which improved the accuracy of the data than when done by hand in prior years. He notes that the average daily enrollment, course completion rates, etc., generally were somewhat higher in the 1970's than the 1960's, that it's quite possible this would have been the case even without changing to the quarter calendar because of other variables that were not

considered in the conversion process, or not accounted for in the expected results (Reeb, 1980, pp.9-10).

Dr. Carole E. Clark studied the 1984 change from terms to semesters at Central Missouri State University (CMSU), (Clark, 1986 p.2). She indicated that it took place under the direction of the Board of Regents to deal with several concerns:

1. There was a lack of articulation with other institutions as most used the semester system.
2. The shorter terms seemed to move too quickly to allow adequate reflection time between classes for students and faculty.
3. The term system included an awkward winter session which was divided by Christmas vacation.
4. There were possible costs savings with a reduction of administration activities from three to two times per academic year.

Her study reports that, although academic calendar changes have become quite common, few institutions incorporate follow-up evaluations of the results of the change. CMSU did, however, evaluate the calendar format after the second year, but no formal institutional study had assessed the impact on student progress. This lack of follow-up of the calendar conversion was the source of

interest and focus of Dr. Clark's study assessing the factors affecting students and the results.

Community colleges have also been affected by the changes in calendar. A study was conducted at Virginia State Department of Community Colleges when they changed from terms to semesters in 1988 (Puyear, 1989). This study was conducted after the first year to determine the effect on enrollment and retention and compared the first year of operation with the previous three years under the term system. The study did not report efforts of the conversion process to meet specific objectives; however, it indicated that, in Virginia's 23 community colleges, there was a general increase in the rate of retention of full-time degree students from 76.5% to 83% attributed to the change to semesters. Overall enrollment increased at the same level as that of the previous two years in 21 institutions with two schools reporting a decline. Larger and smaller colleges tended to experience a lower rate of retention increases than medium-sized institutions (Puyear, 1989, p.13)

From a review of the existing literature on the process and effects of the change from terms to a semester format, no clear picture emerges of the impact of such change on student life in general nor on other aspects of academia. Most have focused narrowly on student retention outcomes

with little evaluation of other dimensions such as the process utilized or the complex educational and social milieu of the college campus.

In addition, a considerable period of time has elapsed since this topic was examined. Much has changed in the post-secondary environment since the 1970's and 1980's, when most of the earlier works were undertaken. The overall economic context, student assistance programs, funding levels, social issues, and family structures are different now, making a new look at this topic timely and relevant.

The question remains: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

Methodology

The methodology will be a detailed exploration and descriptive case analysis of a publicly funded university in Michigan. The study will concentrate on one institution which undertook this transition from term to semester format within the last 10 years and has two years experience with the new semester calendar. Comparisons with the recommended standard will be made of the decision making process and the

procedures of the case institution in changing from a term (sometimes referred to as quarter) of approximately 11 weeks to a semester of 15 to 17 weeks.

Ferris State University was chosen as meeting the necessary criteria and willingly released its conversion documents. Furthermore, the key administrators and transition team members were identified and were willing to be interviewed to explain the controllable and uncontrollable factors in the decision making process. In addition to interviews, the transition documents and university publications were explored to chronicle the procedures used.

The constituents affected by the conversion process were the administrators, faculty, and students. A qualitative case study approach was selected with the goal to extrapolate principles from this research on the conversion process in order to guide other institutions through similar calendar change experiences in the future.

Organization of the Study

This chapter has identified the problem, prior research, and purpose of the study. A brief review of the literature on calendar conversion was included and will be elaborated upon in Chapter Two.

The material in Chapter Two provides a foundation for the methodology described in Chapter Three. Justification of a case study approach, the selection process and data gathering techniques are presented in Chapter Three.

Chapter Four provides documentation of the actual conversion process of a public institution of higher education experiencing change from terms to semesters.

Chapter Five reports on interviews with administrators and faculty who were directly involved with the decision making process of changing the calendar format.

Chapter Six offers conclusions and recommendations derived from comparing the recommended standard with the actual process and interviews with those entrusted with the conversion task. It will focus on answering the question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

CHAPTER 2

REVIEW OF THE LITERATURE

Chapter Two provides a historical background of the trends in calendar formats for colleges and universities over the last three decades. The factors identified in the literature as motivation for switching calendars are described as well as definitions of the many types of calendar systems. This chapter addresses the main focus of this project by describing the research of leading authorities on the conversion process. Included is a recommended procedure and conversion process which is the benchmark for the analysis of the case study institution. The literature review served to identify the mixed results reported by many institutions and the lack of adherence to a uniform conversion process. The literature provides a foundation for later chapters which investigate the main question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended

by leading authorities? Calendar change research in higher education has been very limited with most studies focused either on the number of institutions adopting new calendar formats and/or on administrative costs associated with such change.

It would appear from the literature which does exist, however, that the search for the perfect calendar format for colleges and has been relentless--at least over the past 35 years.

In January, 1960, the American Council on Education, in cooperation with the Office of Statistical Information and Research, surveyed the 1,058 regionally accredited colleges and universities in the United States. Information was gathered on the type of calendar used and what changes were occurring. Results of the study indicated that, during the four-year period 1956-1960, there were 28 institutions that had made revisions involving quarter to semester or semester to quarter format shifts (Wells, 1961 p.5).

A similar study in 1967 by the American Association of Collegiate Registrars and Admissions Officers reported that, between 1965 and 1967, over two hundred collegiate institutions engaged in calendar change (Wells, 1970, pp.2-110).

As early as 1963, Stickler and Carothers studied the year-round operation of institutions of higher learning in

terms of rationale, status, trends, and financial implication. They predicted a time would come when the use of interchangeable academic terms with equal character, length, and enrollments would be almost universal in higher education.

Between 1969 and 1975, one-half of the colleges and universities in the U.S. changed calendars according to Smith (1975) and Rosselot et al.(1978). They reported that, from 1970 to 1978, 1,084 institutions of higher education made changes in calendar structure.

When surveying all states to determine how many maintained a common calendar for every one of its public institutions Oleson et al.(1971) found that the greatest trend was to the "early" semester system. Of the 46 states responding, five states reported a common quarter system with two planning to implement such a system, while six reported a semester system with one planning to adopt this method. A "calendar revolution" was described: Of 2475 higher education respondents, 1,130 were planning or in the process of changing their academic calendar from the traditional semester to the early semester system.

Even though the number of American institutions of higher learning increased substantially over the years leading up to Oleson's study, it became apparent that

calendar revisions were occurring in 1969-1972 at an unprecedented rate.

Factors Influencing Conversion

Registrars of 925 institutions were surveyed in an attempt to ascertain what factors were inputs in the decision process leading to numerous changes that had been occurring. Fifty influential factors were identified which fell into five areas or categories to be tabulated:

1. Administration-Faculty Considerations
2. Articulation
3. Curricula-Instruction Concerns
4. Finances-Recruitment
5. Student Needs

Results of the study ranked the category of greatest importance as an input in the calendar revision process. For example, the category mentioned the most as being of the greatest importance leading to calendar change was "to meet student needs," followed in second rank of importance by "curricula-instruction concerns."

A summary of the findings reported the two top ranking categories of most important influential factors within each calendar type were as follows:

1. Traditional semester calendar
 - student needs curricula
 - instruction concerns
2. Early semester calendar
 - student needs curricula
 - instruction concerns
3. Quarter calendar
 - curricular-instruction concerns
 - administration-faculty considerations
4. Trimester calendar
 - curricula-instruction concerns
 - tie for second rank between finances, recruitment and student needs
5. The 4-1-4 calendar
 - curricula-instruction concerns
 - student needs
6. Other calendar formats
 - curricula-instruction concerns
 - student needs

Definition Issues

In the process of settling on a suitable format, someone or some group evaluates many issues and contemplates the following; How long is a semester? From where or what authority do the number of days required in the calendar come? Who defines what a semester is?

The American Council on Education, in its 1986-87 Fact Book, defined a semester calendar as a "college year divided into two parts, each of about 17 weeks, running from September to June." The number of instructional days in a semester is mandated at most schools, but the authority who creates the mandate varies. Most of the time (55.7%), the Governing Board determines the number of instructional days with faculty determining this length 17.9% of the time (Munson, 1990, p.181).

Little is reported of the decision making process and procedures; however, most institutions have developed a set of established guidelines which make the annual or biannual procedure of calendar formatting relatively simple. These guidelines address tasks such as determining when to begin, when to end, how many recess days and when they fall, and other regularly occurring events.

The individuals or groups responsible for formulating the academic calendar are most often the dean or vice president academic affairs/provost (30% of the time), registrar (26.6%), administrative Committee (16.6%), and Faculty Committee (10.2%) (Munson, 1990, p.182).

While most institutions have the authority to approve their own calendars, many state schools and some private ones must secure the approval of a board of regents or trustees. Coordination of calendars with other institutions

that may be involved in cooperative programs can be a major factor.

Calendar Formats

Five calendar formats are most often referred to in the literature, along with a wide variety of combination plans usually referred to as "other formats."

In most instances, a traditional semester is divided into two academic units of 15 to 17 weeks. The first semester begins about the middle of September and is concluded about the middle or end of January. The second semester begins in early February and is concluded about the first week in June. Until 1971, this was the most common calendar.

The early semester is also divided into two units of 15-17 weeks, with the first beginning near the end of August and concluding about the 20th of December. The second semester begins the middle of January and concludes about the middle of May. This became the most widely used calendar in 1971.

The quarter system divides the academic year into three units--fall, winter, and spring--of approximately 11 weeks. Under the traditional quarter system, the fall quarter starts late in September and finishes before Christmas. The winter quarter starts after the first of January with a

short break between it and the spring quarter which concludes the first part of June.

The trimester is an attempt to divide the calendar year into three equal units to encourage year-round education.

The 4-1-4 is a four month session, followed by a one month short session and another four month session. It has been described as four courses, one course, and four courses. It is quite similar to the early semester plan except for the addition of the short session (Minkel & Norman, 1984).

Florida Presbyterian College (now Eckerd College) was the first to utilize this format in the 1960-61 academic year. Although the idea of a winter term originated in a communal family of colleges in Massachusetts (Smith, Mount Holyoke, Amherst, and University of Massachusetts), Florida Presbyterian College was the first to utilize it for an entire institution (Cahow, 1973, p.356). There are now several variations in form and emphasis in use such as 1-4-4, 4-4-1, 4-0-4, and the 4-1-4. The short term represents a departure from the traditional courses for on-campus projects, community service, laboratory involvement, off-campus, and overseas supervised and independent study activities.

Other calendar configurations are combinations of existing formats with modifications. An example of "other"

type of calendar formats is that adopted by Colorado College in the fall of 1970 (Cahow, 1973, p.342). A century of tradition was swept aside by the elimination of the semester system with its rigid calendar. In its place was substituted a highly flexible, nine block, modular system. In this arrangement, the school year is divided into nine blocks of three and one-half weeks' duration. Each block is divided by a four and one-half day break beginning at noon on Wednesday of the fourth week and ending at 9:00 A.M. on the following Monday. The school year begins September 1st and commencement is June 1st. A three week Christmas vacation and a ten day spring vacation are included in the schedule. The greatest single advantage has been the ability to utilize a variety of learning formats.

In 1968, Furman University changed to a 3-2-3 format which is based on 4 semester hour courses. The fall and spring terms are 3 courses (12 semester hours), and winter term is 2 courses. Classes are generally scheduled to meet five days per week, 50 minutes a day in the fall and spring terms and 75 minutes in the winter term. Adopting the 3-2-3 format allows students and faculty to focus on a smaller number of courses which are intended to provide a more "in-depth" knowledge of the material, greater suitability for special courses, independent study courses, and off-campus activities.

An evaluation committee comprised of faculty, students, and administrators concluded that there is no "best" academic calendar for Furman but that there are several which would be satisfactory, including the 3-2-3.

Statistical data results of the conversion after three years indicated that the grade distributions changed appreciably. While higher grades were reported, the data are not conclusive as there are many variables in which the conversion process were neither controlled nor measured. Moreover, at that time the trend appeared to be nation-wide, growing at an accelerating rate on campuses across the country although faculty did not agree on the reasons why (Peterson, 1972).

Surveys of faculty and students indicated satisfaction with the independent study and special course features of the system. Some faculty disagreed as a shortage of support staff prevented them from taking full advantage of the opportunity. Many students disliked the 75 minute class periods of the winter term.

The administration favored the simplicity of scheduling classes; however, the greatest disagreement centered around the four semester courses that caused articulation problems with South Carolina requirements for teacher certification. In general, the 3-2-3 calendar is reported to be satisfactory at Furman (Cahow, 1973, p.352).

During academic year 1969-70, the Alaska Methodist University adopted a 11-4 calendar which is actually a sixteen-week semester divided into two terms. The 11-week term provides for three four-semester hour courses and the four-week Intensive Study Term (IST) for one four-semester hour course. The IST was presented as a term where learning experiences not practicable in the usual semester could be taken as well as regular courses. Class periods were 90 minutes, four days a week for the 11-week term. The IST was very flexible, and each instructor determined the time needed including a grading of credit or no credit. On the basis of three years of calendar experience, it was reported that the 11-4 calendar met the needs of most students with the exception of those in natural science and mathematics programs. An increased load on administrative duties was evident with increase in registration activity and classroom scheduling problems (Cahow, 1973, p.359).

It is important to note that the choice of a suitable calendar has usually been a reflection of personal preferences of the faculty, administration, and student body. It is also significant that a review of the literature describes goals of the three constituency groups but the process of documenting measurable objectives is rarely indicated. Walz et al., (1977, p. 725), report that there are many new forces which go beyond internal academic

needs that influence calendar decisions. In addition to the previously mentioned preferences, an institution's calendar may also reflect the wishes of a state legislature or the state's higher education commission. Three factors are emerging as very influential forces in adopting specific calendar format:

1. Institutional administrative costs

An extremely critical factor for both public and private institutions is the decision or necessity to reduce administrative costs in order to preserve academic programs. Substantial cost savings may be realized from the type of academic calendar utilized.

2. State System Of Higher Education

By 1971, 11 states had adopted a common calendar and 3 more were considering uniformity. One-half of them adopted a semester calendar, and the other half chose a quarter system. The trend continues with the semester format being the most common.

3. New Educational Markets

With additional dimensions in educational delivery systems, e.g. evening programs, weekend college, continuing education, education by television, the institution's calendar must be flexible and adaptable to students needs. This drive to be responsive expands or

is designed to expand educational markets to offset declining enrollments and changing demographics.

The variety of calendars in use in higher education leaves in doubt which type is best. Dr. Orville C. Walz et al., (1977, p. 726), indicates that the most popular is the early semester which combines the uniqueness of the four-one-four's interim period and earlier starting and stopping dates with the strengths of the traditional semester system. He also emphasizes that there is no clear, conclusive evidence as to which format is best academically for enhancing the learning process or for promoting the best learning climate.

The Conversion Process

A review of the literature documents a recommended calendar conversion process described by such recognized authorities as Dr. Orville C. Walz, Leonard L. Overturf, Joseph E. Frazier, Roger D. Baker and Lewis J. Copple (Walz et al., 1977, pp.726-734). It is this model set of guidelines that this research project will use to compare the efforts of the case institution when changing calendar formats.

How does a college or university proceed with a calendar conversion? The genesis, or phase one, is when the idea is seriously considered by the institution's president, governing board, or state commission. It must be approached in an organized, systematic way leading to the second phase, where the most common vehicle suggested is the "blue ribbon committee." Of great importance is that the entire institution's constituency be represented.

The coordinating committee would have representatives from all colleges and departments, students, student service areas including faculty, general administration, and office of admissions and records. Listed below are the steps such a committee would usually follow:

1. Conduct a Fact-Finding Project

Sufficient study is extremely important. There is no need for institutions to reinvent the wheel. The fact finding activities can provide the opportunity to present the pros and cons of the various academic calendars in operation at other institutions. A visit to other institutions which have recently completed the conversion process can be extremely helpful.

2. Gain Concurrence of Top Administrators

Without financial and emotional support, it will be very difficult for an institution to implement a new academic calendar. The influence of the academic vice

president/provost and the president are extremely important to the outcome of the calendar study.

3. Provide For Student Input

Students are the life blood of an institution. Dependency on them increases in direct proportion to the increase in tuition costs each year. It is important to provide students with the opportunity to discuss, debate, and vote on their calendar preference. Students tend to support a calendar with which they are the most familiar. Let us assume that an institution is considering a conversion from the quarter calendar to a semester calendar. It is very probable that sophomores and juniors will vote in favor of the current quarter calendar and the freshman class vote in favor of the semester calendar.

4. Secure Faculty Support

It is the faculty who must be involved in course conversion, program conversion, and teaching responsibilities under whatever calendar system is adopted. Many colleges and universities depend heavily upon the faculty to bring in research and grant dollars to help support the institution. Thus, the calendar under which an institution operates must have the support of the faculty because it has a direct influence on the faculty and their activities. Without their support and

the opportunity to continue in research and creative activities, the institution may not long survive.

5. Prepare a Detailed Position Paper

As a result of a fact-finding project, it is important to prepare a detailed position paper identifying the facts to be considered in the conversion. It is important the position paper deal with all areas of the institution and the effects on these areas. It is beneficial to present realistically the strengths and weaknesses of the current calendar. Financial implications should be discussed, identifying conversion costs as well as long-range effects.

6. Conduct Discussion Sessions

Open hearings are valuable to address issues, air questions, and handle concerns. These hearings can be combined sessions for faculty and students or separate sessions for each group. The number of sessions needed will be determined by the response received during the early sessions.

7. Widely Publicize Major Issues

Most institutions have a faculty newspaper, and certainly every institution has a student newspaper. It is important to publicize the major issues coming out of the discussion sessions. Adequate airing of all issues prior to a vote will make the final hurdle much easier.

8. Final Step - The Faculty Vote

The final decision on academic matters at most institutions is made by a faculty council or faculty senate. As previously stated, securing faculty support is extremely critical because, in the final analysis, the vote of the faculty senate is a vote of the faculty. If adequate advanced work has been done, the final process may not be as big a hurdle as might be expected.

Based upon the study of a number of conversion projects, Orville C. Walz et al. have prepared what they consider an ideal timetable for the complete transition.

After the first step, which is a commitment to consider a change, two years is recommended for the study and implementation of a new academic calendar. This will provide enough time for the work to be done properly and could be segmented into a remaining five specific phases.

Conversion Timetables

1. Phase 1

The institution makes a commitment to consider a change in calendar format.

2. Phase 2 - Four Months

During this period an institution announces the idea of converting from one calendar system to another. The

various types of academic calendars are studied, adequate debate is provided, and a vote is taken.

3. Phase 3 - Four Months

This period is used to identify all the tasks to be accomplished. Policy decisions are made, and guidelines are developed and distributed to assist colleges, departments, and administrative units in the conversion process. Timetables are established within the various units of the institution for procedure completion.

4. Phase 4 - Twelve Months

This is the time detailed work takes place. The academic community must develop the new courses. The colleges and departments must develop their programs of study. The Office of Admissions and Records, the Office of Financial Aid, and all units highly dependent on computer systems begin work converting to the new calendar. Tasks are identified, and assignments are made to insure that the work is accomplished.

5. Phase 5 - Four Months

This is the culminating activity of the conversion process. Work has been completed in Phase 4, and the results are ready for publication. In addition to publishing all information about the new calendar, it is important to conduct a series of workshops for advisers,

students, faculty, and administrative units to insure that the implementation phase is as smooth as possible.

6. Phase 6 - Implementation

The recommended time for incorporation of the change is fall semester.

The coordinating committee is the driving force behind the complete process. It should have the responsibility to assemble the policy recommendations and submit them to the institution's faculty council or senate for approval.

A calendar conversion process presents opportunities to evaluate all aspects of the institution's policies, procedures, and forms. New ideas and new approaches to current procedures can be considered. Examples are listed below:

1. Course Numbering System

No better time will present itself than now to refine the course numbering to better serve the academic community and state reporting requirements.

2. General Education Requirements

The transition provides one more chance to debate this sensitive issue and implement changes.

3. Program Of Study Definitions

Evaluate more efficient methods of describing or structuring major/minor systems, double majors, interdisciplinary studies, certificates, etc.

4. Graduation Requirements

All phases of credit should be evaluated from upper-division course requirements to total credits needed to graduate.

5. Academic Calendar

Identify specific dates for the proposed calendar format.

6. Academic Standards

Review the institution's academic standards policy.

A recurring reminder is mentioned in the literature to involve representation of the Office of Admissions and Records on the coordinating committee and on key sub-committees. A smooth transition by this administrative unit is vital for a successful conversion.

Approaches to Calendar Change

Based on the experiences of other institutions and research by Dr. Walz (1977, p.731), there are many suggested approaches to facilitating the variety of tasks.

1. New Academic Courses

Using a preliminary list of courses that each department plans to offer, other departments can be informed about prerequisites. Old course numbers along with the new ones in addition to numbering for combined courses will aid in student advising. This preliminary listing will stimulate discussions between departments to allow adjustments to take place prior to finalizing of courses.

2. The Mini Catalog

To assist advisors, faculty and students in their planning, a mini catalog should be published after all decisions have been made. It will list graduation requirements, calendar dates, and course conversion details along with a cross reference for old courses to new ones.

3. Preventive Advising Program

To avoid students being penalized by the conversion process, an advising check sheet is recommended. This will list courses completed and major departmental course requirements and electives yet to be completed. During the year just prior to converting to the new calendar, students would be encouraged to complete sequence courses to prevent scheduling conflicts after course changes are made.

4. Academic Appeals Committee

If students feel unfairly treated due to proposed departmental requirements, they should have an opportunity to have their situations reviewed by an institutional appeals board.

5. Transition Courses

Some students will have completed one course in a three-course sequence and will be facing a new semester course, that two-course sequence will have provided insufficient background to do well in the second course. Short courses to cover necessary material offered frequently, including during summer, will help minimize these conversion problems.

6. The Summer Session

Students should have the opportunity to earn a number of credits during the summer session prior to conversion equal to what can be earned during an academic term. This recommendation is to serve upper-division students wishing to complete their degree requirements before conversion takes place.

7. Computer System Consideration

Prior to modifying the computer system, the academic policy and procedure decisions must be made. Current operating systems must continue and merge with the new system according to a detailed schedule of events.

8. Introduction Of New Teaching Concepts And Programs

New flexibility in programs of study are possible.

Faculty will have the opportunity to upgrade their course content.

9. Color-Coded System

Communication is critical during the conversion process.

Color-coding forms, memos, and documents for distribution will draw attention to the document and suggest a priority.

10. Academic/Administrative Policy Handbook

Now is the time to start a new policy handbook with reference to policies that have been formed or revised in the conversion process.

11. Implementation Term

Fall term is the recommended period of implementation as summer pre-registration activities provides time to solve any last minute problems with students' courses and schedules. The summer preceding fall implementation can be used to complete a sequence of courses before the new semester or term formatted courses are in place.

12. Provide for Articulation

Transfer guides should be updated and made available prior to the spring quarter or term of the junior/community colleges. Contractual agreements with four year or community colleges will need to be reviewed.

This chapter has presented a history of calendar changes and described the various calendar formats, examples of their use, and reports of some experiences during application. The conversion process and suggested guidelines explain the challenges facing the administration, faculty, and students as their daily routine becomes restructured.

Through proper planning as outlined by the conversion process model in this chapter, the implementation can be facilitated smoothly toward stated objectives. There has been general agreement that the mere changing of the academic calendar does not guarantee academic excellence. The most essential ingredient remains a well structured plan coupled with qualified and dedicated faculty. (Walz et al., 1977, p731).

Support is thus given for an examination of the question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

CHAPTER 3

METHODOLOGY

Chapter Three describes the methodology used to investigate whether the case study institution was consistent with suggested guidelines by leading authorities for the planning and implementation process when converting from terms to semesters.

The structure of the inquiry focuses on the role played by the three key constituents of the institution in the conversion process: Students, faculty, and university management. The case study method of research will be described along with its benefits and the limitations of this approach for the study at hand. A review of the nature of exploratory and descriptive research is presented plus the specific types of data collection techniques, including procedures used to gather and analyze data that are appropriate for this investigation.

The underlying framework for analysis of the case institution is the recommended conversion process that was presented in Chapter Two.

This procedure, outlined in Table 1 has six phases and will be used as a benchmark for the comparative analysis.

Table 1

**RECOMMENDED CONVERSION PROCESS
(Walz et al., 1977)**

Phase 1

The Decision To Consider Changing Calendar Format

Phase 2 (4 Mo)

Appoint Committee of Administrators/Faculty/Students
 Establish a Fact-Finding Project
 Secure Concurrence of Top Administrators
 Obtain Student Input
 Secure Faculty Support
 Develop a Position Paper
 Conduct Open Discussion Sessions
 Publicize the Major Issues
 Schedule a Faculty Vote (Council/Senate)

Phase 3 (4 Mo)

Organize the Implementation Team
 Identify Tasks
 Develop Policies & Guidelines
 Establish the Time Table For Procedures
 Color-Code Forms & Documents

Phase 4 (12 Mo)

Review General Education Requirements
 Develop Program Definitions
 Develop and Approve New Academic Courses
 Develop and Approve Codify the Course Numbering System
 Establish the Graduation Requirements
 Develop and Approve the Calendar Format
 Develop and Approve Summer Sessions Format
 Develop and Approve New Academic Standards
 Develop and Approve Transition Courses
 Develop The Computer System Procedures
 Establish New Teaching Programs
 Develop and Approve Articulation Agreements

Phase 5 (4 Mo)

Publicize Information About the New Calendar
 Workshops For Students, Advisors, and Administrators
 Develop Mini-Catalog
 Schedule Advising Activities To Prevent Problem
 Set Up an Academic Appeals Committee

Phase 6

Implement The New Format And Evaluate

The Case Study Method

The case study approach to research is described by Orum, Feagin and Sjoberg (1991) as an in-depth, multifaceted investigation of one social phenomenon using qualitative research methods and several data sources. Some case studies use both qualitative and quantitative methods; furthermore, some have involved a small number of cases conducted in a comparative framework.

The focus of such research can be an organization, a role or role-occupants, a city or an entire group of people. Because only a single phenomenon is being investigated, data collection procedures are utilized to examine this particular instance in great depth and detail. Orum et al. (1991) considers the case study to be a qualitative method of inquiry, usually of one of three types:

1. Ethnography:

Referred to as field research, ethnography is the detailed study of the life and activities of a group of people. Firsthand observation of actions, beliefs, and feelings is obtained in many cases by participating in the activities, as is the case with many anthropologists when observing a specific group over a long period of time. Examples of this "participant observation" research are Whyte's (1943) classic research study on

street-corner life in East Boston and Stack's (1974) ethnography of black families in a ghetto.

2. Sociobiography:

Sociobiography is the study of a particular social type or social role, primarily using in-depth interviews. The social biographer attempts to understand the nature of the role of a social type. Examples are studies of the life histories of hoboes (Anderson, 1923) and of black domestics (Rollins, 1985).

3. Social history of a social group:

This is research conducted on the past experiences of a group and seeks to provide insights that can illuminate the experience of other, similar groups. It seeks to construct a record of the past, to tell a story of the life and times of a specific group of people. It involves investigation of historical documents and may utilize personal interviews to discover those historical continuities and changes that may exhibit a pattern over time. Examples of this type of case study research are Bahr and Caplow's Middletown As an Urban Case Study (1991) and A Tale of Two Cases (Orum and Feagin, 1991).

A more technical definition of a case study according to Yin (1994, pp.11-13) is: an empirical inquiry that investigates a contemporary phenomenon within its real-life

context, especially when the boundaries between phenomenon and context are not clearly evident. Case study methods are useful when you deliberately wish to explore the contextual conditions in the expectation that they are pertinent to the phenomenon under study.

The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points. Another result relies on multiple sources of evidence, with data converging in a triangulating fashion. There are also benefits from the prior development of theoretical propositions to guide data collection and analysis (Yin, 1994, p.13).

Yin notes there are exploratory, descriptive, and explanatory case studies. There is also experimental research involving these three categories. What distinguish the experiment from the case study are the qualifying conditions, such as:

1. The type of research question posed.
2. The extent of control an investigator has over actual behavioral events.
3. The degree of focus on contemporary as opposed to historical events.

Case study questions typically deal with the operational links traced over time rather than with the number of occurrences, more commonly used in quantitative

research. The case study approach is preferred when explaining contemporary events when relevant behaviors cannot be manipulated.

Because answers to the "how" and "why" questions posed by this research project are principally expected to be explanatory in nature, a case study analysis is considered to be the most effective approach.

The two most persuasive elements supporting the utility and appropriateness of case study analysis in this effort are the ability of the researcher to make direct observations of the calendar change process and the opportunity to conduct personal interviews with key players that participated in the decision making activities. These individuals were directly involved with the formulation and implementation of the calendar transition.

As a research strategy, the case study has been described as illuminating a decision or set of decisions: why they were taken, how they were implemented, (Schramm, 1971), and, indeed, that is the purpose of this study.

Strengths of the Case Study Methodology

Case study methodology has been used extensively by anthropologists, sociologists, political scientists, psychologists, and others because it can provide a detailed analysis of micro events and social structures that

constitute social life. Its benefits have been described by Orum et al.(1991):

1. "It permits the grounding of observations and concepts about social action and social structures in natural settings studied at close hand" (p.5). The argument is made that case analysis permits the observer to describe a social action in a manner that comes closest to the action as it is understood by the participants themselves.
2. "It provides information from a number of sources and over a period of time, thus permitting a more holistic study of complex social networks and of complexes of social action and social meaning" (p.5). The case study permits the researcher to examine not only the complexities of life in which people are involved but also the impact on beliefs and decisions of the complex web of social interaction.
3. "It can furnish the dimension of time and history to the study of social life, thereby enabling the investigator to examine continuity and change in lifework patterns (p.5)." The case study permits the discovery of sets of decisions and allows the researcher to determine the effect of these decisions over time.
4. "It encourages and facilitates, in practice, theoretical innovation and generalization (p. 5)." The case study

approach allows the researcher to see human beings up close and get a sense of what motivates them. It permits the investigator to examine the way people define the situation of their lives.

Limitations of the Case Study Method

A traditional criticism of case study research is that it provides limited opportunity for scientific generalization, a concern emanating from quantitative research with a focus on theory testing and generation. Generalization--it develops from measurement of variables and the extrapolation of findings from those measurements from the original set of data (or sample) to a larger set of data (the population).

In contrast, the case study has limited statistical generalization because it is representing the investigation of a single instance of the phenomenon of interest. The sample size of one limits the degree to which a researcher can claim that the findings hold in similar instances.

To address this limitation, certain distinctions must be made to clarify what is being generalized. In the study of a social process, for example, such as the development of an ethnic group, then it is the population of such processes, not the population of the people, to which the

researcher can generalize. As Orum et al.(1991) suggested, generalization "is not merely a question of how many units but rather what kind of unit one is studying"(p.15).

Another approach to this limitation in single-case research such as this investigation is to take particular care in establishing and demonstrating that the specific case studied is highly representative of the larger population to which the results are generalized. For example, in Lynd and Lynd's (1929), notable research on Muncie, Indiana, the argument was advanced that the city was representative of many midsize American communities of the period and, therefore, its social and economic patterns could safely be generalized widely to other locales.

Another example is Becker et al.(1961), who presented the argument that the University of Kansas Medical School was similar enough to all other medical schools in the United States and that claims about Kansas' students' cultural experience existed in other American medical schools as well.

A similar argument is presented for this research project in that the selected case institution, Ferris State University (FSU), has common interests with other publicly funded institutions of higher education. Support is given by reference to a study by the Calendar and Academic Policies Subcommittee submitted on March 16, 1990, to the

FSU Semester Feasibility Task Force. Forty-six institutions were studied that were in some manner similar to the demographic characteristics of FSU or other state supported sister institutions. Nineteen of the related schools selected were those considered to be "representative of the characteristics" of Ferris State University in the Peer Institution study prepared by the FSU Office of Planning and Development on September 10, 1986.

Fourteen of the forty-six institutions studied were technical schools with similar programs to those offered by the College of Technology at FSU.

The assertion is that FSU is widely comparable to other institutions and that this specific case study is highly representative of the larger population to which the results are generalized. This is particularly well established when considering that it is the population of such calendar change processes, not the population of the people, that the conclusions from this project may be generalized.

For some, a second limitation of the case study method is its limited relationship to previous research, how or whether they cast light on propositions derived from earlier studies and on variable interrelationships (Nachmius et al., 1976, p.42). Such critics argue that, to establish that two separate phenomena are related, the connection between the two must be demonstrated. The very nature of a single case

study usually precludes such a demonstration. Although case studies may suggest covariance with other previously demonstrated phenomena, quantitative assessment and analysis of the relationships between variables is not possible.

There are instances, however, when the study of a single case believed to represent a deviant situation is used to examine theory by exception. A classical single-case sociological research by Lipset, Trow and Coleman (1956) was able to make a powerful statement by exception in its examination of the prevalence of democracy in the International Typographical Union in the face of its absence in other unions.

Still another approach to this limitation is to use multiple case studies in a comparative framework to evaluate covariation of multiple phenomena.

Reliability is usually interpreted as the ability to replicate the original study methodology using the same research instruments and secure the same results. This is often difficult in the case study method.

Because of the simplicity of much quantitative methodology, its emphasis on a few controlled variables of specific interest, and the objective character of numerical (as contrasted to narrative) data, many suggest that quantitative research is more reliable than qualitative research, such as the case study.

the

par

rat

pho

the

abi

the

sup

des

re

use

oc

al

po

br

sc

se

th

hi

hi

co

co

Case studies frequently make up for this potential limitation by providing a depth of information about a particular phenomenon during a specific period of time rather than more shallow perspective on a few aspects of the phenomenon that are stable over time, that is, suitable for the determination of reliability. This tension between the ability to secure a depth or breadth of information means that, although case study results may be less easily duplicated (reliable), they are more information-rich and descriptive of the real event or phenomenon of interest.

There are also techniques which can increase the reliability of case study information. One technique is the use of a team of observers who compare and cross-check their observations or findings with each other. As Singleton et al.(1988) noted, "a complement of several observers makes possible the intersubjective evaluation and confirmation of brute data and thereby satisfies a crucial dictum of social science research" (p.32).

Another technique involves cross-comparisons among several studies of the same period and same phenomenon. In the field of urban sociology, for example, there are case histories of different cities, all covering about the same historical period. This permits researchers to make comparisons of patterns of urbanization.

br

cc

cc

Ca

ch

in

re

st

ob

of

re

Ca

st

in

st

re

ac

at

at

re

Validity of case study results is often considered breached by the specter of researcher bias; however, in other respects, the method offers a clear advantage over other methods of research in terms of this consideration. Case studies have often been described as more vulnerable than quantitative methods to the introduction of bias by the investigator. While it is true that the methodology must rely on considerable judgment by the investigator, the great strength of this form of research is that it does permit the observer to assemble complementary and overlapping measures of the same phenomena based on observation and personal reflection.

In the situation at hand, researching the process of calendar change in higher education, there are several sources of overlapping data available. Examples are the institution's public financial records; student data; institution records, including a body of studies and reports; and information from personal interviews with administrators and faculty who were directly involved in and affected by the change process.

This strategy is called the "triangulation of sources" and serves to support the validity of the case study methodology.

Design of the Study

The design of this case study is patterned after a process recommended by Yin, Batement, & Moore (1983). The process is graphically represented by the flow chart of Figure 1.

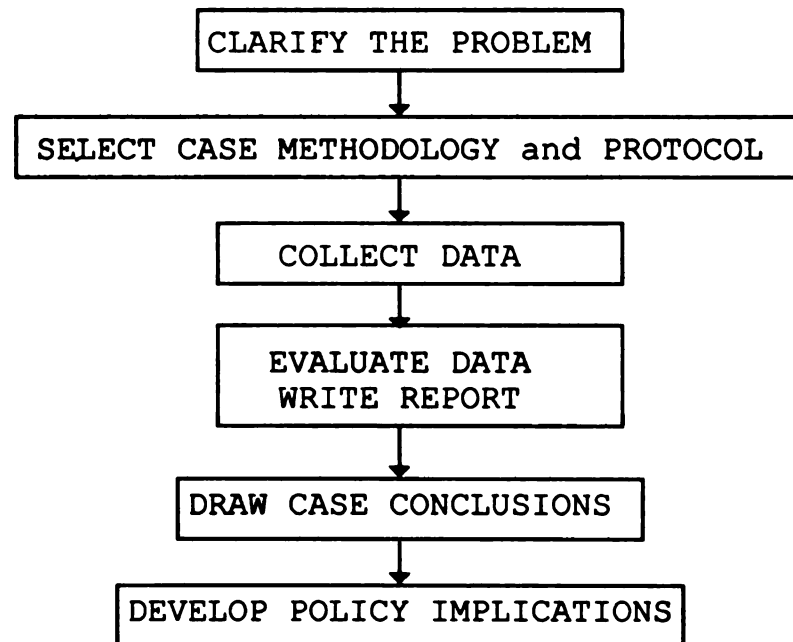


Figure 1

FLOW CHART OF THE CASE STUDY PROCESS

Subject of the Present Case Study

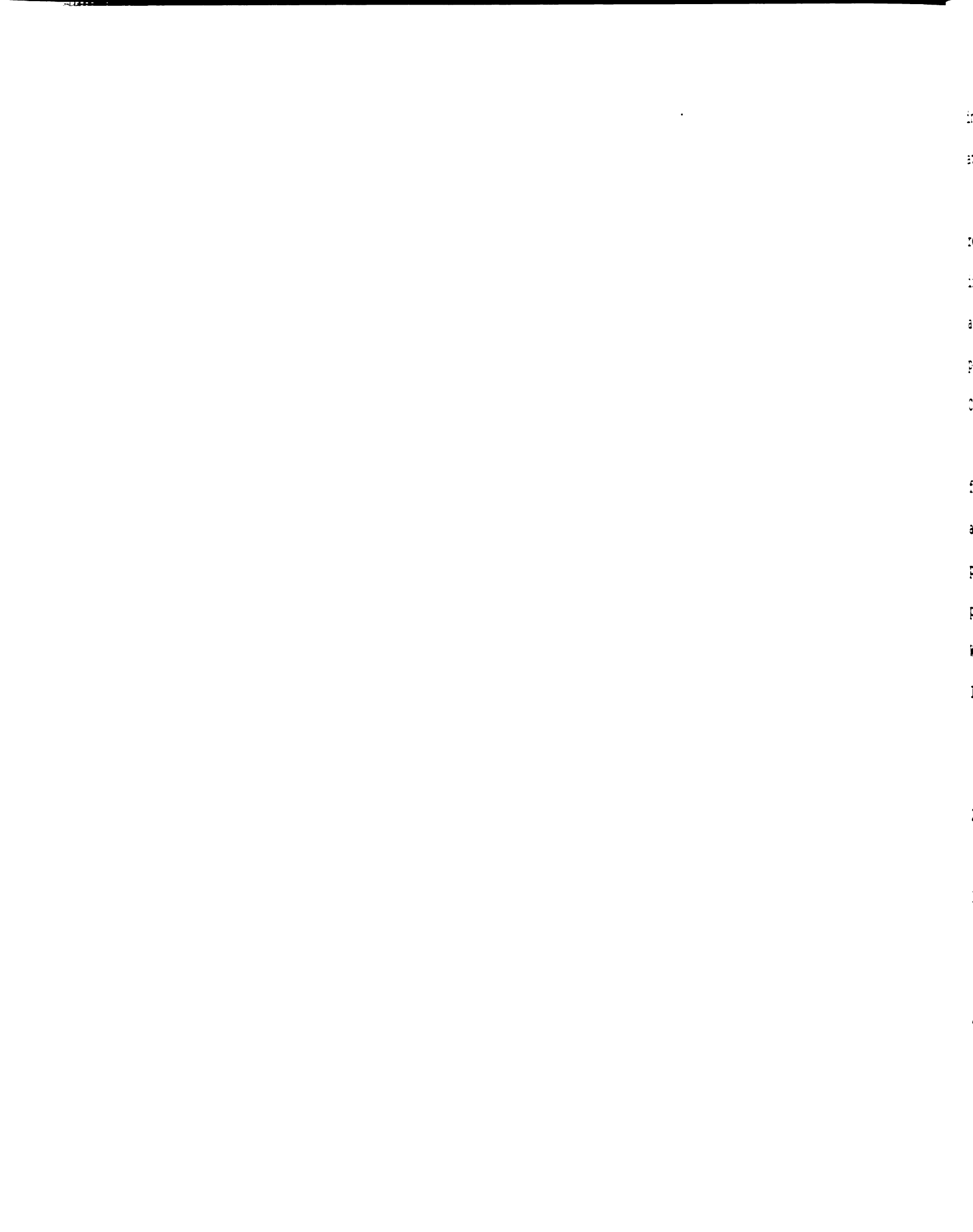
The institution selected for this case study was Ferris State University located in Big Rapids, Michigan. The calendar transition, which was the specific phenomenon of

interest, was implemented at the start of the 1993 fall semester. This subject exhibited the following characteristics:

1. The institution had experienced a change from terms to semesters within the last ten years.
2. The institution had at least two years of experience since changing to a different calendar.
3. The subject was a State of Michigan, publicly funded, accredited four-year institution of higher education.
4. The key administrators and many of the calendar transition chairpersons actually involved with the transition were identified and available for participation in the research. These individuals expressed a willingness to be interviewed for the study.
5. The institution was willing to share transition process documents and data relating to the quality and results of its efforts during this transition period.

Selection of Interview Subjects

A purposeful sampling methodology was employed to select at least eight case study participants who were most able and qualified to provide the data of interest to this inquiry (Patton, 1990). These individuals were considered "information rich" resources who were substantively involved



in and/or had affected the calendar transformation process at Ferris State University.

All interviewees were informed about the purpose of the research and expectations for their participation and that information provided by the interviewees would be maintained as confidential. Interviewees signed a consent agreement prior to being interviewed. A copy of the Interviewee Consent Form is provided in Appendix A.

Interviews were scheduled with key administrators and faculty who were directly involved in the planning, administration, and implementation of the conversion process. An Interview Guide (Appendix B) was used to provide consistency in the information gathering phase. Written data was gathered such as:

1. Documents of preliminary studies made to determine feasibility and reporting of level of agreement among administrators, faculty and students.
2. A report describing the goals and objectives for making the transition.
3. Copies of minutes of committee meetings that provide insight to the decision making process and issues under consideration.
4. Published financial reports dealing with the anticipated cost of the transition change.

5. University published reports of a self-study which reflect the institution's operations and university life over the period when transition occurred.
6. Semester conversion documents and forms used by the institution in the planning, administration and implementation processes.

The period of analysis and comparison begins in late 1989 when a commitment was made to initiate serious consideration of changing the calendar format. Elements of the change process are studied which evolved from January, 1990, until the implementation in fall semester of 1993.

In-depth information was gathered on the following:

1. Administrative issues, including operating costs that influenced the calendar format, organizational structure, student information systems, transition procedures, and articulation agreements, interviews of administrators who were involved in the decision process to obtain viewpoints of management issues dealing with the goals, objectives, and processes.
2. Student issues addressed in the conversion process such as the students' role in the decision making activities that affect student life experiences before and after the calendar transition.

3. Faculty issues, including input to the conversion planning and the process of implementation.
4. Environmental issues were also explored which are not directly related to the calendar format change but which, during this time period, may have impacted on the process, for example, change in administrative leadership, labor union issues, local community involvement, state funding, and administrative procedures impacted by outside agencies such as accreditation.

Instrumentation

An instrument developed by the researcher specifically for this project (Interview Guide) was used as one means of collecting information, specifically information from individuals. A copy of this guide is provided in Appendix B. and was pretested to assess its reliability and validity.

It is expected that the information secured on this instrument will be non-proprietary, perhaps even published information, which can be easily obtained with a high level of accuracy and objectivity. A description of the interview instrument testing is contained in Appendix D. The pretest was conducted with administrators and faculty members to verify the instrument's content and face validity. This will make certain that the terminology used actually

describes the information desired, is universal, and will result in an accurate response from all participants with comparable data.

Comparative Analysis

The analysis of the information was principally focused on examination of the question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

The research goal was used to describe accurately the process of calendar transition experience at Ferris State University from 1989 to 1993.

The analysis involved several phases, similar to the process summarized by Croteau & Lark (1995) in an examination of student affairs practices in higher education.

In Phase 1, the data was separated into discrete bits of information (Garnets et al., 1991; Kuh & Andreas, 1991; Lincon and Guba, 1985.) This phase involved generating a complete set of the many components of the change process, described by the participants, or as can be discerned from written documents used by the case institution in the

planning and implementation process of converting to semesters. The chronological order of the conversion process with decision milestones as components was documented.

In Phase 2, these components were examined with the purpose of comparison to a standard procedure described in chapter two and three (Table 1), noting the consistencies and discrepancies.

Phase 3 involved selecting units of data which were most illustrative of each component and developing a written description of categories, subcategories, and illustrations. These were revised frequently to reduce the number of categories and/or improve their clarity.

Phase 4 required testing the categories by sharing them with individuals familiar with the phenomenon, in this case with the calendar transition process. This phase involved personal interviews with administrators and faculty. Information gained from document analysis was cross checked with key interviewees. In addition, during the interview process cross checks were made among the interviewees in order to improve the validity of the interview information.

Finally, a person was selected from the list of transition team members to critique the gathered information obtained to verify accuracy and relevance. It provided the researcher with a check on whether the categories and sub-

categories had accurately captured the process and whether they meaningfully communicate this to those who actually experienced it.

In Phase 5, the data are organized by creating larger, more abstract themes. The purpose of this phase was to derive meaning from the data at the highest level of abstraction possible, tying them to other, similar phenomena.

Summary

This chapter has described the case study approach and its suitability for analyzing the process of the calendar change at Ferris State University. The structure and procedures to be undertaken in the effort have been explained including the method of analysis. The outcome of this analysis will answer the question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

CHAPTER 4

CASE STUDY OF FERRIS STATE UNIVERSITY

Introduction

Chapter Four describes Ferris State University and the actual planning process and procedures used to implement the change from quarters to semesters.

The three constituencies studied in terms of the process used for this transition were administrators, faculty, and students. The sources of information included published reports of studies, statistical data, and university bulletins plus minutes of committee meetings.

Context of the Results

A description of Ferris State University (FSU), Big Rapids, Michigan, provides a context for better understanding the results of this study. This description flows best from the statement of this organization's mission

and statement of purpose. The following was approved by the FSU Board of Control on August 3, 1991:

Ferris State University is Michigan's applied polytechnic university. Its mission is to teach students in a number of applied technology fields and in other selected professional fields where there is sustained and significant career potential. Ferris educates its students to be employable and capable of professional growth, and further, to contribute to their profession and to a constantly changing, global society.

OUR STUDENTS

We are committed to providing our students with strong curricula emphasizing practical, usable skills blended with a relevant general education foundation. This is accomplished in a caring environment with personal attention and close faculty-student interaction. We offer educational opportunity, with an "open door" admission component, to a diverse array of students, including high school graduates, transfer students from other colleges and university, as well as non-traditionally prepared students. We also foster positive co-curricular experiences leading to a fulfilling student life.

OUR PROGRAMS

We are committed to keeping our educational programs and services responsive to the changing needs of manufacturing, business, health care, and other industries and professions which are critical to Michigan's economy. We achieve this by actively fostering mutually beneficial relationships with those who employ our graduates.

OUR EMPLOYEES

We are committed to high standards of performance and pride in accomplishment, with the understanding that the strength of our organization is in our people. We embrace the concepts of equal opportunity, affirmative action, and cultural diversity. We encourage teamwork, professional growth, acceptance of responsibility, and recognition of achievement.

OUR COMMUNITIES

We are committed to being good neighbors with full participation in community life and community service. We share access to educational experiences, business

opportunities, cultural events, leisure pursuits, and a variety of other activities with our communities.

OUR STATE

We are committed to contributing to the economic vitality of our state by providing a well-trained and educated workforce. We are actively involved in applied research relative to the transfer, application and management of technology, and its relationship to our society.

This statement of mission was supplemented by a Board-approved Strategic Plan of August, 1993, implemented in 1994.

Profile of FSU

Ferris State University is nestled on a 600-acre campus in Big Rapids, a city of 12,600, located in the vacation and recreation area of West Central Michigan, 54 miles north of Grand Rapids and within 200 miles of both Chicago and Detroit. (Campus Map see Appendix C)

FSU teaches technical skills and applications focused on solving real problems and produces a graduate that is more practical than theoretical, and more active than contemplative. It provides a diverse array of technical and professional programs which results in one of the state's highest placement rates--93 percent of the most recent

graduates surveyed found jobs or continued their education (FSU Quick Facts, 1996). Accreditation is by the North Central Association of Colleges and Schools and is certified by the State Approval Agency of the Department of Education and the Veterans Administration for the education and training of veterans to attend under the provisions of Title 38, United States Code.

The institution is named for its founder, Woodbridge N. Ferris (1853-1926), a Michigan educator and politician, a two term Michigan governor and United States Senator. Ferris established a private industrial school in Big Rapids in 1884 under the name of the Big Rapids Industrial School. Shortly thereafter the school changed its title to Ferris Industrial School. In 1899, the School became Ferris Institute, which became part of the State's higher education system in 1950. By an act of the Michigan Legislature in 1963, the school became Ferris State College. In 1987 the Legislature granted university status and changed the name to Ferris State University.

Woodbridge N. Ferris had retraining of out-of-work lumberjacks in mind when he started the institution 112 years ago. His concept of training students for a changing society is just as relevant today.

With a 1995 enrollment of approximately 9,700 students, FSU provides more than 100 academic programs through its

seven colleges: Arts and Sciences; Allied Health Sciences; Business; Education; Optometry; Pharmacy; and Technology. In addition to certificate programs, associate's and bachelor's degrees, there are offered two master's degrees and professional doctorates in optometry and pharmacy.

Selected programs are also offered at off-campus locations through the Northern Michigan Regional Center in Traverse City, Southeast Michigan Regional Center in Flint, and Southwest Michigan Regional Center in Grand Rapids. As an applied polytechnic university, Ferris is a key contributor to Michigan's economic base.

The institution is governed by a gubernatorially appointed Board. In 1995 the Board was changed from a Board of Control to the current designation as a Board of Trustees whose members serve a term of eight years. The Board ultimately is responsible for the academic and fiscal policies of the university and appoints the president, administrative officers, and full-time faculty.

Financial resources are primarily derived from state support, tuition, gifts, and investments.

The faculty at Ferris are qualified people in their particular fields, whether by experience or by education. Of the faculty members, over 30 percent possess earned doctorates, while an additional 56 percent have master's degrees and beyond. Eight faculty members have been awarded

Fulbright grants in recent years. Numerous faculty have earned other state, national, and international honors.

While the primary emphasis is on classroom instruction (teaching institution), the faculty are engaged in a variety of scholarly activities, including publishing text and other books; as consultants in business and industry; in editing and publishing in learned journals; in performing research; and in writing plays, poetry and articles, both in the U.S. and abroad.

The students represent a wider cross-section of the population than is to be found on some campuses. A future manufacturing engineer may be actively involved with the Associated Student Government senate together with a pharmacy student.

The majority of students come to Ferris directly from high school, but an increasing number are students older than average who are changing careers or are taking advantage of advanced training opportunities after missing out earlier in their lives. The many Ferris ladder programs provide training to move up to a better career level. Approximately 56 percent of the students are in baccalaureate degree programs

Unlike many four-year institutions, Ferris serves as a community college for the Big Rapids area of Michigan by offering a variety of two-year associate degree programs.

Laddering programs allow credits earned the first two years of study to be transferred into the final two years of a wide variety of compatible baccalaureate degree programs.

Sixty percent of the student population are male students, and 40 percent are women, but the percentages of coeds has been gradually increasing.

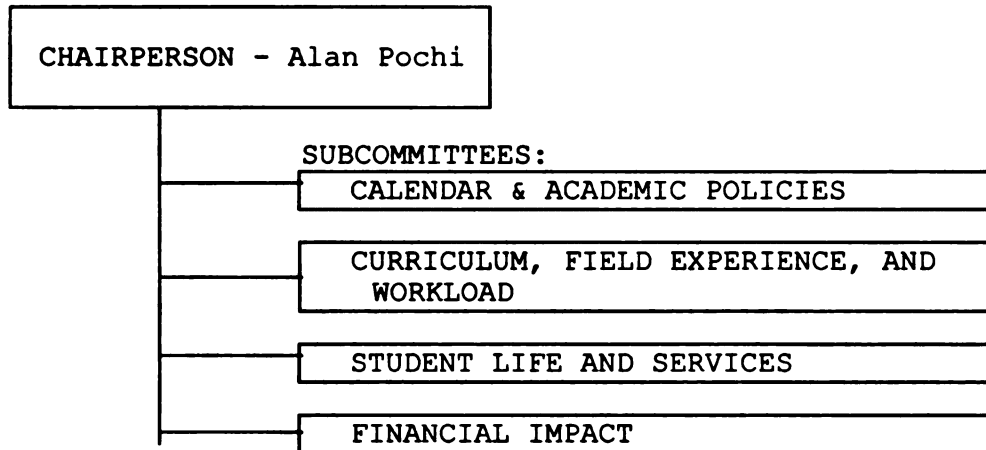
Every county in Michigan is represented by the student body which provides a diverse background including the highly industrialized southeast and the recreational areas of the north. Approximately 25 other states are also represented in addition to foreign countries on five continents.

The FSU Academic Calendar

On several occasions in the past 25 years, the issue of the academic calendar change at Ferris State University has been considered. As early as January 17, 1972, it was announced that Ferris would convert to a semester format for academic year 1974-1975. Minutes of the Board of Control of March 4, 1972, indicate the planned change was discussed, but no action taken at that meeting. Minutes of the December 16th, 1972, meeting show that the planned calendar change was not considered feasible for two reasons: First, many programs were predicated on students entering every

quarter; secondly, the shorter, twelve-week summer session under semesters compared with the sixteen weeks summer session under terms was deemed unworkable.

Adjustment to the quarter calendar in 1973 was made that facilitated the fall term starting two weeks earlier. This was done so that the school year finished in mid-May, allowing students looking for summer employment to have a competitive opportunity for summer jobs with those attending institutions on semesters who also finished in May. This format continued until the issue surfaced again in 1989 and a Feasibility Committee was formed to evaluate a transition to a semester system. The faculty was asked, as part of a general survey, how they felt about a sixteen week semester system. No other semester options were considered. Of the 352 responses, 50.8% were strongly opposed, 39.8% expressed support, and 9.3% expressed no opinion. Then-president Popovich requested that the Academic Senate create a Semester Feasibility Task Force which met for the first time on January 12, 1990. Its mission was to "study the advisability of Ferris State University's conversion to the semester calendar system." (see Figure 2)



Members: April, 1990

Alan Pochi	Ferris Faculty Association (FFA)
Ken Acton	Technology
John Alexander	Administrator
David Baker	Student
Richard Bethel	Academic Senate
Thomas Colladay	Administrator
Ed Hengesh	Pharmacy
Garth McHattie	Education
Paul Prins	Administrator
Margaret Robbins	Business
Patricia Russell	Arts and Sciences
Paul Schnept	Administrator
Colin Skelding	Student
Joan Totten	Library/Counselors
Allyn Uniacke	Optometry
Thomas Walsh	Professional Staff
Jackie Wheeler	Allied Health
Meg White	Student

Figure 2

ORGANIZATIONAL CHART: SEMESTER FEASIBILITY TASK FORCE

Semester Feasibility Task Force

The areas to be evaluated were assigned to four working subcommittees, described as follows:

1. Calendar and Academic Policies

- Administrative and academic policies
- Academic calendar relationships with other Michigan college/university calendars

2. Curriculum, Field Experience and Workload

- Curriculum planning and development
- Faculty workload
- Field experience education

3. Financial Impact

4. Student Life and Services

The chair of each group prepared a position paper on the task assigned. Composition of the subcommittees represented specific interest areas or expertise. The results of each subcommittee's findings were reviewed for purposes of understanding the environment within which the administration made decisions to change.

The Calendar and Academic Policy Subcommittee

The task assigned the sub-committee for the Calendar and Academic Policy was to study what the effects of converting to a semester system will be upon registration,

advising, final exams, drop/adds, calendar length, the beginning and ending dates of the semester, breaks, and the calendar's relationships with other Michigan colleges and universities.

Forty-six other institutions were studied to evaluate their calendar formats. The schools selected were other State of Michigan-supported institutions or in some way similar to the demographics of FSU. The Ferris Office of Planning and Development had earlier prepared a Peer Institution Study in 1986, and 19 of the 46 institutions studied were selected from this peer cohort.

The Big Rapids School District's calendar was also studied to look at the coordination of school breaks and vacations which permit faculty and staff and their children time off together.

The impact of the Grand Rapids Junior College calendar on the FSU courses being jointly taught at the Applied Technology Center was also considered.

Of the 46 institutions studied, 36 were on or were committed to changing to the early semester calendar. Some 42 had a type of final examination period after the end of formal class sessions.

The Subcommittee's review of the early semester system (FSU, 1990, Appendix II) suggested that this system had these characteristics:

1. Semesters will eliminate the interruption in instruction which now occurs during the winter quarter as a result of Christmas. Spring break, however, interrupts instruction during spring semester.
2. A spring break that coincides with the Big Rapids school systems will be advantageous for faculty and staff.
3. Semesters will allow FSU students an opportunity for summer employment at the same time as students from the other eleven state-supported schools on semesters. It was also found to be more compatible with the Grand Rapids Junior College system.
4. Semesters will eliminate a major enrollment period that involves admissions, advising, registration, fee collection, financial aid distribution, and grant processing.
5. Transfer credits would not need to be converted for students attending all but one of the other state universities and most community colleges.
6. Student advising is more critical as students experiencing difficulties in a course will have lost 15 weeks of effort rather than only 10 weeks if they elected to drop or had failed.

The committee's recommendation for conversion to the semester calendar was based on the belief that this would

align the FSU Ferris calendar with those of other state supported universities and most other peer institutions. While other factors were important, this was clearly the most significant.

Curriculum, Field Experience, and Workload

The task assigned this committee was to compare the strengths and weaknesses of the quarter and semester systems in areas of curriculum planning and development, field experience education, and faculty workload.

There were five objectives chosen which were to be served by a three-item questionnaire (FSU, 1990, Appendix III) using the descriptive survey method (see questionnaire, Appendix D):

1. To raise the consciousness of the faculty and administrators to a possible need to change calendar.
2. To measure faculty and administrative support for a possible conversion to semesters.
3. To identify the reasons, particularly those unique to Ferris, for either staying on the quarter system or converting to semesters.
4. To determine which system would best serve students, faculty, and administrators.

5. To determine the perceived and/or anticipated faculty and administrative workload that would be required for conversion.

A summary of the responses and first-hand comments obtained from the subcommittee members revealed some expected and unexpected feelings.

When describing the strengths of the quarter system, curriculum it was reported that quarters were considered traditional at Ferris and favored by the majority of faculty, students, and adult learners. The format divides the year conveniently into 4 time periods with as many points of entry which facilitates the marketing of programs. The natural summer quarter works well for remedial or acceleration purposes.

Quarters allow easier packaging of course content into distinct units with greater variety of offerings thus increasing flexibility of course scheduling and establishing prerequisites.

With more concentration of material in a shorter period, the emphasis is on a need to know rather than a nice to know basis. Also, the intensity promotes higher level of student interest, less chance for boredom and unfavorable interactions or conflicts between students and faculty.

Students may find that classes meeting more frequently each week may promote greater retention of material which would be important to those less academically qualified.

With a shorter course length the student performance feedback is more rapid. A poor course grade has less impact on an overall GPA, and more retake options are available, thus reducing grade stress.

Survey results indicated that field experience activities under the quarter system had some good points.

Multiple entry points (4) to programs of shorter duration allowed for a variety of experiences with more than one internship site. The ten week internship appeared to be preferable in that the student spent less time away from formal studies, fulfilled some program internship needs without redundancy, was highly favored by seasonal programs such as Professional Golf Management, and easily accommodated some certification programs requiring twenty week sessions to accumulate necessary hours.

In terms of workload issues, the quarter system allowed more efficient utilization of full-time faculty and greater flexibility in recruitment of part-time faculty.

Strengths of the semester system were summarized from the survey data and, in terms of curriculum, indicated that it is important to be aligned with calendars of most other state and national colleges and universities.

Semester curriculum reduces the number of school session startups and wind-downs, decreasing repetition and introductory material including course preparations, which leaves more time for research and academic development.

Textbooks are generally written for semester courses, and semesters present more opportunities for class projects, field trips, outside speakers, and researching reports.

Problems transferring college credits to and from Ferris with most other institutions by students would be alleviated. Also, the conversion of reporting data transmitted between Ferris and State of Michigan officials would be no longer be required.

With a more leisurely, less structured pace, a broader and/or more in-depth coverage of material would be possible and more conducive for development of student-faculty rapport.

With a longer course format of 15 weeks, there is more time between exams, allowing students more time to recover from poor academic performance.

With regard to field experiences, the semester calendar has a better fit for student teacher placement arrangements with K-12 schools, allowing more time for pre-placement orientation and integration with ongoing course work. Fieldwork would be a longer uninterrupted time on task which is more consistent with real world experience.

The workload under semesters would be significantly affected as all processes that occur quarterly would occur one time fewer per annum. This would impact student counseling, pre-registration, registration, financial aid assessment, grade collection and reporting, graduations, etc.

The use of library resources and personnel would be more spread out with the fewer circulation periods and reduced competitive pressure placed upon resources.

While the Curriculum, Field Experience, and Workload Subcommittee did not take a firm stand one way or another, it did offer recommendations in the event of a final decision to convert.

A summary of the recommendations includes that:

1. An implementation task force be established to facilitate the transition.
2. A at least two years duration be established to inform faculty and students as to what is happening and how it will impact them.
3. Recommendations of the General Education Task Force be assimilated into conversion plans.
4. The institution take this opportunity to evaluate the directions of programs and course content fully.
5. A an early semester calendar with the first semester ending at Christmas be established.

6. Time for final examinations be allotted.
7. The conversion factor from quarter hours to semester hours be two-thirds with the normal course load being 15 hours for a four-year graduation expectation.
8. The relative current minimum number of credit hours needed for graduation (180) be maintained after conversion to semester hours (120).
9. A credit hour would be the traditional 50 minutes of course instruction with one credit hour for three hours of contact for laboratory experience.
10. The faculty workload not increase as a result of conversion.
11. Course content be structured to minimize the need for one or two credit hour courses.
12. The content of service courses be developed with input by those served with enough additional course sections offered routinely to offset the sections lost because of the conversion.

Financial Impact

The Financial Impact Subcommittee was charged with determining what costs would occur and be ongoing as a result of the change from quarters to semesters.

While significant costs are involved with the move from one system to another, particularly in adapting student record keeping, there was not enough evidence to show conclusively that there are higher specific costs associated with one system or another. The minor exceptions are for costs of residence hall maintenance and keeping residence halls open with food contracts, faculty contracts, etc.

The costs of changing the student record keeping system are partially offset by the elimination of the staff's time currently used to convert records to a semester equivalent for state accounting purposes.

The subcommittee did not discover any major ongoing administrative costs favoring one calendar or another with one minor exception: the possibly increased faculty costs of the examination period extending the contract work schedule. Since most other staff are on a twelve month work schedule, the change from terms to semesters would not have as obvious an effect. The subcommittee recommended that two semesters' tuition should cost students the same as three quarters and proportional costs for summer sessions. While students would pay more when registering for a semester than a quarter, the tuition would be the same for a full school year period. Students would realize some cost savings with one fewer set of textbooks needed for two semesters per year compared to three quarters.

Those units on campus that would be affected by the conversion estimated the following financial impact on the institution.

Operations:

Estimated savings in cost of forms \$ 3,000

Physical Plant:

Possible savings in utilities \$ 5,000

Bookstore:

Reduction in textbook revenue	(\$400,000)	
Savings from reduction in labor	<u>\$ 15,000</u>	
	net cost	(\$385,000)

Business Office: (One less billing cycle)

Savings on -billing forms	\$ 750	
-postage	\$ 1,500	
-overtime	<u>\$ 100</u>	
		\$ 2,350

Registrar:

Postage savings from one mailing		
- of grades	\$ 3,300	
- pre-qtr info to students	\$ 120	
- intern/coop mailing	<u>\$ 200</u>	
		\$ 3,620

Administrative Services: No change N/A

Total of the above estimated annual change in costs/revenue that would be ongoing due to the change from terms to semesters -----(\$361,030)

The estimated costs of the calendar change implementation are:

Information Services and

Telecommunications:

Implementation of the Student Information system (SIS new or modification of current system) \$ 40,000

Academic Affairs Office:

Estimated costs for the 1993-94 Semester Implementation

Year One, 1990-91

Faculty release time, Semester

Implementation Team Formation (\$ 80,000)

Secretarial, supply and expense (\$ 20,000)

net cost \$ 100,000

Year Two, 1991-92	
Semester Implementation Team,	
One faculty member @ 100% release	
for STT Chairperson	(\$ 40,000)
Seven faculty @ 50% release	(\$160,000)
Secretarial, supply and expense	(\$ 50,000)
	<u>net cost</u> \$ 250,000
Year Three, 1992-93	
Semester Implementation Team	(\$200,000)
Secretarial, supply and expense	(\$ 50,000)
	<u>net cost</u> \$ 250,000
Year Four, Implementation Year 1993-94	
SIT Chairperson, 50% release time	(\$ 20,000)
Secretarial, supply and expense	(\$ 25,000)
	<u>net cost</u> \$ 45,000
Total estimated costs of implementation -----\$ 685,000	

Student Life And Services:

The subcommittee for Student Life and Services focused on concerns of the students and implications for services offered them in view of the changes being considered.

The results of a marketing research class project were used to determine the attitudes of students toward a possible change in the academic calendar from quarters to semesters.

Comments were also solicited from department heads in the Student Services section of the Business Operations Division. They were asked to review their areas of responsibility to estimate the impact both financially and by service to the students if a change took place. A basic

assumption was that the current 30 week format would be retained and comparisons are made based on three 10 week quarters and two 15 week semesters.

Summaries of the comments from Student Services staff follow:

Housing and Food Service:

Switching to a two semester system could reduce some of the financial costs of three quarters because of one fewer opening and closing operation. Student retention might improve as the current quarter system appears to create more drop out opportunities:.

Athletics:

There would be advantages for sports participants as well as spectators with a semester calendar as sporting events could be scheduled to fit with other institutions' schedules which are predominately semesters.

Intramural athletics might be more attractive to some students with longer seasons under semesters.

Bookstore:

Two book buying rushes and buy-back periods rather than three would result in some labor cost savings. With a semester format they would reduce text book purchases for students by one-third.

Counseling Area:

While strictly conjecture, students may experience less pressure in class situation with longer semester, but longer periods between breaks could create more anxiety.

Judicial Services:

Difficult to identify any major impact of change.

Student Activities:

The short (ten week) term calendar creates some scheduling and advertising problems for events which would be alleviated with more time to plan and execute under semesters.

Student comments were gathered using a problem statement: "What percent of Ferris State University students would favor switching to a semester system of some kind?" During the 1987-88 school year, a marketing research class collected 716 surveys from randomly selected classrooms across campus, obtaining a representative proportion of each of the seven schools at the university as well as from each of the class levels (freshman, sophomore, junior, senior, and graduate students). The surveys were quantitative descriptive data gathering tools, focused on the problem statement and seven objectives (see Appendix F, sample questionnaire: student survey--quarters vs. semesters). The survey results used demographic variables such as sex,

class, and school to determine by the triangularity method whether the study is representative and results could be judged valid. The results were reported as having a confidence level of 95% with a confidence interval of approximately +/- 5%.

The executive summary of the results reports "Students who would favor switching to a semester system of some kind were a minority. Of the students surveyed, only 32.9% (22.6% for 15 week and 10.3% for 16-17 week) favored switching to a semester system." The report mentions that "when cross-tabulated by demographic variables, it was found that 73.7% of the students with a GPA of 3.0 to 3.4 wanted to stay on the 10 week quarter system (FSU, 1990, Appendix IV, pp.65-69). Many students cited (29.1%) that the main advantage that quarters had over semesters was the ability to offer a wider variety of classes. This was extremely important to the students because many (38.3%) planned to pursue a minor degree, with a large percentage (26.6%) undecided. The data indicated that all of the schools on campus were equally likely to want to stay on a quarter system. Of the students polled, 57.2% felt that quarters offered a higher quality of education, with 7.3% saying that the more intensive quarters made them work harder and learn more" (FSU, 1990, Appendix IV, pp.57-59). The results indicated that 32.3% of the sample were semester transfer

students with experience under a semester calendar and that 73.6% of those students would prefer the current term format. The principal objections mentioned for the semester system are a reduction in class variety, a lower frequency of breaks, and a greater chance of getting tired of a class or a professor.

It was the recommendation of the study of student opinions that, pending proof that semesters offer a higher quality of education, that Ferris State University stay with its then present 10 week quarter system.

The subcommittee on Student Life and Services felt that, under semesters, there would be no major changes if conversion went ahead, other than the length of residence hall and food service contracts. Advising would be less hectic but more crucial because students encountering difficulty face a more severe penalty for poor academic performance. Students would have more time to adjust to various courses with longer sessions, but there is a great deal of resistance by the students to making that change. This would have to be dealt with in transition planning.

Recommendations of the Semester Feasibility Task Force

On April 16, 1990, with the four sub-committee reports completed, the final recommendation was submitted to

President Helen Popovich and the Academic Senate and stated the following: (FSU, 1990, p.2)

1. That the university convert to a semester system, to be effective no earlier than fall, 1992, which should provide enough time to implement necessary changes in curriculum, student record-keeping, and scheduling;
2. That the semesters consist of fifteen weeks of instruction, containing seventy-five class days, and a sixteenth week during which final examinations may be administered. The fall semester should start at or near the end of August, include a break from the Wednesday before Thanksgiving until the Sunday after it, and conclude at least one full week before Christmas. Spring semester should start the first full week of January, include a spring break that coincides with that of the Big Rapids School District (if possible), and should end about the first week of May. Summer school could be constituted as one fifteen week session from late May to mid-to-late August, but other possibilities should be explored;
3. That an implementation team be created to facilitate the conversion and address the problems of the actual conversion process;

4. That the usual rate of conversion be in a ratio of 2/3, so that an associate's degree should contain about 60 hours, and a bachelor's about 120. The conversion factor should apply across all course components of a curriculum;
5. That the standard lecture-only course consist of three credit hours for three class meetings per week of fifty minutes each;
6. That the standard student workload be fifteen hours per semester for students intending to complete a degree in four or two years;
7. That students enrolled during the transition process not suffer and lose time for courses completed immediately prior to the implementation of the new calendar;
8. That faculty workload not be increased because of the conversion.

Recommendations of the University Academic Affairs Office:

From an independent review of the literature and contemporary practice in American higher education, plus the report from the Semester Feasibility Task Force of the Academic Senate, the university administration recommended changing to the Early Semester System.

An executive summary report of September 18, 1990, indicates that the semester calendar will commence with the 1993-94 academic year. The summary goes on to suggest that "the semester format will provide greater opportunities for Ferris students to assimilate material and to successfully complete a rigorous academic program. That with today's emphasis on critically important written and verbal communication skill, the semester system also gives this institution a better opportunity to produce graduates with those skills" (FSU Academic Affairs Office, 1990, p.1-2). In addition, one fewer registration process will produce operational savings and more efficient use of time by faculty, staff, and students.

The Academic Affairs Office report also states that the studies completed indicate that the semester system is thought to be superior from a pedagogical standpoint, and provides weaker students an advantage resulting from the greater time availability between classes in a fifteen-week calendar rather than a ten-week calendar.

Reasons For Calendar Conversion At This Time

The many issues involved can be categorized into several basic areas as reported in the Executive Summary of

the FSU Academic Affairs Office, Calendar Recommendations
(FSU Academic Affairs Office, 1990, pp.1-3).

1 - Timing:

During the 1993-94 academic year, there are several important activities and events.

- The next North Central Association accreditation site visit is scheduled for 1993-94, and the conversion process will demonstrate progress in a number of concerns voiced by the last visiting team.
- The new general education requirements have been committed to be in place by fall, 1993. This will require review of the proposed curriculum models and would be appropriate when the curriculum must be addressed anyway with a change to semesters.
- A new student information system (SIS) has been purchased by the Board of Control from Information Associates, and most likely that package will be implemented during 1993-94. Now is the most time and cost effective period to convert to semesters: when the new SIS system is being installed and incorporating changes to the curriculum.

2 - Congruence With Contemporary Calendar Practice:

With the literature documenting a trend over the last twenty years of a conversion from terms to the early semester system in American higher education, the problems of articulation surface. At the time of this decision, thirteen of the fifteen state universities in Michigan are either on semesters or have made a commitment to change from terms to semesters.

Northwestern Michigan College and Lansing Community College are the last remaining community colleges at the time of this decision to use the term format, but both have indicated their intent to convert to semesters by 1993-94.

Ferris has a very close relationship with Grand Rapids Community College (GRCC) which is on a semester calendar. The collaboration of programs with GRCC through the Applied Technology Center in Grand Rapids complicates the articulation process.

There are benefits to the administration, students, and faculty to work under a calendar format that is relatively consistent.

3 - Curriculum Revision:

Conversion to the semester system provides the opportunity for a fundamental review and possible revision to the university curriculum at the elemental level. With the concurrent implementation of new general education requirements a comprehensive review of Ferris programming is possible. "The need to effectively communicate and compute must receive the very highest priority in curriculum planning."

Benefits of Semesters For Ferris State University

As part of the academic calendar recommendations, the **Academic Affairs Office** described the following benefits to be derived from semesters conversion for students, faculty, and university management (FSU Academic Affairs Office, 1990, pp.3-5).

1 - Advantages For Students:

- More out-of-class time is available for the assimilation of material presented in class and for the preparation of term papers and other out-of-class assignments.
- The slow pace of the semester course allows students with weaker academic preparation more time to absorb course material and more opportunities to interact with faculty.
- Students would have to purchase fewer textbooks, resulting in a reduction of some educational expenses.
- The semester system with one fewer registration period will detract less from the student's educational experience at Ferris.
- Short term absences from class (e.g. illness) can be more easily accommodated in the semester system-- i.e. a 15-week semester gives students more opportunity to "recover" from illness or overcome academic deficiencies.
- Both writing skills and the use of information resources (i.e. library bibliographic instruction) would be strengthened by more time being available

for course projects using and reinforcing those skills.

- Because approximately 25% of the first-term students at Ferris transfer from a community college or other college/university and almost 40% of Ferris students have some transfer credit, the compatibility of calendars will facilitate ease of transfer of credits (most community colleges and universities in Michigan are on the semester calendar).
- The early semester calendar would allow Ferris students to compete favorably with students from the other state universities for summer jobs.

2 . Advantages For Faculty:

- The semester system allows faculty more time to get to know students and to plan course activities and objectives and also provides increased time to improve the basic reading and literacy skills of the students.
- Textbooks and the organization of the material in most texts are often designed for the semester system; consequently, course planning and lecture assignments would be facilitated by the conversion.
- The semester calendar would be more congruent with the Big Rapids school calendar, allowing faculty with children in the Big Rapids school system to have common vacation times.
- Faculty time currently assigned to registration-related duties would be reduced by one-third, making that time available for other faculty activities such as course/curriculum planning, research, or other scholarly activity.
- The semester system allows more faculty time for grading examinations, preparation of course materials, and scholarly activity.
- The semester calendar would eliminate the split winter quarter and the loss of valuable course time resulting from the break in class presentations.

3 . Advantages For University Management:

- One fewer registration cycle will result in a saving of paperwork and staff time for admissions, registration, financial aid processing, fee collection, grade processing, etc. Staff time may be utilized in other functions.
- The less-hurried pace of the semester system will give the administrative staff more time to process all of the paperwork associated with admission,

registration, tuition payments and grade reporting of students.

- The semester system will allow for more effective forecasting and planning.

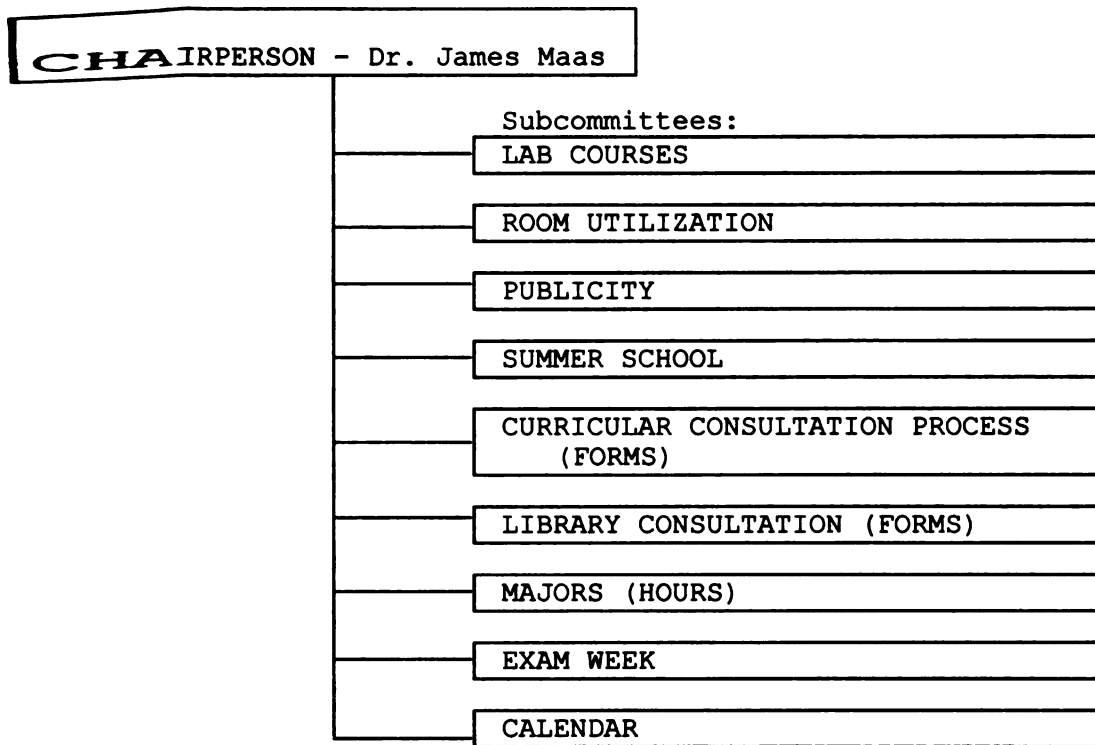
With the implementation of new general education requirements and a new student information system currently scheduled for the 1993-94 academic year, it was determined that this would be the optimum time to change to semesters.

The Semester Transition Team

The first item of business was the establishment of the Semester Transition Team (STT) in December, 1990, and the appointment of Dr. James Maas as chairperson (Figure 3).

The chair reported directly to the Vice President for Academic Affairs, the executive officer responsible to the Board of Control for the academic calendar. Dr. Maas was given the responsibility for the planning, management, and coordination of the implementation of the early semester calendar. He directed the activities of the STT and coordinated all aspects of the implementation process.

The Semester Transition Team of 19 people was responsible for the coordination of the curriculum change with the various colleges of the university, the Academic Senate, and, essentially, the overall management of the conversion process.



Members: December, 1990

Kenneth Acton	Technology
Dick Bethel	Part time Faculty
Lisa Boda	Student
Julie Coon	Allied Health Sciences
Trish Coyle	Public Affairs
Jeff Cross	Lifelong Learning
Kelly Green	Student
Ed Hengesh	Pharmacy
Matt Klein	Deans Offices
Jim Maas	Chairperson
Kitty Manley	Academic Affairs
Elaine Nienhouse	Library
Terry Nerbonne	Education
Mike Ryan	Arts & Sciences
Paul Schnepf	Registrar
Joan Totten	Senate
Al Uniacke	Optometry
Tom Walsh	Student Affairs
Ken Whitelaw	SIS

Figure 3

ORGANIZATIONAL CHART: SEMESTER TRANSITION TEAM (STT)

With approval of the Board of Control, a set of **guidelines** were formulated in December, 1990, for the STT to **develop** the actual mechanical process for the conversion.

Examples of the Board's suggestions follow: (FSU, 1990)

Students enrolled during and after the conversion **process** must be able to complete their program and graduate **in the** same length of time they would have under the quarter **system**.

The FSU 2+2 laddering concept must continue under the **semester** calendar.

Students will complete an academic year at least as **early** as those at the other state universities to be **competitive** for permanent employment and summer jobs.

Academic programs with special calendar needs will have **the** conversion flexibility to meet those special needs.

The conversion will include a comprehensive review of **the** curriculum with an emphasis on reduction of course **duplication**.

Baccalaureate degree programs should have 120-130 **credit** hours and associate degrees 60-65 credit hours.

Three and four credit semester courses should be the **norm** with only a limited number of one and two credit **courses**.

Faculty teaching loads must not increase as a result of **the** conversion to a semester calendar.

The cumulative impact on curriculum should be a one-third reduction in the number of courses offered for each department and college.

The total number of course sections and the total number of section credits offered over an academic year must decrease by approximately one-third.

The average number of students/sections enrollments per term must remain constant.

The Board also provided the (STT) team a specific list of directions: (FSU Academic Affairs Office, 1990)

1. Establish the guidelines for the conversion of courses and programs, including detailed directions for course numbering, credit hours in associate and baccalaureate degree programs, meeting general education requirements in the semester format, etc.
2. After consultation with faculty groups, propose a summer calendar which will have the flexibility to meet the needs of a diverse student population.
3. Prepare guidelines for the number of credit hours in both baccalaureate and associate degree programs and a process to ensure that each college has carefully reviewed the various components of its programs.
4. Carefully review the need for an exam week (or final exam days), and submit a recommendation to the Vice President in this regard.
5. Prepare and submit no later than May, 1992, specific calendars for the 1993-94 and 1994-95 academic years (including summer semesters).
6. Facilitate the incorporation of the new general education requirements through dialogue and coordination with the general education council.
7. Work closely with academic programs offering cooperative education and clinical internship and/or externship experience to facilitate the inclusion of such experience in the semester calendar. The team is to be especially sensitive to the needs of this type of educational experience, and novel and innovative ideas are to be encouraged.
8. The team should propose a mechanism to keep students informed about the status of the conversion and, at the

- appropriate times, prepare information booklets for students enrolled at FSU during the transition year.
9. In conjunction with the other state universities while undergoing the conversion, the team should plan for the specific problems associated with the 1993-94 academic year and how students will be advised during this critical period.
 10. The team will have to deal with a variety of issues, not all of which can be envisioned at this time--e.g., role of service courses, duplication of courses across the campus, class size/number of section offerings to meet student demand, the potential for enrollment decline experienced by other institutions in the conversion, etc.
 11. Oversee the preparation of conversion tables or equivalency forms for individual courses.
 12. Plan for a training staff to serve as counselors to students for the year prior to the conversion.
 13. Publish, on a regular basis, a newsletter to keep faculty, staff, and students apprised of the progress and issues related to the transition.
 14. Provide consultation on the conversion process to assist colleges and departments in solving specific problems.

Finally, the Board requested a plan and timetable for the Conversion to be submitted to the Academic Affairs Office no later than the end of the winter quarter, 1991.

The Process of Implementation

The Academic Calendar:

One of the most pressing issues was the establishment of an acceptable calendar for the students, faculty, and administration. The STT gathered data from 945 institutions which were on the early semester system and in January, 1991, reported the following trends:

1. Most schools on an early semester calendar use a Monday-Wednesday-Friday, Tuesday-Thursday calendar. The

- typical M-F classes (82%) are 50 minutes long, and the typical T-R classes (65%) are 75 minutes long.
2. The majority of schools use a ratio to convert contact time to credit hours. Of these schools, 58% use a 750 minutes per credit hour ratio.
 3. Last year, 80% of the schools started Fall classes between August 22 and September 2; 88% ended Fall classes between December 5 and December 17; 79% started winter classes between January 8 and January 21; and 67% ended winter classes between May 1 and May 13.
 4. Eighty three percent of the schools had between 66 and 80 instructional days during fall semester, and 84% had between 66 and 80 instructional days during winter semester.

Following the national trends, a semester calendar for 1993-94 and 1994-95 was constructed (see Appendix F).

During the fall and winter semesters, the classes would be 50 minutes long on M-W-F and 75 minutes long on T-R. The summer classes would be 60 minutes long on M-W-F and 90 minutes long on T-R; which would shrink the number of weeks needed to complete a semester's work.

With the 750 minutes per semester credit guideline, a 3 credit course would require 2,250 minutes of class time. For fall or winter semester, this led to 45 M-W-F sessions and 30 T-R sessions. For summer semester, this guideline required 38 M-W-F sessions and 26 T-R sessions. A split half-summer semester would result in 19 M-W-F sessions and 13 T-R sessions.

The time for spring break was an issue that required a compromise. To be compatible with the MOISD School District would put the break very close to the end of the semester.

The STT decided in favor of scheduling the break slightly past the halfway point which is when the break occurs for all Michigan Public Universities which are on the semester system. The committee felt that it would also be best to start classes on Monday.

Class Scheduling:

It was recommended by the STT that Ferris State University should adopt a M-W-F and T-R class scheduling concept. Also, the point was made that classes not be held from 11:00am to 12:00 noon on Tuesdays and Thursdays to provide time slots for meetings. Previously, on quarters, only Tuesdays at the 11:00 hour were free of scheduled classes.

A list of scheduling guidelines was recommended for use with the semester format:

1. If the class is scheduled for two lecture hours per week, those hours should be scheduled in one of the following configurations:
 - MW or MF or WF for 50 minutes.
 - TR for 50 minutes.
 - Any day for 100 minutes if the class meets at 5:00 p.m. or later.
2. If the class is scheduled for three lecture hours per week, those hours should be scheduled in one of the following configurations:
 - MWF for 50 minutes.
 - TR for 75 minutes.
 - MW for 75 minutes if the class meets at 3:00 p.m. or later.
3. If the class is scheduled for four lecture hours per week, those hours should be scheduled in one of the following configurations:
 - Any four days for 50 minutes.

- MW for 100 minutes if the class meets at 5:00 p.m. or later.
 - TR for 100 minutes if the class meets at 5:00 p.m. or later.
4. If the class is scheduled for five lecture hours per week, those hours should be scheduled in one of the following configurations:
- MTWRF for 50 minutes.
 - MW for 50 minutes and TR for 75 minutes if the class meets at 5:00 p.m. or later.
5. Laboratory hours may be scheduled any day of the week. However, if a class requires multiple weekly laboratory sessions, they should be scheduled in either TR or MWF time blocks.

Summer Session Format:

Most other universities have two separate sessions. The students served in the two sessions tends to be quite different. Several registrars of the schools that were contacted indicated that few students enroll in both sessions, with a 25 percent overlap. For this reason, the STT recommended that most summer offerings be placed in a 30 day session. It is anticipated that many continuing students will enroll in the first summer session. There are reports that larger numbers of graduate students and entering freshmen enroll in the second summer session.

The two summer sessions would permit a student to complete a two semester course sequence in an accelerated format.

The STT ended up recommending three formats for the summer session to provide flexibility for students accelerated programs or remedial opportunities:

Lecture courses meeting in the summer sessions shall require 750 minutes of instructional time per credit hour, as with lecture courses meeting during the fall and winter semesters. A 2-credit class requires 1,500 minutes, a 3 credit class 2,250 minutes, a 4 credit class 3,000 minutes, and a 5 credit class 3,750 minutes.

30 day Summer Sessions:

The first summer session in 1994 was scheduled for May 17 through June 28, and the second summer session for June 29 through August 10. All of the summer offerings were scheduled in one of these two sessions, and most students attending one of these sessions would enroll in two classes.

Each 3 credit lecture class would meet 2,250 minutes. This could be accomplished by meeting on MTWR for 100 minutes each day (two 50 minute blocks). Because there are 24 MTWR days during each session, the class time would cumulate to 2,400 minutes. The instructor would indicate on the course syllabus three 50 minute blocks in which the class would not meet, reducing the class time from 2,400 minutes to 2,250 minutes. For example, an instructor who planned to give 3 exams might opt to eliminate a 50 minute block on each of the exam days.

Each 4 credit lecture class would meet 3,000 minutes. This could be accomplished by meeting on MTWRF for 100 minutes each day (two 50 minute blocks).

Each 5 credit lecture class would meet 3,750 minutes.

This could be accomplished by meeting on MTWRF for 125 minutes each day (perhaps with a 75 minute block followed by a 50 minute block).

60 day Summer Classes:

It was determined that it may not be pedagogically sound to offer a certain type of class over a 30 day session, such as case studies and research project oriented courses. The class may be much better suited to a 60 day time period. This type of class would begin on the first day of the first summer session and would end on the last day of the second summer session. Classes offered during the 60 day period should be the exception, not the rule.

15 day Summer Classes:

This format is appropriate for a course designed specifically for a group of students in the same academic program. A student would enroll in only one 15 day class at a time. It is anticipated that there would be very few courses offered using this format.

Each 3 credit class would meet 2,250 minutes. This could be accomplished by meeting daily for 150 minutes (three 50 minute segments).

Each 4 credit class would meet 3,000 minutes. This could be accomplished by meeting daily for 200 minutes (four 50 minute segments).

Examination Week:

The committee also had extensive discussion of the concept of an examination period at the end of the semester. All other state universities in Michigan which are on the early semester system have either a five or a six day examination period at the end of the session (except EMU, which has a four day exam week). It would add no additional instructional days to the calendar since the examination time is considered instructional time. The early committee consensus was that an examination period should be held and that an instructor who did not wish to have an examination during the scheduled time must meet with his or her class during this time and conduct an appropriate educational activity. A sub-committee was selected to further investigate the examination period at the end of the term and bring back the results of its study to the full committee.

The sub-committee's findings indicated that, with the semester system, a typical student load would be either five or six 3 credit classes. Not having an examination week would place an extreme burden on many students who would be confronted with five or six examinations in a two day period.

The Director of Public Safety contacted the other Directors of Public Safety at Michigan schools which have

final examination weeks. He found that there is no noticeable increase in problems during examination week.

The STT reported that, for some classes at Ferris State University, a mandatory final examination makes little sense. For those classes which are laboratory intensive classes, a 75 instructional day period could be employed. All other classes would meet during a 72 instructional day period, followed by the five day examination week. Non-laboratory intensive classes in which a final examination is not appropriate would meet during final examination week at the scheduled examination time and conduct appropriate educational activities. The criteria for laboratory intensive classes and the logistics of scheduling examinations are explained in the Semester Transition Team's April 10, 1990, report on recommended policy for exam week.

Examination Week Recommendations: (see Appendix G)

1. There should be a 5 day final examination week. There should be at least one calendar day between the end of classes and the beginning of examination week to be used as a reading/study day. For all courses, major projects should be completed prior to final examination week.
2. There should be two types of classes: (a) laboratory intensive classes and (b) non-laboratory intensive classes. A laboratory intensive class is one in which over 50 percent of the scheduled class time is in a laboratory environment.
3. Laboratory intensive classes may elect to meet on the first three days of examination week at their normal times or may elect to meet during the scheduled 100 minute examination time. The instructor must inform his students on the first day of classes, and this information must appear on the course syllabus. Should the instructor opt to meet at the normal times, a test may be given; however, it should not be comprehensive.

- No more than 10 percent of the grade should be determined during examination week.
4. Non-laboratory intensive classes should meet during a scheduled 100 minute examination time in examination week. For these classes, examinations are optional. Should the instructor deem that a final examination is inappropriate, the class shall meet during the scheduled 100 minute examination time in examination week, and other appropriate educational activities should take place.
 5. Makeup times should be built into the examination schedule. The examination schedule should be published in the Time Schedule of Classes.
 6. Mass examinations must not occur during the first three days of examinations in the 8 a.m. to 6 p.m. time slot. This is to minimize the chance of interference with laboratory intensive classes.
 7. On a Saturday only class, the final examination should be held during the first evening mass examination time.
 8. In the event that a scheduled examination conflicts with a laboratory intensive class, a student may elect to reschedule the examination. In the event that three or more final examinations are scheduled on the same day during the final examination week, a student may elect to take only the first and last of those regularly scheduled on that day. In either case, notification of such election by the student to the affected instructor must be made no later than two weeks prior to the examination date. It will be the responsibility of the student to present authentication to the instructor of the course affected. The rescheduled examinations will then be taken on another day during the final examination week as arranged by the student and the course's instructor.
 9. Instructors are responsible for proctoring their own examinations.
 10. Instructors are encouraged to turn in course grades within 48 hours of the completion of an examination. All course grades must be turned in by 9:00a.m. on the third calendar day following the last day of examinations.

The Course Numbering System:

The guidelines developed by the STT for the semester calendar format recommended a four character subject prefix

followed by a three digit number which reflects the year usually taken, for example: PHIL 205.

The First Digit:

Developmental	001 through 099
Freshman	100 through 199
Sophomore	200 through 299
Junior	300 through 399
Senior	400 through 499
Graduate	500 through 799

Lower-division courses (100 and 200 level courses) generally do not have college-level prerequisites (aside from preceding courses in their own sequence.

While many restrictions exist, many lower division courses are open to all students, not just those majoring in the field.

Survey courses which are general introductions to a field of study offered for non-majors are lower-division courses, as are orientation courses.

Upper division courses (300 and 400 level courses) require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of prerequisite background which will describe to both students and advisors what is expected.

Graduate courses (500, 600 and 700 level courses) are usually open only to graduate students who have been formally admitted to a graduate program at the university.

Some upper-division courses may be applicable for an advanced degree at the university within limitations of general university requirements and the appropriateness of a course to a particular degree, but this does not change the level of credit.

Courses may be cross-listed between departments but must bear identical course descriptions, numbers, credits, and titles.

The Last Two Digits:

Each department/unit is to develop a rationale for the numbering system that will be used within a subject prefix. The following ending digits are reserved and shall be used only as specified.

Ending in 90	Cooperative Education Courses
Ending in 91	Cooperative Education Projects
Ending in 92	Cooperative Work Experience
Ending in 93	Internship
Ending in 95	Special (Experimental Courses)
Ending in 99	Special Studies Courses

Special Topics (Experimental Courses) such as ABCD 295, 495, 695 are reserved for courses in which the content or format of the course might vary from one term to another. This provides an opportunity to test courses for content or format prior to formal adoption.

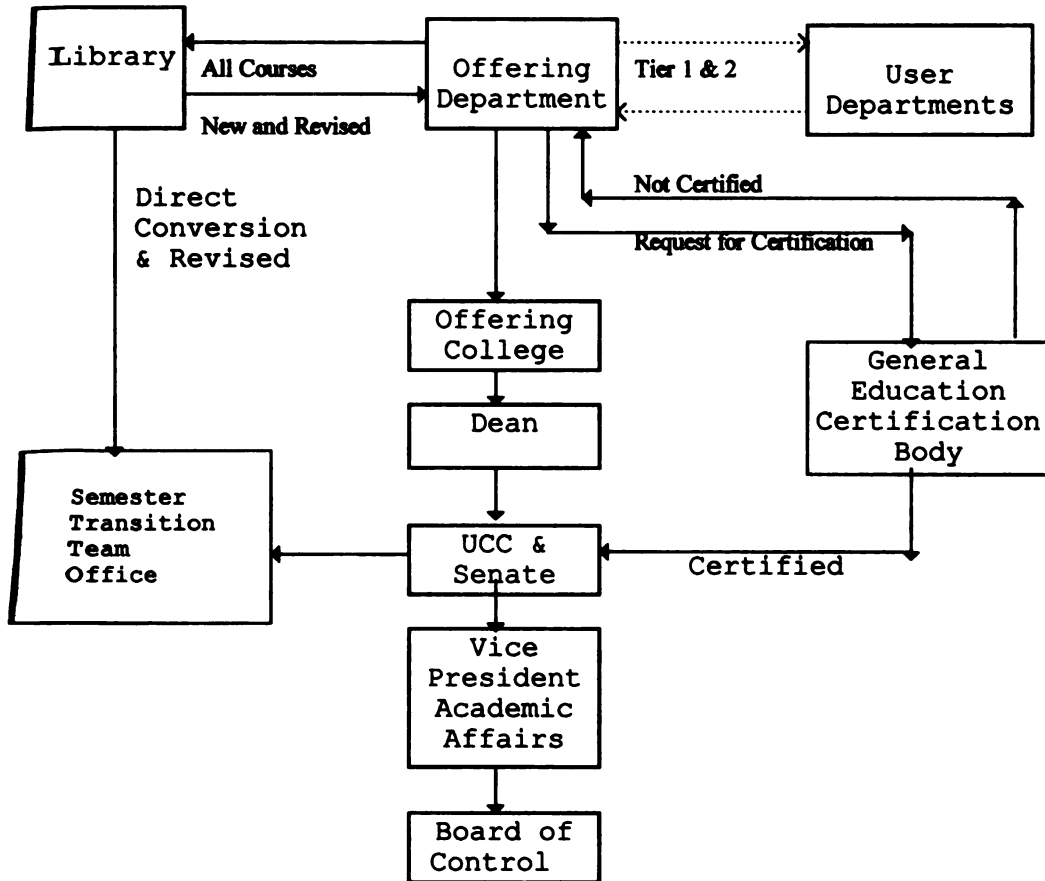
Special Studies Courses such as ABCD 299, 499, and 399 are reserved for courses of independent study by students of the university.

This opportunity to review and update the entire course numbering system will facilitate a smooth and logical approach to the conversion for the students, faculty, and administration.

The Curriculum Transition Process:

The procedures and rules through which curricular proposals (courses and programs) were prepared and approved for the transition from terms to semesters was extremely labor intensive and complex. The University Curriculum Committee (UCC) received all transition course and program proposals. Existing college/department curriculum committee structure was used during the transition period. As with all curriculum proposals, course and program transition proposals are reviewed and voted upon by department faculty. The protocol for course proposals originates with the offering department and ends with final approval of the Board of Control. The course proposal flow chart of Figure 4. illustrates the approval process.

The process begins with the offering department



(FSU, 1991, Semester Transition Curriculum Procedures)

Figure 4

COURSE PROPOSAL FLOW CHART

A comprehensive review of the curriculum in each program was made. In some cases, new courses were essentially a direct conversion of old courses. However, with the opportunity to carefully review the curriculum, many courses turned out to be modifications or combinations of existing courses and in some situations were entirely new

courses. Each program had this opportunity to design the best curriculum for its students within the guidelines set forth.

For service courses, it was critical that there be a constructive dialogue between the offering department and the user departments. The users were asked to make their concerns known to the offering departments early in the process. The offering departments, taking into advisement the concerns and requests of the various users, created courses that were in the best interest of the students of the user groups involved.

The conversion committees and librarians worked together to incorporate library instruction into appropriate courses. For all new courses and for courses in which there might be additional use of the library, departments consulted with their library representatives early in the process.

Curriculum Conversion Guidelines: (FSU, 1991)

1. Conversion should be based on an evaluation of the place each course has in the whole curriculum. Conversion is an opportunity to evaluate the whole curriculum, not just courses, and to consider innovative delivery systems.
2. The converted curriculum should be able to be implemented using current total faculty, staff, and space resource levels. The total number of student credit hours offered over the academic year must decrease by one third, but the average number of students served must remain the same.
3. A two-year model for course and faculty schedules should be developed to assure that the average yearly faculty

teaching loads do not change as a result of the conversion to a semester calendar.

- 4 . Students enrolled during and after the conversion process must be able to complete their programs and graduate in the same length of time they would have under the quarter system. Program requirements for graduation need to be adjusted for these students.
- 5 . Academic programs with special calendar needs will have the conversion flexibility to meet these special needs. For these programs, course lengths may be altered when there are strong educational reasons to do so.
- 6 . The Ferris State University laddering concept should continue under the semester calendar.
- 7 . The ratio of technical to general courses should remain approximately the same.
- 8 . The graduation requirement target is 128 semester hours for a baccalaureate program and 64 credits for an associate degree. Baccalaureate degree programs should contain 124-132 credit hours and associate degrees 62-66 credit hours.
- 9 . Conversion must involve consultation between the department offering a course and the programs requiring that course.
- 10 . Other universities should be surveyed for comparable courses. Transferability and compatibility with other universities should be maximized.
- 11 . Programs are encouraged to consult with their accreditation bodies and their established program industry advisory committees in the review of their curricula.
- 12 . Three and four credit semester courses shall be the norm. Special studies courses and activity courses may differ from the norm.
- 13 . Course configuration (number of lecture and laboratory hours per week) should be appropriate for the course objectives and content.
- 14 . Clearly stated prerequisites should be established for each course.

15. Redundancy should be minimized by course deletion and consolidation. Course duplication should be reduced. Courses not offered in the last 3 years should be strong candidates for deletion.
16. Some courses may be directly converted to semester courses. When this is not possible, courses may be converted to the semester system by combining existing courses or by expanding the course material.

Time-Lines For Courses And Programs:

A four tier approach was used to schedule completion of the course transition. Courses classified as Tier One courses completed the approval process first to prevent all course proposals from entering the system at the same time and to better facilitate program planning, approval process before submitting courses classified as Tier Two. etc.

Tier One courses attracted cross-unit student clientele and have a three term enrollment of 100 or more students.

For a user department to have input into the conversion of Tier One courses, that department submitted its concerns to the department responsible for the course by March 25, 1991. Tier One course proposals were submitted to the University Curriculum Committee by September 30, 1991. The UCC acted on Tier One courses by October 14, 1991.

Tier Two courses were those required in programs of departments other than the department offering the course. They generally attracted a three-term enrollment of under 100 students.

For a user department to have input into the conversion of Tier one courses, that department submitted its concerns to the department responsible for the course by March 25, 1991. Tier Two course proposals were submitted to the University Curriculum Committee by October 7, 1991. The UCC acted on Tier Two courses by October 28, 1991.

Tier Three courses were primarily elective courses, are not required by any current program. All new elective courses were in Tier Three. Tier Three course proposals were submitted to the University Curriculum Committee by October 21, 1991. The UCC acted on Tier Three courses by November 11, 1991.

Tier Four courses were those used predominantly by students in the department offering the course. These courses were not required by any programs outside the offering department. Tier Four course proposals were submitted either prior to, or concurrently with, program proposals. These proposals were submitted to the University Curriculum Committee by February 17, 1992. The UCC acted on these course proposals courses by April 6, 1992.

Program Proposals:

Program proposals were submitted either concurrently with, or following, Tier Four course proposals. These proposals were submitted to the University Curriculum

Committee by February 17, 1992. The UCC acted on program proposals by April 6, 1992.

The complete time-line upon which the aforementioned activities in this chapter had to coordinate is listed in Appendix H and titled Process Timeline.

Summary

In Chapter Four, the semester conversion process used by Ferris State University has been described in terms of their public documents, procedures, guidelines, and rationale. This information provides insight to one leg of the conversion process at FSU. The following chapter will document the process through personal interviews with the participants.

The conversion activities will be compared and analyzed in Chapter Six to answer the question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

CHAPTER FIVE

Interviews with Administrators and Faculty

The previous chapter presented the structure, procedures, and documents used in the calendar format restructuring to semesters at Ferris State University. Chapter Five will report on the views and comments of the people directly involved with the calendar change process.

The question driving this study is whether Ferris State University was consistent with those guidelines suggested by leading authorities for the planning and implementation process of converting from terms to semesters. Information described in this chapter will be analyzed in Chapter Six by comparing the change process of FSU as determined from published conversion documents and university records with the interviewee comments. A comparative analysis will be made with the recommended procedures indicated in the literature.

Before tabulating the comments received in reply to the 28 questions asked, the methodology of the interview process will be described.

The instrument used to gather observations, recollections, and feelings was developed with a focus on the recommended conversion process incorporated in the problem statement of this thesis. The questions were formulated to result in reliable information gathered from different people attending the same activity. Several versions of the instrument were tested with mock interviews and resulted in the final interview guide used for this research. A more detailed explanation is contained in Appendix I, Testing of the Interview Instrument.

Interviewees were selected from a pool of candidates that were listed in university documents as committee members and executive level administrators involved with conversion activities. In that several years had passed, some of the candidates were not available and were deleted from the list.

Three categories of involvement were targeted:

1. Executive level administrators such as Board Members, President, and Vice Presidents.
2. Members of the Semester Feasibility Task Force who were involved with the study and the recommendation for the conversion.
3. Members of the Semester Transition Team which was responsible for the planning, organizing, and implementation of the change to semesters.

To insure a well balanced overview of the events, a random sample method was used to select ten of the viable, available interview candidates. The objective was to secure in-depth personal interviews from at least two executive level administrators, four members of the Semester Feasibility Task Force, and four members of the Semester Transition Team. It was also felt important to select a fair balance of faculty versus administrators from among the committee members who were involved.

The interviewees were shown the "interview guide" (Appendix B) and informed of the specific questions that applied to them and how their comments fit into the overall study. A signed consent form (Appendix A) was obtained from each individual with the promise to keep his or her name and job title at FSU confidential. This was done to encourage more freedom to express candid feelings, and with the understanding that proprietary or confidential information was not being solicited.

Complete transcripts of the recorded interviews are included in Appendix J and are identified as interviewee A through K. What follows is a report of the majority comments received from the participants dealing with each question on the interview guide.

Question #1:

In the overall conversion, initially and later on during the conversion process, what in your opinion was the level of influence and level of involvement of the following? (scale of 1 for low level and 5 for high level)

The numbers suggested by each of the subjects to indicate their perception of the level of effort, were placed on the chart of the interview guide. A comparison matrix of the results is illustrated in Table 2.

Columns are provided that indicate the average rating and the standard deviation, for responses from the eleven interviewees.

The data of this chart represent the influence and involvement during the initial process when change was considered, and at a later time when conversion was in process.

Table 2**INFLUENCE AND INVOLVEMENT OF PARTICIPANTS****INFLUENCE OF PARTICIPANTS WHEN INITIALLY CONSIDERING A CHANGE**

	INTERVIEWEES A - K											(1=low 5=high)	
	A	B	C	D	E	F	G	H	I	J	K	AVG	STDDEV
Bd of Control	1	1	5	5	5	1	1	2	5	2	3	2.82	1.83
President	3	5	1	5	5	2	1	4	4	5	5	3.64	1.63
Provost/VP's	2	3	1	4	5	5	5	4	4	5	3	3.73	1.35
Administrators	2	1	1	4	1	3	5	1	1	1	3	2.09	1.45
Faculty	2	2	1	5	1	1	1	1	1	1	1	1.55	1.21
Students	3	2	1	3	2	0	1	1	0	3	0	1.45	1.21
Community	0	0	0	0	0	0	1	0	0	0	0	0.09	0.30

INVOLVEMENT OF PARTICIPANTS WHEN INITIALLY CONSIDERING A CHANGE

	INTERVIEWEES A - K											AVG	STDDEV
	A	B	C	D	E	F	G	H	I	J	K		
Bd of Control	1	1	0	3	5	1	1	4	4	0	1	1.91	1.76
President	3	5	3	4	5	1	1	2	4	1	5	3.09	1.64
Provost/VP's	2	3	5	4	5	5	5	3	5	1	5	3.91	1.45
Administrators	2	1	1	4	3	3	2	1	1	4	3	2.27	1.19
Faculty	1	1	1	3	2	2	1	1	1	1	1	1.36	0.67
Students	2	1	1	3	0	0	1	0	0	0	0	0.73	1.01
Community	0	0	0	0	0	0	1	0	0	0	0	0.09	0.30

Table 2 (cont'd)**INFLUENCE OF PARTICIPANTS DURING THE CONVERSION PROCESS**

	INTERVIEWEES A - K											AVG	STDDEV
	A	B	C	D	E	F	G	H	I	J	K		
Bd of Control	1	1	1	3	0	1	1	2	1	0	1	1.09	0.83
President	1	2	1	4	2	1	1	2	1	4	3	2.00	1.18
Provost/VP's	1	1	1	3	5	5	2	4	1	5	3	2.82	1.72
Administrators	5	5	5	4	5	5	5	4	1	5	3	4.27	1.27
Faculty	5	5	5	5	5	2	4	2	5	3	5	4.18	1.25
Students	5	2	1	3	1	1	1	1	0	4	0	1.73	1.62
Community	0	0	5	2	0	1	1	0	0	1	0	0.91	1.51

INVOLVEMENT OF PARTICIPANTS DURING THE CONVERSION PROCESS

	INTERVIEWEES A - K											AVG	STDDEV
	A	B	C	D	E	F	G	H	I	J	K		
Bd of Control	1	1	0	3	0	1	1	4	1	0	1	1.18	1.25
President	1	2	1	4	4	1	1	2	1	1	1	1.73	1.19
Provost/VP's	1	1	5	3	2	3	2	3	2	4	3	2.64	1.21
Administrators	5	5	5	4	4	3	2	3	2	5	3	3.73	1.19
Faculty	5	5	5	5	5	5	4	5	5	5	5	4.91	0.30
Students	2	1	5	3	1	2	1	2	0	4	3	2.18	1.47
Community	0	0	0	2	0	2	2	0	0	1	0	0.64	0.92

Question #2:

How did you personally influence the conversion process?

Note: Replies to this item reflect the role each person played in the process, such as on one of the committees or as an advisory role as an executive level administrator.

--As a program coordinator, my involvement was to make sure the curriculum modifications did not harm our situation in terms of the students, faculty, and staff.

--I did my best to express the hardship semesters will bring to our program. Obviously I did not influence the final decision but made sure our area was well covered as far as meeting the deadlines needed in the conversion process.

--I don't know if I influenced the process, but I said my piece and listened to other people. I chaired one of the sub-committees and spent considerable time developing items such as the mascot for student communications on the process.

--We worked many hours in getting this thing done, but I couldn't change the decision. We at least got all the issues on the table; I did that for sure!

--My influence was in the area of student life and services, to see things from the students' side, if possible.

--As a committee member, [--]planned the implementation process and directly influenced the meeting of deadlines and tasks.

Phase 1 Initial Decision To Consider Calendar Change (1989)**Question #3:**

What factors during 1989 influenced the decision to consider changing the calendar?

--At that point I think it was mostly calendar--simply matching the public schools' systems to Ferris.

-- Probably the most important was the need to be in sync with other institutions in the State of Michigan including the community colleges.

-- The big factor was Michigan State was going to semesters and we did not want to be the last school in Michigan to go to semesters.

-- We needed to conform more to other institutions in the state. That was the most overriding factor.

-- We wanted to bring the calendar in alignment with other institutions.

Question #4:

In your opinion, who was involved and what roles did they play in the decision to change?

--We had two educators on the Board of Control at that time, Archie Bailey and Pat Short. They were urging that we look at it--very seriously. I thought if we were going to do it, that was the time when the SIS was switching over, so we could go through two major conversions at the same time and the expenses that are associated.

--The president decided a study was needed.

--The president--she has come from semester schools, and she kind of implied that was a better way of doing it.

--I think the Board of Control pretty well mandated that we were going to make the conversion--I think the president, with blessing of the board, said, let's set up the STT and let's move it.

--I think it was the president, the vice-president for academic affairs, and perhaps the Dean's Council.

--Gary [VP of Academic Affairs] made the decision.

--The VP of Academic Affairs definitely wanted to do it. The other administrators were involved but were not all in agreement.

--The VP of Academic Affairs was Gary Nash, and, in his opinion, we should go to semesters. We surveyed the students--the Senate--the first vote declined changing to semesters--the second vote 51 against and 49 for--it was strictly an administrative decision based on some criteria, so that is the way it was going to be.

Phase 2 Evaluation & Recommendation

(1990, Semester Feasibility Task Force)

Question #5:

What do you recall were the primary goals and/or objectives for FSU to change to semesters?

--First of all, it was time that the university took a look at their[sic]courses and we have created a curriculum of courses with some tremendous overlap with other courses--we wanted to find some engine to let us weed this out a little bit to consolidate and upgrade courses--it was a concern, and Helen Popovich[then president]saw that.

--We were looking at changes in the general education requirements and installation of a new student record system (SIS)--that was a combination that needs to be in place by the time of the North Central visit---maybe that is why we were looking at semester conversion.(timing)

--Being on the same calendar as the rest of the state and a new computer system would please the North Central Accreditation Team--they had planned to visit in fall, 1993.

--Changing of general education requirements, transferability of credits, North Central accreditation visit.

--Compatibility with other institutions; reevaluate the curriculum, courses, and programs; revise the general education requirements; do away with the Christmas break that broke up the quarter.

--The chance to improve curriculum--this was a great opportunity to do this because we have[sic] a lot of new faculty.

--Timing--change semesters at the same time we bring in new general education requirements plus a new SIS system.

--The calendar issue, the transfer issue, more time to teach courses, compatibility with other institutions.

Question #6:

How closely do you believe the committee (Semester Feasibility Task Force) acted in regard to the stated goals and objectives?

--We looked at what was happening at FSU and felt that semesters was the best for FSU, and the committee did its job.

--The committee did not go off in different directions; we stayed focused.

--The issue was to consider whether we should be the same as other schools, and that's what was evaluated, among other things.

--There were compromises but still within the goals set out.

--Very well in my estimation. Most everyone did what was needed for their[sic] program or area.

Question #7:

How was the charge to the Semester Feasibility Task Force committee determined and communicated?

--The Academic Senate formed the instructions and set up the committee. The charge was discussed at one of the beginning meetings.

--It could have been a joint thing---the Senate as well as the President. The chairperson, Alan Pochi, really gave

the directions when we first met, and I suppose he received the information from the VP of Academic Affairs.

--The VP of Academic Affairs really took care of the details in setting up the committee structure and time lines.

--I don't remember who it was, but it was someone who gave the structure--we just want you to look at every possible thing you can think of and consider it and make a recommendation--I don't recall any ongoing visits by senior administrators to see how we were[sic]doing and to influence us.

--We received the charge from the President's office. It was brought to the academic senate--it was either the President or VP of Academic Affairs, Gary Nash, I think, that gave the formal request to do this study and make a recommendation--and a committee was formed.

Question #8:

How was the makeup of the Steering Committee and each Sub-committee determined?

--It was primarily volunteers for both, actually--once we got some volunteers, then we took a look at the makeup and said--we need another administrator or some students here--to make sure we had representation of the whole campus.

--I am reasonably certain President Popovich had so many administrator slots that she could put there and I was one that represented an academic area. It probably came out of Helen's office; that's that way it was; then we divided ourselves under the four groups(sub-committees).

--I don't know who selected Alan Pochi(chair). Each college had the ability to place two people on it, plus the library. Each major academic unit had the opportunity. they were not selected by the Senate or the President. The subcommittees were developed from expertise within the group of volunteers.

--You volunteered in the area of your interest and expertise.

--If I remember, I was asked to serve because of my work on curriculum. Each person had some special interest. I guess the colleges were asked to supply representatives.

--To tell you the truth, I think it was an appointed thing. I don't recall an election or anything. I think I was asked to serve, maybe, through the Senate.

--I think individual members were voluntary and the chair was appointed. I volunteered for the minority subcommittee. I guess there was a formula so that every area was involved.

--You recruited people in positions that you wanted to represent. It had to balance, not by gender or race--but it probably wasn't a perfectly created committee.

Question #9:

How was the chairperson selected for the Steering committee and each sub-committee?

--I think I walked into the room and was told this was the (steering committee) chairperson. The subcommittees were not appointed, but, as I remember, it depended on who had the most interest or some experience and led the discussion and then handled the follow-up. Seemed more like a leader rather than a formal process.

--As I recall an extensive search and evaluation of the potential chairpeople that could be used for this very important assignment. Only the chairs of the steering committee were appointed by administration. Jim worked for me before--I know his strengths--he could be trusted, and he had the background to make it happen--he has ties to MSU who had just done their conversion.

--Chairpersons (steering committee) were designated by administration. I think the VP, but I'm not sure.

--Alan Pochi was appointed, and I think in my sub-committee the chair had a strong feeling about the subject area and just put his energy to work and we split up the things needed to be done.

Question #10:

What methodologies were used by your committee in making decisions?

--We just gathered information--and discussion until we felt we had enough--not so much like voting--we had to compromise in order to satisfy the rest of the campus.

--We just basically got in a committee and talked it through--tried to get all the viewpoints that we could and as a consensus we should come to agreement--well, I could live with that if you could live with this--it was pretty much by consensus--it wasn't one individual that rammed their[sic]opinion home or dictated.

--Just kicked things around and came up with a consensus--there was no real voting.

--We had voting--we invited people to come in and ask questions and voice opinions--sometimes we just seemed to arrive at a point where no more discussion was needed, and we did not need a vote, but it was obvious what the majority feeling was--then everyone just seemed to go along with the recommendation by the chair or someone else.

--Obviously some things we kind of voted on at least by expressing our view we voted, and the chair could see which direction we were headed but did not tell anyone what was going to happen or force a decision if it did not seem right for the group.

--Lots of discussion, lots of input from every aspect of the campus. Everybody sort of had their[Sic]own agenda and passion. It was mostly worked on verbally--the discussion went on until a vote or consensus came about--usually we just kind of agreed or were willing to agree.

--It certainly was not bureaucratic or political. It came to a consensus, probably using good rational--there were questions we would ask, get everyone's ideas--consensus that came together was based upon surveys--the majority ruled on the consensus.

Question #11:

In your opinion, explain which methodologies were most effective?

--While I don't recall a vote, we agreed on solutions that were for the good of the greatest number.

--I think just allowing people to talk through worked the best--more decisions were made by consensus than by vote--everybody had the opportunity to speak--I sensed that everybody seemed to go with the better for the most--there were also a few arguing for whatever; then they would come to a consensus, even if they didn't like it.

--Talking it over to hear each persons perspective and then see what is best in the long run.

--That everyone was willing to listen and go along with the majority, even though they may disagree.

--Sometimes by talking it seemed a little like a vote process, and we would discuss the issues--then we would all kind of agree--that's what I mean by consensus.

Question #12:

In your opinion, explain which methodologies were least effective?

--When some people became enraged at changing the general education requirements as it would seriously affect their programs--it was difficult to reach agreement, and a vote was taken.

--When we would not be able to satisfy everyone and then we all agreed--some people were backing down or living with the result of most people--it would work best if everyone spoke their[sic]mind.

--I guess when we did not have enough discussion and some people did not want to go along with the group decision.

--Like an administrative point was made that this is the way it must be done and when--what do you call this type--political?

--Some things we kind of voted on, at least by expressing our view, and the chair could see which direction we were headed but did not tell anyone what was going to happen or force a decision if it did not seem right for the group.

Question #13:

Please describe the most controversial issue encountered and how it was resolved?

--The laddering of requirements such as a three level conversion process for freshmen, sophomores and juniors. The Senate had to approve these changes, so I think, by giving up something and compromising, we were able to get that through.

--How are we going to get quarterly hours into semester hours? How is it going to affect programs like PGM? (also technology) They won't get good jobs out there. We researched that and found that only a half dozen good jobs out there in the first place depended on getting out before other schools that were on semesters. Of course, if you didn't know otherwise, this is what you believed. We discovered that, during semester transition, a lot of misinformation floating around the campus. There was a real lack of communication sometimes that caused conflict, but whatever we passed on, in fact that whatever we do, has to be communicated on a daily or weekly basis to be sure everyone is notified.

--How students would lose contact hours with us in my program if we went to semesters. They listened but just never understood. I didn't like it and still don't like it, but I am supporting the committee's recommendation.

--The level of defiance about the issue of changing to semesters--I would say the people concerned were facilitated by allowing expression. Usually the person would go along after given their[sic]point, even if still not sold.

--The union was a major one as semesters shifted the calendar and moved the vacation time. It was resolved by several of our administrators sitting down with the union and talking it out. They worked out the impact on the contract.

--One of the big controversial issues was that the semester system gave more time for them to learn the material but you reduced the number of choices a year a

student could make. That issue was discussed but never resolved. A formal vote was taken. It was close.

--The major issue was how vocal that technology and allied health among others were trying to show it was not wise to move to semesters. The major concerns were allowed to be heard, but the issue of transition of the institution was bigger than the parts involved. It was felt that semesters would not affect negatively any one component drastically. I have accepted it, but, from my area, quarters is a better fit!

--A major issue was that a lot of the programs indicated they enter a new class every three months. After studying it, we realized that most programs were not doing that anymore. They did not have four classes in progress, maybe two.

Question #14:

Describe the constraints on the committee that influenced committee action, positively or negatively. Time? Finances? Support Staff?

--There were real time constraints as we had to throw **this** together in about ninety days. This was positive in **that** it put pressure on dealing with issues and not **festering**.

--We had time constraints that caused some problems but **mostly** a positive to get it done.

--Deadlines probably helped the process.

--We were given a deadline to make the recommendation-- **this** was good as it was a target and provided energy.

--Time lines made the committees efficient, knowing **that** they had an end point.

--It was difficult to get the committees and faculty to **come** up with proposals in a timely fashion.

--There were no financial constraints as far as I know.

--As far as funds go, we were able to support some of **that** activity out of our existing budget to put faculty on **other** campuses for study purposes of the change. It was not an **undue** expense but was expended for the department. I **remember** the Vice President's office helping us out with **budget** relief because we had to send out so much paper work to **faculty**.

--There were no staff problems.

--We used our own secretarial staff and the Academic **Senate** support if needed. There were no negative **situations**.

Question #15:

In retrospect, as a member of the Semester Feasibility Task Force, what would you like to have done differently in the conversion process and why?

--My recollection is that we did not have a strong chair, and I think we could have benefited from a strong chair--to keep things smooth and moving along quickly.

--I hoped the VP's office would have given a bit more direction at the time--established a uniform standard across the whole campus--for the role of Arts and Sciences versus the rest of the school. This has been one of the most successful and most difficult projects here at Ferris of the last decade.

--I would not want to change it--I think the stars were running it--Allan Pochi, Jim Maas, and others were very diplomatic, well thought of, and kept the local dissension down to a minimum.

--Probably wished there was less dissension or concern from each side of the issue to change. Not many people changed their minds about changing to semesters.

--It was so difficult get a strong commitment from the administration to the costs of funding and conversion. They were very wishy-washy on it. We couldn't get a commitment from them of what dollars were available to pay for conversion. This was the start of the "fiscal restructuring"--no one really talked money. We could not get solid financial information, so that issue came up in the open meetings we had across campus but never adequately addressed, in my mind.

--I don't know what I would have done differently. I tried hard to change the decision.

--I would like more student input. I don't know how you are able to make sure that happens--we had students that we invited, and they did not always show.

Phase 3 Planning (Dec 1990 Semester Transition Team)

Phase 4 Organizing (1992)

Phase 5 Implementation Process (1992-1993)

Question #16:

What do you recall were the primary goals and or objectives for FSU to change to semesters?

Note: Comments to this question from members of the Semester Transition Team were included in answers to question #5 from the Semester Feasibility Task Force.

Question #17:

How closely do you believe the committee (STT) acted in being consistent with the stated goals and objectives?

--It was quite clear that the conversion was to take place and the other things that were going on, so we did what had to be done--there wasn't much deviation, really.

--There were compromises but still within the goals set out.

--There was no real document--we just did it and got input from other institutions by phone or visit and tried to put it together and meet FSU needs. It got finished and went very, very smoothly.

--Completely in-line from my point of view; Jim Maas was an excellent chairperson, and we met deadlines and objectives.

--We were concerned about all aspects such as fairness to students and revamping the curriculum properly.

Question #18:

What role or functions did the Semester Transition Team committee perform that influenced the implementation process?

--We, or more appropriately Jim Maas, set the time-frames, gathered much of the information, and helped us identify all the tasks that needed to get done--the STT took a strong leadership role and followed up on the conversion process as each college and program made the changes needed in the curriculum.

--I would say a leadership role in that we contacted other schools and asked them about their experiences, gathered inputs from many people, and laid out what had to be done and the timeline--we certainly had a significant influence on making sure semesters was[sic]ready and the students ready.

--Everything actually--at least the planning, structure, timing, and follow-up--no one else was tracking it, only the STT--no question about it--the planning, the booklets, the forms--we were set up and supposed to be for major problems, but I don't think we did have any real big ones.

--Well, we had to do the organizing or figure out the tasks, plan what needed to be done and when--there was no roadmap--this was done as needed or as problems surfaced.

--Mostly common sense as to what next needed to be done--Jim Maas was the detail person.

Question #19:

How was the charge to the Semester Transition Team committee determined and communicated?

--The VP, Gary Nash, he was the man involved. The charge was made clear prior to my accepting the chair. When we started, we knew what had to be done.

--From Jim Maas, the chairperson who was in regular contact with upper administration, the president, and the VP, I think.

--Jim Maas was the person in charge from the beginning, and he expressed what needed to be done. I believe he was in constant contact with upper level administration as to our process.

--Jim Maas gave us the specific areas we had to address--at that time we needed to present how the transition would take place.

Question #20:

How was the makeup of the Steering Committee and of each Sub-committee determined?

--the makeup of the committees were[sic]appointed by the chairpeople.

--Basically, if you were interested in it, you just jumped in there--a little bit more informal than the task force--we were not going to spend a lot of time having a formal organization--we tried to get somebody from every area--it wasn't any kind of elected process--a lot of the feasibility task force members carried right over to the transition team.

--Sub-committees were determined basically by volunteer--Jim would say, "all right, one of the first things we have to do is take a look at how we are going to get course evaluations--I would like for three people to do this--who would like to do this"--it was all volunteer basis--so if you have some leaders in an area that is what you are attached to--we didn't have a nice and neat, formal structure that one person was chair of a committee all the time.

--If I recall, we volunteered or suggested our preference.

--They had representatives for each of the schools--I don't think it had to do with the number of people from each school--they did bring in the Senate, the FFA as there was concern about contracts--we were in the middle of contract revision--the system of selection was about hitting all the various colleges to get some representative, and there was the other levels, who volunteered.

--The steering committee was put together by Nash--he told me who the members were going to be--he tried to get a broad cross section of people from the campus--I don't know how the students were picked; I think he asked the ASG for two students who would be willing to serve.

Question #21:

How was the chairperson selected for the steering committee and for each sub-committee?

--As I seem to remember, an extensive search and evaluation of the potential chairpeople that could be used for this very important assignment--personalities and leadership style were critical and significant in the final outcome, which was considered very successful.

--Chairpeople for the subcommittees--we had people of different backgrounds and experience--what we did was set up the task of the week--we would discuss that task in full committee, then I would try to get a flavor of what people thought about the task--then I would perhaps see a need to have a sub-committee of about three people--I tried to pick people from what I viewed as the extreme points of the issue--either side of the issue--when the sub-committee would come to an agreement, then I felt we had something to bring to full committee.

--The chairs for the Feasibility Task Force and the Transition Team were appointed and given (released) time to get it done. The sub-committees were picked by us or at least volunteered.

--The STT started off with Jim Maas to be the person in charge--it was a smaller committee than the Feasibility Task Force--I don't think we really had chairs--what I remember from that is we had responsibilities; that was a better way to address it--we really didn't have a chair on sub-committees, but on paper there were chairs listed as those responsible for pulling together reports to the steering committee.

--If I recall right, we volunteered or suggested our preference--the subcommittees kind of naturally put chairpeople in who had the notes or desire to take charge--got it--it didn't matter who was chair everyone got it done that was involved, although not everyone was totally involved, if you know what I mean!

Question #22:

What methodologies were used by your committee in making decisions? (voting, consensus, etc.)

--I don't know except for leadership in making sure we had all the information to evaluate alternatives--much the

same methods as with the Feasibility Task Force--maybe a little more informal, but more issues to decide on.

--There was a whole lot of debate here--we usually ended up agreeing on the process and willing to go long.

--Basically, let's try this and see how it works; we had really no research; not many schools kept any kind of records of how they did this; let's play with it and build a model.

--It was basically after the sub-committee reported, we would have full committee decision, generally come to consensus if we could before voting. If we were not at consensus, we asked the subcommittee to reconsider some of the issues; then we would bring it back up at the next meeting--eventually we voted on it.

--We talked most things through until there was agreement. We used everyone we could as a resource to get the facts and evaluate each side until it was clear which would be best for the students and FSU.

--Same as the other committees. It was consensus.

Question #23:

In your opinion, explain which methodologies were most effective?

--By discussion it was apparent who needed more information, and we held off making a decision until that was done. That was effective.

--Votes, particularly when they were close. In subcommittees it was mostly consensus. Ultimately we had some votes.

--Getting somewhat of an agreement before actually deciding which direction we must go. Consensus was very important and effective, as we needed support to get things done. Getting all the issues discussed until everyone had their say, or we went out and came back with more data.

--Jim pretty much set the priorities and organized the tasks. He was of course talking to the Vice President of Academic Affairs and called meetings. He would get reactions, so he was giving direction, and from that he would communicate back to us. We were out digging up information and throwing out ideas. We would just sit there and put things up on the board and say--"that's not going to work," and "that will cause a conflict." It was not a perfect system and we had to develop an orderly process.

--Sometimes situations could be nipped in the bud before they got to the worker level. That was probably the most productive--if it was an administrative situation, we just got a decision right now!

--The most effective is when everyone got involved and contributed--It worked when people listened!

Question #24:

In your opinion, explain which methodologies were least effective.

--Probably when someone felt they[sic]were not being listened to and then got frustrated and we could not get agreement on how to proceed or finalize something.

--People against the conversion dropped out of committee involvement after the decision was made--they threw up their hands and said "the hell with it"--they might have been somewhat slow in developing material. We had to go after them. So they could get angry, but they still had to come up with the information. Mostly everyone on the committee was for it. We were going to meet the deadline.

--We had trouble when some faculty members felt their program would suffer and they did not want to let go. They had trouble looking at the good of all the students. They were unhappy when a decision was obvious by the comments of most of the committee without having to vote--agreement was facilitated.

--None that I seem to remember. Jim Maas was such a well organized person; he kept us focused on the task at hand. When we had problems, he tabled the issue, and we researched it some more and came back to the steering committee.

--Jim made us reach agreement by discussion.
Consensus.

--It was difficult to get consensus all the time, or at least full cooperation. We had good team members in that they communicated, at least the main core of the committee.

Question #25:

Please describe the most controversial issue encountered and how it was resolved?

--Should Easter break be scheduled with the winter semester or the local public school system? Everything was dealt with in committees--we got input from other sources and brought it to committee, even had open hearings to air the issues.

--There were lots of them, but each subcommittee made a pitch, and we discussed. I think one of the most controversial was what credit hours would pay extra, would it be 16 or 19? I think it was voted on. We had people in from the business office. I can't remember voting, but we did have people disagreeing and some for, and then the issue was resolved.

--Probably exam week. Everyone was listened to and gave their[sic]input, and, while we did not to vote or anything like that and Jim would put items on the board, we

could see what's best. Not everyone was happy, but they went along.

--The calendar. How can we fit the courses into the fifteen weeks. What other courses should we have? Should we have an exam week? There were people from technology on the team that had a problem with the fifteen weeks. They said "we had a lot of lab time we need." So there was a lot of vocalization with that. Jim, as chair, with his easy going way, suggested alternatives, and we looked at them to facilitate the problem.

--Perhaps the polarization feeling people had. I don't think it was totally polarized. Perhaps it was a fear of the unknown rather than people speaking from positions of knowledge. We changed the calendar to an extra week. That's about the most controversial. We just researched the alternative and got enough information to get agreement on the best way.

Question #26:

Describe constraints on the committee that influenced committee actions positively or negatively: Time? Finances? Support Staff?

--We had to come alive September '93--the time frame was placed on them. I had a series of things that had to be done and an order for them to be done in. I got agreement from the committee on the timeline and tried to hold the university to them. That put a lot of negative pressure on a lot of people to get their work done, such as training and curriculum changes. In a positive way, the time schedule gave us direction and a progress status.

--We were on a pretty tight time schedule as far as deadlines which, in some ways, helped to move items along.

--Those time constraints that were imposed had an impact on how many people participated. I would say the deadlines were positive most of the time.

--There were time deadlines that caused problems. We had to push to get other people to stay on the conversion process track.

--I don't recall any financial problems with operations on this committee.

--Pharmacy is different because we have some resources that we can use outside of the university. Jim had a budget for the committee, and we had no difficulties that I'm aware of, at least that were negative on the process.

--Money that was needed was provided.

--Finance, we ran it bare bones. I was not given any financial constraints. I was told if I had any financial constraints to talk to the Vice President. I never did. The funding was just my salary on released time and the

person replacing me in the classroom and a part time secretary.

--As far as help, he (chairperson) had computer access and secretarial help. It was primarily his. The committee would get together in the Presidents' Room or South Commons, and he got an office in the Northeastern Community Education building.

--There were no support problems other than deadlines to get all the paperwork done, but that was not for lack of secretarial support.

Question #27:

In retrospect, as a member of the Semester Transition Team, what would you like to have done differently in the conversion process and why?

--I cannot think of a thing. Committees were a little big; that is it.

--My experience was great. We weren't skipping around doing bits and pieces; everything flowed together. No egos were involved. There was no "doctor this, doctor that." Everyone had a chance to voice some ideas we thought out. It was a lot of mental experiments. We had to learn the process; we had to select members of the faculty to deal with this. We had to train them sufficiently so that they can answer students' questions; so that the counselors were knowledgeable of what we are doing.

--I would not change a thing. What we hammered out just worked. Only because we had a good, strong leader, Jim Maas.

--I thought it worked well. If another university would do it, I would recommend before they get started they should bring in a panel of four or five people who have chaired other committees. To show pluses and minuses. That would be a good source of experience.

--Perhaps this process could have been done differently; I don't know; there was no guideline to follow; we were developing the process, or at least Jim Maas was organizing the jobs.

--Problems were resolved as they surfaced. Our people did a smooth job compared to some of the disasters we heard about from other institutions.

Phase 6 Incorporate Change To Semesters (Aug 30, 1993)

Question #28:

What methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?

--None that I am aware of. No study. Problems were dealt with.

--None that I recall, as it was all done and no turning back. Problems were resolved as they surfaced. Our people did a smooth job compared to some of the disasters we heard about from other institutions.

--None that I'm aware of other than the student appeal process if they have a problem with their conversion process.

--Our team recommended, as far as the calendar goes, that the summer calendar should be reviewed after a few years in place. The first summer would not be a good indicator because so many students in transition were close to graduation. We thought "let's give it a chance for a few years." The recommendations were verbal. I cannot remember writing them down. We recommended to the VP to review in a few years. As far as I know, it has not been reviewed yet.

--The only thing I recall is, in case of major mess up, we could have been called back. There was a panel for student appeal, but I don't know who was on it or if it was used. One thing that was said--that students will not suffer because of the conversion.

--No, I think people are afraid to ask. The students who experienced quarters are gone--we got the transition in place, and now it is no longer a transition.

--We continued to meet after the implementation as Jim Maas still had some released time for follow-up. He was monitoring the difficulties, and we would address any difficulties. After the classes were being offered during the semester, it became "who's going to show."

--Nothing formal. I think we were so busy trying to put all these pieces together that you didn't spend a lot of time evaluating how we were doing; we would just do it. The whole process was evaluated on how efficiently that system was working.

SUMMARY

It is worthwhile to observe that in this Chapter Five, the people interviewed may not have totally agreed with each other's observations while serving on the same committee.

The interviewer was not insistent that, in order to create a true understanding of the events, each individual had to see

the situation in the same way. One has to make the case that truth is a multiplicity of realities and that the comments offered are a synthesis of the various perspectives.

The information gathered in this chapter was used to answer the question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

CHAPTER SIX

Summary, Conclusions, and Implications

The experiences of an institution going through the semester conversion process are rarely documented.

Chapter Six presents a comparative analysis of the experiences of Ferris State University with a recommended standard process (Walz et al., 1977) presented in earlier chapters. As a result of this analysis, conclusions were drawn with implications that may be useful to other institutions of higher education, when making major administrative changes such as calendar format conversion.

A review of the literature in Chapter Two documented historical perspectives of calendar changes and the trend to the semester format. In addition, there is described a recommended calendar conversion process by such recognized authorities as Dr. Orville C. Walz, Leonard L. Overturf, Joseph E. Frazier, Roger D. Baker and Lewis J. Copple (Walz et al., 1977). It is their set of guidelines for the process that this research will serve as the "benchmark." An outline of the process is listed in Appendix K.

Using the case methodology described in Chapter Three, the conversion to semesters by Ferris State University was compared with the "benchmark" process. For reference, a timeline schedule of the process used by FSU is listed in Appendix H.

Two sources of information were used for the comparative analysis:

1. Published documents plus other university records, reports, and forms used in the process as explained in Chapter Four.
2. Personal interviews with faculty and administrators who were directly involved. Comments are summarized by the interview guide questions and listed in Chapter Five.

Chapter Six follows the recommended process, step by step, to address the thesis question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

Phase One - Initiating the ProcessRecommended process states support of high authority:

The literature suggests that the institution's president, governing board, or state commission usually play a role in initiating the decision to consider a change. The experts point out the need for support from the highest level of authority to generate a rigorous study.

Case Study:

It is noted in board minutes of March 4, 1972, that Ferris State University (FSU) was planning a change; however, the minutes of December 16, 1972, report that it was dropped because it was not considered beneficial at that time.

Interview comments suggest that, in 1989, President Helen Popovich approached the Board of Control with the idea and found the interested ears of two board members: Mr. Archer Bailey and Mrs. Pat Short. These board members had backgrounds in higher education and were sympathetic to the problems facing FSU as one of the few remaining institutions in Michigan that were not on semesters. Reports of the actions by the Academic Affairs Office indicate that the vice president of academic affairs directed a general survey of the faculty to solicit their feelings about a sixteen

week semester format and that a literature search be conducted on the calendars of other institutions. While results of the faculty survey did not support a change in calendar (50.8% opposed, 39.8% support, 9.3% no opinion), interview comments indicate that Dr. Gary Nash, who was the Vice President of Academic Affairs, had very strong feelings that further effort should be expended to study a change of calendar format. In response to the leaning toward semesters by the vice president, President Popovich formed the Semester Feasibility Task Force which convened for the first time on January 12, 1990.

Who had the most influence and involvement in the process?

The reports are further substantiated by responses to the first question asked of all interviewees, reported in Chapter Five, (Table 2), dealing with influence and involvement during the initial stage of the change process. On a scale of one to five with five representing a high level, the highest average score for influence was given for the president with 3.64 followed by the vice president with 3.73 and 2.82 for the board of control. Involvement during the initial phase had the highest average score given for the vice president. at 3.91 followed by the president with 3.09 and administrators at 2.27.

In summary, FSU was consistent with recommended guidelines in the initial decision to consider a change as

the president, the board of control, and the vice president of academic affairs were all involved. Furthermore, it resulted in appointment of a blue ribbon committee.

Phase Two - Evaluation and Recommendation

Recommended process includes representation:

The recommended approach incorporates a coordinating committee with representatives from all areas of the institution to carry out the steps of the next phase in approximately four months.

Case Study:

The FSU committee was set up by the Academic Senate at the request of the president and was officially named the Semester Feasibility Task Force. The charge directed by the Academic Senate was to "study the advisability of Ferris State University's conversion to the semester calendar system."

In comparing the process activities of the steering committee with the recommended guidelines for phase two, many elements were verified.

Appointment of the committee:

While the appointment of the chairperson, Alan Pochi, was directed by the vice president of academic affairs, the make-up of the committee was well represented across campus

divisions by faculty, administrators, students, and the Ferris Faculty Association (FFA). Interview comments reveal that the vice president. and the associate vice president., Mr. Sid Sytsma of the Academic Affairs Office were influential in the selection of committee members by recruitment based upon interest, experience, or expertise in a given area. The organizational chart of the Academic Affairs Division and Office of Academic Affairs (Appendix L) clearly illustrate the relationships of the executive administration.

Fact-Finding Project:

A thorough investigation was implemented by the Semester Feasibility Task Force with the forming of four sub-committees:

1. Calendar and Academic Policies
2. Curriculum, Field Experience, and Workload
3. Student Life and Services
4. Financial Impact

The tasks given the sub-committees were to look at the pros and cons of the various calendars in operation at other institutions and the impact on students, faculty, and administrative operations as applicable to FSU. Each sub-committee prepared a position paper for the steering committee which was incorporated into a final position report.

Students, administration, faculty, and the community were consulted. This involved surveys, publication of major issues, and open hearings.

Results of the Fact-Finding:

Based on the results of a survey by the sub-committee on curriculum, field experience, and workload, conditional support for semesters was given by administrators and faculty.

A report of surveys of students by the sub-committee on student life and services indicated that students favored remaining on quarters.

The committee on financial impact found no significant financial difference to the institution under a semester calendar. There would be a modest cost savings to students as one fewer set of coursebooks would be needed with semesters compared to quarters. The estimated cost of implementing the change was \$685,000 which includes expense items such as \$40,000 for the SIS system that would occur even if the institution remained on quarters.

Final Report of the Semester Feasibility Task Force:

The final report was a recommendation in support of semester conversion and was submitted to the president and Academic Senate on April 19, 1990. Before discussing action taken on the report by the Academic Senate, the activities

of this process need to be described as related by the participants in the process.

Interview comments confirm that the primary goal for FSU to change was essentially the need for congruence with the calendars of other state institutions. The difficulty for transfer students and student recruitment was well expressed in interviews with faculty and administrators. In addition, everyone was aware that the new student information system (SIS) was scheduled for installation in fall, 1993, plus a visit by the North Central Accreditation Team at that time. To add to the burden on faculty and administrators, the Academic Senate had proposed that new general education requirements be incorporated by fall of 1993, which would require a complete curriculum revision.

It is apparent from interview comments that faculty and administrators were evenly split on either side of the change idea when they were first involved with the committee and for the most part remained so at the end of the process. Those few who were neutral became advocates of the semester calendar.

Methodologies Used to Resolve Issues:

What is interesting about the committee process is the methodologies used to arrive at agreement on issues. In response to questions asked about the most effective and least effective measures used to arrive at closure, the

majority of interviewees stated that consensus was predominant as most effective and it appeared ubiquitously. The least effective methodologies were efforts to move the process along without allowing the desired discussion and airing of feelings. None of the participants interviewed expressed a sense of pressure to reach a specific conclusion, and all indicated that the steering committee chairperson assigned tasks for study in a very diplomatic fashion. Even the leadership of the sub-committees was expressed in interviews as self-governing with very little arm twisting, and few if any egos or political agendas were pushed. One member expressed regret that the chairperson was not a stronger leader while most others suggested his style of facilitation and mild cajoling was appreciated.

In describing the methods used to resolve very controversial issues, most of the interviewees mentioned compromise for the good of the majority interests. This state of compromise was only reached after being able to freely express personal points of view. Some members said they did not recall a vote on issues; others mentioned occasional situations where a vote was taken but not because it was an unusual situation. The general approach to closing an issue seemed to be through discussion until it was apparent what the majority feelings were. This was termed consensus by the interviewees in that they reached

agreement of support of the group but not necessarily in principle.

Recommended Time Period for the Process:

The recommended guidelines suggest a four month period to conduct an evaluation and recommendation.

Case Study:

The Semester Feasibility Task Force completed its assignment in this time frame which was described as rushed by committee members but a positive influence in reaching a conclusion to the change that was considered very controversial on campus.

In line with the recommended guidelines, the university documents reveal that financial and secretarial support was made available to the committee. Interview comments concur with this fact and that the process was adequately supported.

While this phase of the conversion process at the case study institution was consistent with recommended guidelines, a question remains: what could have been done differently?

Members of the Semester Feasibility Task Force who were interviewed were asked "what you would like to have done differently in the conversion process and why?"

For the most part the members were quite satisfied with the process, but two comments deserve mentioning:

1. The lack of verifiable, financial information for the costs savings touted by advocates of the semester calendar vs. quarters was considered frustrating. In all fairness to FSU administrators that were solicited for their estimation of cost differences, the Financial Impact Committee found equally vague responses from other institutions that were asked about their calendar change experiences.
2. Another wish was for greater student involvement, notwithstanding the fact that students were invited and placed on the committee. Interview comments indicated that students were sincerely interested in committee participation but found it very difficult to attend on a regular basis and, as a result, may not have been fully utilized.

Final Recommendation of the Semester Feasibility Task Force:

The final recommendation of the task force to the Academic Senate was that conversion to semesters was in the overall best interests of Ferris State University.

Recommendation of the Academic Senate:

Documents from the Academic Senate proceedings indicated that, following the recommendation and discussion of the fact-finding study, a vote would be taken by the Senate.

The final outcome of the senate vote was a recommendation that FSU remain on a quarter calendar.

Comments from several interviewees substantiated the report that the vote was very close with the quarter system slightly favored.

Recommendation of the University Administration:

The final decision was in the form of the Academic Affairs Office making a recommendation to the president and the board on September 18, 1990. The message was that the university should proceed with conversion to semester calendar for the following primary reasons:

1. Timing:

- The north central accreditation visit scheduled for 1993-94.
- The Academic Senate approval of the new general education requirements which had to be in place by fall of 1993.
- Purchase of the new Student Information System (SIS) which was scheduled for installation in 1993.

2. Congruence with contemporary calendar practice.

3. Opportunity for curriculum revision at the elemental level.

University documents report that the president and the board supported the recommendation and that the president directed that a transition team be formed by the Academic Affairs Office.

Interview comments of the administrators directly involved substantiate the series of events described. It

was an upper level administrative decision to convert to semesters, even though there was not a significant majority for either side of the decision. In personal interviews it was expressed that there was emotion and passion for and against conversion; the university community was polarized but fairly evenly split, slightly favoring remaining on the quarter calendar.

In summary, the findings show that FSU has been consistent with the recommended guidelines for this phase of the conversion process.

The remaining steps or phases of the benchmark process are to be compared with the activities of the Semester Transition Team(STT).

Phase Three - Planning

Recommended Time Period for the Process:

At least 4 months should be allocated, according to the experts, to perform the planning functions.

This period is used to identify all of the tasks to be accomplished. Policy decisions are made, guidelines developed, and timetables established for procedural completions. The planning document, including color-coding of forms, is to be used to assist all participants in the conversion process.

Case Study:

The planning phase for Ferris State University began in December of 1990. With the approval of the Board of Control, the Vice President of Academic Affairs appointed Dr. Jim Maas as chairperson of the Semester Transition Team. A set of guidelines was formulated including a specific list of directions for use in the planning, organizing, and implementation phases. A plan with a timetable for conversion was to be submitted to the Office of Academic Affairs before the end of winter quarter, 1991.

Conversion documents reveal that the steering committee was composed of 19 people with representation across all college divisions, students, Academic Senate, and administrative functions such as Public Affairs and the registrar.

Structure of the Semester Transition Team (STT):

It is important to take this opportunity to analyze the structure of the transition team because the benchmark process places significant weight on the composition of this group. The Semester Transition Team was responsible for not only the planning but also the organizing and implementation phases which will be discussed later.

The interview guide was structured with a group of questions specifically applicable to the transition team.

Participants in the personal interviews reported they were aware that the steering committee chairperson, Dr. Jim Maas, was appointed by Dr. Gary Nash of the Academic Affairs Office.

Comments relate an extensive search for and evaluation of potential chairpeople with the desired experience, leadership style, and personality. One interviewee said "Jim is a detail, analytical person and handled the logistics very nicely, as I knew he would."

Selection of the committee members is not totally clear in that some interviewed committee members said they volunteered and some said they were recruited. It is apparent from the interviewee's experiences that some form of organized selection was used by Jim Maas and the Vice President of Academic Affairs to create a balance of representation across campus. They pointed out that the committee was large in numbers but not everyone attended meetings on a regular basis, that a core group really represented the committee. Some people served only as needed.

They were not consistent in recalling a formal organization of the sub-committees but described a comfortable, natural formation as the need arose, for instance, when a task-of-the-week was introduced by Jim Maas, he would encourage discussion of the opposing issues.

From comments of the committee members he would request that two or three people form a sub-committee to study the task and report back to the steering committee. One criterion mentioned for the grouping of sub-committee members was for sub-committees to consist of people at opposite ends of agreement to assure a full range of study. Interview comments indicated that, on occasion, membership was voluntary if you had special interest, expertise, or experience.

The chairpersons of the sub-committees were not entirely by appointment, based on some comments from interviewees. They did not recall a formal, permanent chairperson; the role changed over time when the same group of people was involved with different tasks. For example, a committee assigned to work with publicity might have a designated leader (chair) for exploring and scheduling public hearings across campus. A different leader might volunteer when developing communications for one of the student newsletters, called *FAST 93* (Appendix M). The minutes of the STT occasionally noted that a member was appointed to follow-up on a task and report back. A chair was recognized as one with strong interest or expertise in an area or the willingness to take over the organization of material, scheduling sub-committee tasks, and report-writing duties. It is noteworthy that four members of the Semester

Feasibility Task Force carried over as members of the Semester Transition Team. Interviewee comments indicated that their specific participation was volunteered or recruited based on past performance and willingness to serve plus some expertise or experience to contribute.

Interview comments suggest that there was full knowledge at this time of the goals and objectives of FSU to change to semesters and that the committee was responsive to those ends. The charge to the STT committee was by written communication from the Board of Control via the Academic Affairs Office and is described in Chapter Four.

When asked about the team's charge, interviewees were unaware of all the details at the onset but received their tasks from the chairperson in a structured manner each week. This was accomplished at regularly scheduled Friday afternoon meetings.

On the basis of interview comments and evidence of the documents produced by the STT, it is apparent that the case study institution was consistent with the planning phase of the recommended process.

Phase Four - Organizing

Recommended Time Period for the Process:

A minimum period of 12 months is suggested for the tasks of organizing the conversion of calendar formats, and

for FSU this was accomplished in 1991 and 1992 as an extension of planning activities.

Recommended Functions of the Organizing Process:

1. Program definitions
2. New general education requirements
3. New academic courses
4. New course numbering system
5. Graduation requirements
6. Calendar format
7. Summer sessions
8. New academic standards
9. Transition courses
10. Computer system procedures
11. Teaching programs
12. Articulation agreements.

Case Study:

Verification of the efforts used by FSU in its organizing activities is contained in the FSU Semester Transition Curriculum Procedures Manual. It was approved by the Academic Senate on February 11, 1991; however, the procedures manual was a dynamic tool, continually under revision as policies were reviewed (FSU, 1991).

For instance, developing the time schedule for classes and exam week (Appendix G) was a formidable task due to the parochial interests of various programs. Additional concerns with workload issues were expressed by the Ferris Faculty Association (FFA) and by those involved with lab intensive courses.

The academic calendar (Appendix F) was structured for compatibility with the early semester format and to provide

a spring break period amenable to faculty and staff with children in the local school districts.

A significant aspect of the organizing tasks involved timely scheduling of the curriculum changes to courses and programs and getting approval from the University Curriculum Committee (UCC) of the Academic Senate. A four-tiered system, as explained in Chapter Four, was set up to prioritize the course submission process. Articulation agreements and transfer guides were developed for use with other institutions of higher education.

In comparing the tasks performed by the STT with the recommended list, it is verifiable with conversion documents and interviews that FSU is consistent with the benchmark process referenced in this thesis.

Phase Five - Implementation Process

Recommended Functions for the Implementation Process:

There are five recommended functions for successful implementation with four months allocated to the process:

1. **Publicize** information about the new calendar.
2. **Schedule** workshops for students, faculty-advisors, and administrators.
3. **Develop** a mini-catalog.
4. **Incorporate** preventative advising programs.
5. **Form** an academic appeals committee.

Case Study:

In September of 1992, the STT published the 160 page Semester Transition Manual. It was targeted to students for use in conjunction with the 1992-93 School Bulletin, which contained information on quarter system courses. Also, transition program advising materials to plan for the completion of academic programs, during the transition period.

In addition, during the fall of 1992, a student guide called Semester Transition 93 was produced by the students in the technical communication seminar class.

Every two weeks the STT placed notices in the student newspaper, The Torch, to keep the campus informed and to answer questions. A news release, called the *FAST 93* (Ferris approaching semester transition 1993, Appendix M), was published periodically to answer anticipated questions students may have had and to stimulate their preparations for semester implementation.

A mini-catalog was developed with course equivalents listed and conversion data along with transition courses scheduled for summer session.

Many workshops were held across campus by members of the STT, counselors, and other knowledgeable volunteers, to train faculty advisors, administrators, and staff and to answer students' questions.

Practice advising sessions were scheduled for all faculty to prepare for advising activities that would touch virtually every student. Transition students, defined as having earned more than 26 quarter credits, were required to check with their academic program advisor before registering for semester classes.

The primary documents used to assist transition students were the course mapping form (Appendix N) and the course completion agreement (Appendix O). To further assist advising efforts, there were brochures and an explanation of transition terms (Appendix P).

An academic appeals committee was formed for use by students who felt they were treated unfairly in the conversion process. Comments by some of the interviewees suggest this committee was rarely consulted because the process had been structured to prevent problems from arising.

The work of the Semester Transition Team continued through the summer session of 1993, albeit with only the chairperson, Jim Maas, and a few committee members as needed.

While there is an abundance of evidence of what the STT accomplished, the interview guide used in the research contained several questions dealing with the committee process.

For instance, "how closely did the committee act in regard to the stated goals and objectives, and what role did the members play in the process?"

Interview comments suggest that the stated goals and objectives of the institution in the charge to the committee were fulfilled in large part due to the leadership style of the chairperson, Jim Maas. The interviewees expressed the feeling that they were inventing the process as they went along because there did not seem to be any formal process.

Methodologies Used to Resolve Issues:

The methodology used in the committee decision making was reported as being consensus with rare occasions when a vote was necessary. In the minutes of the STT, there are numerous notations of votes being taken, but the interviewees consistently suggest that they reached agreement through discussion. In relating the most effective and least effective methodologies for handling sensitive issues, the comments were similar to those of the Semester Feasibility Task Force: that the gathering of more information and allowing everyone ample time to express viewpoints seemed to allow compromise for the good of the process and majority viewpoints. This result may best be explained by defining consensus as agreeing to support a position 100% but only buying into it 70%.

Again, the least effective methodologies used in making decision were reported to occur when people felt they were not listened to or that an issue was being decided that they did not fully understand. One comment from the interviews noted the talent the chairperson exhibited by reducing conflict and confusing terms to diagrams on the blackboard until everyone understood.

In handling most controversial issues, two comments are worth quoting:

--probably exam week. Everyone was listened to and gave their input and, while we did not go to vote or anything like that, Jim would put items on the board; we could see what's best. Not everyone was happy, but they went along!

--the calendar. How can we fit the courses into the fifteen weeks? What other courses should we have? Should we have an exam week? There were people from technology who were on the team that had a problem with the fifteen weeks. They said they had a lot of lab time needed. So there was a lot of vocalization with that. Jim, as chair, with his easy going way suggested alternatives, and we looked at them to facilitate the problem.

Based on the implementation documents and comments of interviewees, it can be said that FSU was consistent with the recommended benchmark process for the implementation process phase.

Phase Six - Implementation and Evaluation

Recommended Process for Beginning the Calendar:

The recommended process suggests beginning the semesters calendar in the fall. Also, incorporate a

preceding summer session with opportunities to complete course sequences under the quarter format.

Evaluation of the institution's goals and objectives for converting to semesters is not specifically required but is implied in the literature.

Case Study:

The Semester Transition Team was diligent in training advisors to inform and encourage students to attend summer sessions. The intent was to offer additional opportunities for completion of their degrees under quarters or with a sequence of courses structured under quarters.

Interview comments substantiate this effort to meet those objectives in preparation for semesters beginning in fall of 1993.

There does not appear to be any documented evidence of an intent to measure attainment of the goals and objectives of the institution's conversion to semesters. This question was asked of all interviewees, and there was an indication by some comments of some worthiness to evaluate the summer calendar in a few years. Another comment was offered that evaluation was done as the process was implemented, and, if problems arose, they would be dealt with immediately.

To further understand the influences of the constituents and committee members, the interview guide included questions about time, financial, and support

constraints. Similar to the feasibility task force committee experiences, interview comments indicated that there were no time or financial constraints on the committee. The time schedule was reported as a pressure problem, but, from the descriptions of difficulties, the schedule seemed to be motivating others to meet process deadlines. For the most part, the time period allotted enabled the group to function in a positive way. The chairperson was the only person with released time from teaching duties, an unrestricted budget, and secretarial support.

The committee members used their respective departments or the transition office secretary for secretarial support.

Who Had the Most Influence and Involvement in the Process?

A question asked of all interviewees was summarized in Chapter Five (Table 2) comparison matrix of influence and involvement. The question asks about their opinion of the levels of influence and of involvement for various constituents during the conversion process.

On a scale of one to five with five representing a high level, the highest average score for influence was given for the administrators with 4.27, followed by faculty with 4.18, and 2.82 for the vice president of academic affairs.

Involvement during the conversion process had the highest

average score given for the faculty of 4.91, followed by administrators with 3.73, and the vice president with 2.64.

One of the last reflections requested of interviewees who had served on the STT was, in retrospect, "what would you like to have done differently in the conversion process and why?" There were very few regrets expressed and glowing memories of a successful, smooth conversion process.

The most constructive suggestion was to bring in a panel of experienced people who had served or chaired transition activities at other institutions.

Summary

Chapter One introduced the lack of documentation available describing the actual process experiences of changing a calendar format. A need surfaced as a basis for this inquiry.

The purpose of this research project was to examine the question: Was the process used by the case study institution in converting from academic quarters to a semester system consistent with the suggested guidelines for the planning and implementation of the change as recommended by leading authorities?

A thorough literature search in Chapter Two provided an overview of the history and trends of calendar formats over

the past three decades. Also reported was a recommended conversion process by leading authorities in the field that is used as the benchmark or standard by which the case institution was to be measured. This chapter was followed by a discussion of the research methodology and a justification for the case study method explained in Chapter Three.

The conversion process from quarters to semesters by Ferris State University has been documented in Chapter Four and is the second leg of the research analysis.

Lastly, a summary of transcripts of personal interviews is described in Chapter Five with reference to the interview guide. The eleven interviewees are representative of the participants in the conversion process at Ferris State University, and their insightful comments close the triangle in the comparative analysis of this project.

Conclusions

The comparative analysis in this chapter of the case study institution, Ferris State University, supports the findings that the conversion process was definitely consistent with the suggested guidelines. A comparison of the activities incorporated by FSU with the "benchmark" process is illustrated in Appendix Q.

The success of the endeavor was the result of several things:

1. The one, most compelling factor that can be concluded from the documented process and interview comments was the choice of the transition team chairperson. One interview comment summarized it well: "I would not change a thing [sic], what we hammered out just worked [sic], only because we had a good, strong leader in Jim Maas."
2. The committee decision process of extensive discussion and airing of opposing viewpoints was the key to arriving at a consensus. This facilitating leadership style allowed people to feel comfortable in giving 100% support to the group effort but on a personal basis, holding less than full support in principle.
3. University documents and interview comments indicate the strong influence and background involvement of Dr. Gary Nash, the Vice President of Academic Affairs, was a major contribution in structuring the implementation process.
4. The willingness of President Helen Popovich to support her vice-president.
5. Selection of chairpeople with the proper characteristics and a balanced representation on the committees.

Implications For Further Study

In the literature review of Chapter Two, and the reports of discussions of semester benefits by administrators and faculty, there is the perception that semesters provide a better quality learning experience for students. This appears to be an elusive concept to document let alone measure and is the source of much debate. With the well recognized trend to variations of semester formats, this perception would be well served by further study and analysis.

Personal Reflections

It is this author's opinion that the only area of concern is the lack of a method built into the conversion process to measure and compare with the outcomes, the original objectives given the Semester Transition Team. One day this may be accomplished.

During the interview process, free discussion of the committee activities was encouraged in addition to answering the specific questions of the interview guide. It was interesting to hear, in the tone of their voices, the level of passion and sometimes frustration they felt. Some still feel very strongly either for, or against, the change in

calendar format from quarters to semesters. The intensity of negative feelings by some of their colleagues during the process was even directed at transition team members on a personal basis. On a positive note, most experiences of the participants were of professional cooperation and produced the very enlightening observation about the working definition of consensus: full support for the cause but not always with full agreement. All participants demonstrated the ability, willingness, maturity, and fairness to make compromises with their own personal feelings and support to the fullest what was in the best interests of the group and of the students of Ferris State University.

A reflection that holds the most powerful message is that the selection of the right people for the task is critical. To lead a group in a complicated process, the personality style and leadership qualities of the chairpeople make the difference between success and a not-so-successful outcome.

APPENDICES

APPENDIX A

APPENDIX A

INTERVIEWEE: Consent Agreement

Thank you in advance for sharing YOUR experiences and information about the semester conversion process at FERRIS STATE UNIVERSITY. Your involvement will entail a 30 minute discussion session with possible phone call follow-up.

ABSTRACT OF RESEARCH PROJECT:

A STUDY OF A PUBLICLY FUNDED INSTITUTION OF HIGHER EDUCATION: A CHANGE FROM TERMS TO SEMESTERS:

The literature indicates a large percentage of institutions have changed to a semester format and have reported very little information about the conversion process.

There are administrative concerns from a logistics and cost effectiveness point of view and educational concerns that are impacted in different ways depending on whether you are faculty, student or administrator.

This research involves a case study analysis of Ferris State University to describe the decision process and procedures used in the curriculum transition which took place during fall semester, 1993.

Using a case analysis methodology, key factors will be identified to guide other institutions interested in developing effective calendar conversion processes.

NOTE:

While your comments and observations may be used in the final research report, your name and title will be held confidential.

CONSENT AGREED TO BY:

INTERVIEWER:

Name _____

Donald R. Jackson
Doctoral Student
Michigan State University
c/o 5428 Edgelawn SE
Kentwood, MI 49508
(616) 534-9714

Title _____

Address _____

MSU Advisor:
Dr. Frederick Whims
(517) 355-6580

Date _____

Signature _____

APPENDIX B

APPENDIX B**INTERVIEW GUIDE - "MASTER LIST OF 28 QUESTIONS"**

INTRODUCTION: Purpose of the study -- Case study analysis of the decision process and procedures used by Ferris State University in the calendar transition from quarters to semesters in Fall Semester 1993.

Nature of interview -- descriptive -- "how did you decide on the procedures to do things and who did them?"

Interviewee background: (will be kept confidential)

Name, title, telephone

Explain interviewee's role in semester conversion activities.

1. In the overall process, initially and ongoing, what in your opinion was the LEVEL OF INFLUENCE and LEVEL OF INVOLVEMENT of the following :
(scale of 1 for low level and 5 for high level)

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
The Board of Control				
The President				
The Provost/VP.s				
The Administrators				
The Faculty				
The Students				
The Community				

2. How did you personally influence the conversion process?

PHASE 1 INITIAL DECISION TO CONSIDER CALENDAR CHANGE (1989)

3. What factors during 1989 influenced the decision to CONSIDER changing the calendar?
4. In your opinion, who was involved and what roles did they play in the decision to change ?

PHASE 2 EVALUATION & RECOMMENDATION (1990 - Semester Feasibility Task Force)

Observations based on your participation in committee activity during this phase:

5. What do you recall were the primary goals and/or objectives for FSU to change to semesters?
6. How closely do you believe the committee acted in regard to the stated goals and objectives?
7. How was the charge to the Semester Feasibility Task Force committee determined and communicated?
8. How was the makeup of the "steering committee" and each "sub-committee" determined?
9. How was the chairperson selected for the "steering committee" and each "sub-committee"?
10. What methodologies were used by your committee in making decisions? (voting, consensus, etc.)
11. In your opinion, explain which methodologies were most effective?

APPENDIX B

12. In your opinion, explain which methodologies were least effective?
13. Please describe the most controversial issue encountered and how resolved?
14. Describe constraints on the committee that influenced committee action, positively or negatively:
 - a. Time?
 - b. Finances?
 - c. Support staff?
15. In retrospect, as a member of the Semester Feasibility Task Force, what would you like to have done differently in the conversion process and why?

PHASE 3 PLANNING (Dec 1990 - Semester Transition Team formed)

PHASE 4 ORGANIZING (1992)

PHASE 5 IMPLEMENTATION PROCESS (1992 - 1993)

Observations based on your participation in committee activity during this phase:

16. What do you recall were the primary goals and/or objectives for FSU to change to semesters?
17. How closely do you believe the committee acted in being consistent with the stated goals and objectives?
18. What role or functions did the Semester Transition Team perform that influenced the implementation process?
19. How was the charge to the Semester Transition Team committee determined and communicated?
20. How was the makeup of the "steering committee" and each "sub-committee" determined?
21. How was the chairperson selected for the "steering committee" and each "sub-committee"?
22. What methodologies were used by your committee in making decisions? (voting, consensus, etc.)
23. In your opinion, explain which methodologies were most effective?
24. In your opinion, explain which methodologies were least effective?
25. Please describe the most controversial issue encountered and how resolved?
26. Describe constraints on the committee that influenced committee action, positively or negatively:
 - a. Time?
 - b. Finances?
 - c. Support staff?
27. In retrospect, as a member of the Semester Transition Team, what would you like to have done differently in the conversion process and why?

PHASE 6 INCORPORATE CHANGE TO SEMESTERS (Aug 30, 1993)

28. What methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?

APPENDIX C

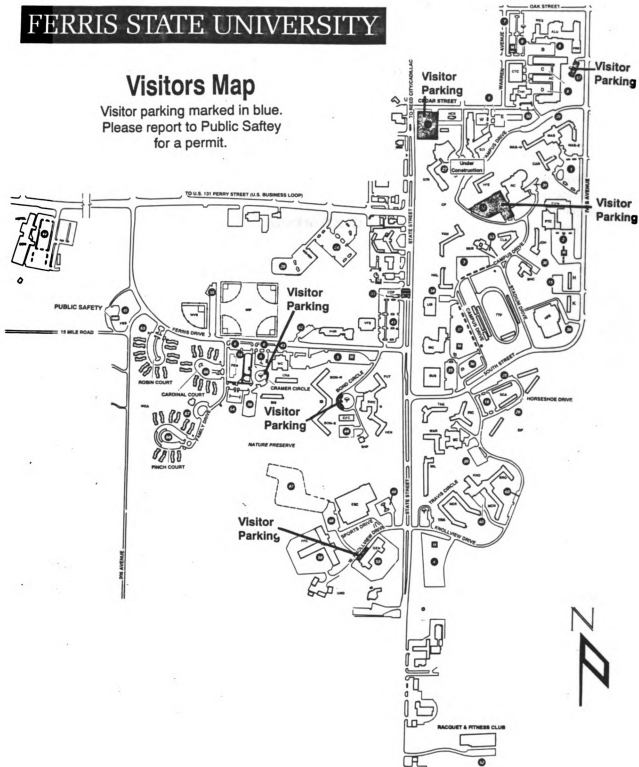
APPENDIX C

CAMPUS MAP: Ferris State University, Big Rapids, Michigan

FERRIS STATE UNIVERSITY

Visitors Map

Visitor parking marked in blue.
Please report to Public Safety
for a permit.



APPENDIX D

SURVEY FORM: FACULTY AND ADMINISTRATION

SEMESTER FEASIBILITY TASK FORCE
(SUBCOMMITTEE ON CURRICULUM, FIELD EXPERIENCE AND WORKLOAD)

To: Faculty and Administration

From: Semester Feasibility Task Force Curriculum,
Field Experience, and Workload subcommittee

Date: February 2, 1990

We solicit your input into the determination of the strengths and weaknesses of the quarter system and the semester system as they may pertain to programming at Ferris State University. Areas of particular concern are curriculum, field experience (including internships, externships, co-op, etc.) and the impact of either system on faculty and administrative workload. Please complete the following survey, fold in thirds so that the mailing address on back is showing, staple, and mail.

1. Curriculum: Quarter Semester

Strengths:

Weaknesses:

2. Field Experience: Quarter Semester

Strengths:

Weaknesses:

3. Workload Quarter Semester

Comments:

Please check the following as it pertains to you.

_____ Faculty _____ Allied Health _____ Optometry _____ Administration _____ Arts and Sciences

_____ Pharmacy Other _____ Business _____ Technology _____ Education

Please complete the survey and return by February 15.
Curriculum, Field Experience, and Workload Subcommittee
Date Office Starr 301

APPENDIX E

APPENDIX E**QUESTIONNAIRE: STUDENT SURVEY - QUARTERS VS. SEMESTERS****FERRIS STATE UNIVERSITY STUDENT SURVEY**

This survey is being conducted to find the majority opinion of the students of the issue of switching from 10 week quarters to semesters. Could you please take a few minutes of your time to complete the following questionnaire. Place a check next to your response. If you have already filled out a survey please raise your hand and we will pick up the blank survey.

F.S.U. has been contemplating a change of its academic calendar from the present 10 week quarters to 15-17 semesters. On a semester system there would be two terms per year plus summer term. The terms would normally be 14 weeks long with an extra week just for exams, or terms just could be 15 weeks long with no exam week, or 15 weeks with an exam week.. etc.,. this would mean several things to F.S.U. students, notice the following primary advantages of each system.

Advantages of Semesters

- a)Easier transferal of credits between universities.
- b)More time to cover a book or course material (probably less rushed)

Advantages of Quarters

- a)Able to offer more minor degrees or variety of classes
- b)More opportunities for Co-op

- 1) What is your gender? 1)___ Male 2)___ Female
- 2) What is your class standing? 1)___ Freshman 2)___ Sophomore 3)___ Junior
4)___ Senior 5)___ Other
- 3) What is your school of study? 1)___ Business 2)___ Technology 3)___ Arts & Sciences
4)___ Education 5)___ Allied Health 6)___ Pharmacy 7)___ Optometry
- 4) What is your GPA? 1)___ 4-3.5 2)___ 3.4-3.0 3)___ 2.0-2.5 4)___ 2.4-2.0
5)___ 1.9-1.5 6)___ Below 1.5
- 5) Have you ever attended a college or university that was on a semester system?
1)___ Yes 2)___ No (If No go to question #8)
- 6) Do you prefer semesters over quarters? 1)___ Yes 2)___ No
- 7) Did you encounter any trouble when transferring? 1)___ Yes 2)___ No
- 8) Did you come to Ferris, in part, because of the shorter terms?
1)___ Yes 2)___ No
- 9) If Ferris switches to semesters my grades will probably: 1)___ Improve
2)___ Remain the same 3)___ Decline

APPENDIX E

- 10) What type of system would you most like to see at Ferris?
1) ___ 10 week quarters 2) ___ 14 week semester + exam week
3) ___ 15 week semester 4) ___ 15 week semester + exam week
5) ___ 16 week semester 6) ___ 16 week semester + exam week
7) ___ 17 week semester
- 11) Which system to you feel offers a higher quality of education?
1) ___ Quarters 2) ___ Semesters
- 12) Do you plan to pursue a minor degree? 1) ___ Yes 2) ___ No 3) ___ Undecided
- 13) How likely would you be to leave Ferris if it were to change to semesters?
1) ___ 2) ___ 3) ___
Very Likely Not likely likely
- 14) Would you favor going to semesters if the school year started earlier in September or got out later in may? Please Comment:
- 15) What do you feel would be the greatest advantage of switching to semesters?
Please Comment:
- 16) What do you feel is the greatest advantage of staying with the quarter system?
Please Comment:

(1987-1988) Marketing/Research Course Dr. Marilyn Kiegley

APPENDIX F

APPENDIX F**ACADEMIC CALENDAR**

Semesters of the proposed calendars for the 1993-94 and 1994-95 school year have 75 instructional days. These could apply to laboratory intensive classes including 45 instructional days on Monday, Wednesday or Friday and 30 instructional days on Tuesday or Thursday. All other classes would be scheduled over the first 72 instructional days, and would be completed during a 5 day final examination week.

Fall Semester 1993

Registration	August 26 & 27 Thursday/Friday
Classes begin	August 30, Monday
Labor Day - no classes	September 6, Monday
Classes resume	September 7, Tuesday
Thanksgiving Recess begins	November 25, Thursday
Classes resume	November 29, Monday
Last day of classes	December 13, Monday
Examination Week begins	December 10, Friday
Last day of Examination Week	December 17, Friday

Winter Semester 1994

Registration	January 6 & 7 Thursday/Friday
Classes begin	January 10, Monday
MLK Day - no classes	January 17, Monday
Classes resume	January 18, Tuesday
First Spring Recess begins	March 5, Saturday
Classes resume	March 14, Monday
Second Spring Recess begins	March 31, Thursday
Classes resume	April 4, Monday
Last day of classes	April 29, Friday
Examination Week begins	May 2, Monday
Last day of Examination Week	May 6, Friday

First Summer Session 1994

Registration	May 16, Monday
Classes begin	May 17, Tuesday
Memorial Day - no classes	May 30, Monday
Classes resume	May 31, Tuesday
Last day of classes	June 28, Tuesday

APPENDIX FSecond Summer Session 1994

Registration	June 28, Tuesday
Classes begin	June 29, Wednesday
Fourth of July - no classes	July 4, Monday
Classes resume	July 5, Tuesday
Last day of classes	August 10, Wednesday

Fall Semester 1994

Registration	August 25 & 26 Thursday/Friday
Classes begin	August 29, Monday
Labor Day - no classes	September 5, Monday
Classes resume	September 6, Tuesday
Thanksgiving Recess begins	November 24, Thursday
Classes resume	November 28, Monday
Last day of classes	December 9, Friday
Examination Week begins	December 12, Monday
Last day of Examination Week	December 16, Friday

Winter Semester 1995

Registration	January 5 & 6 Thursday/Friday
Classes begin	January 9, Monday
ML King Day - no classes	January 16, Monday
Classes resume	January 17, Tuesday
First Spring Recess begins	March 4, Saturday
Classes resume	March 13, Monday
Second Spring Recess begins	April 13, Thursday
Classes resume	April 17, Monday
Last day of classes	April 28, Friday
Examination Week begins	May 1, Monday
Last day of Examination Week	May 5, Friday

First Summer Session 1995

Registration	May 15, Monday
Classes begin	May 16, Tuesday
Memorial Day - no classes	May 29, Monday
Classes resume	May 30, Tuesday
Last day of classes	June 27, Tuesday

Second Summer Session 1995

Registration	June 27, Tuesday
Classes begin	June 28, Wednesday
Fourth of July recess begins	July 1, Saturday
Classes resume	July 5, Wednesday
Last day of classes	August 10, Thursday

APPENDIX G

APPENDIX G

TIME SCHEDULE FOR CLASSES AND EXAMINATION WEEK

Class Time Schedule

	Mon	Tue	Wed	Thu	Fri
8:00	8:00	8:00	8:00	8:00	8:00
9:00	9:00		9:00		9:00
10:00	10:00	9:30	10:00	9:30	10:00
11:00	11:00	11:00	11:00	11:00	11:00
12:00	12:00		12:00		12:00
1:00	1:00	1:00 Meet	1:00	1:00 Meet	1:00
2:00	2:00	2:00	2:00	2:00	2:00
3:00	3:00		3:00		3:00
4:00	4:00	3:30	4:00	3:30	4:00
5:00	5:00	5:00	5:00	5:00	
6:00					
7:00	6:30	6:30	6:30	6:30	
8:00	8:00	8:00	8:00	8:00	
9:00					

Campus meeting times are on Tuesday and Thursday at 1:00 p.m.

Examination Schedule

	Mon	Tue	Wed	Thu	Fri
8:00	8M	8X	9M	9X	ME
10:00	11X	11M	10X+ 9:30	ME	10M
12:00	12M	12X	MU	1M	ME
2:00	2X	2M	3X	3M	MU
4:00	4M	4X+ 3:30	5X	5M	
6:00	7M+ 6:30	7X+ 6:30	6M	6X	
8:00	ME	ME	8M	8X	

All Exams are scheduled for 100 minutes.
 M = Class meets Monday ME = Mass Exam
 X = Class does not meet Monday MU=Makeup

APPENDIX H

APPENDIX H**PROCESS TIMELINE****FERRIS STATE UNIVERSITY - CONVERSION FROM QUARTERS TO SEMESTERS**

PHASE 1 - 1989	DECISION TO CONSIDER CHANGE <u>Feasibility Committee</u> formed by President Helen Popovich Survey of faculty support.
-------------------	--

PHASE 2 - Jan 12, 1990 Chair: Allen Pochi	EVALUATION AND RECOMMENDATIONS Academic Senate formed <u>Semester Feasibility Task Force</u> 1. Calendar & Academic Policies 2. Curriculum, Field Experience, & workload. 3. Student Life and Services 4. Financial Impact
---	---

Apr 16, 1990	Recommendation of the <u>Semester Feasibility Task Force</u> to President and Academic Senate to convert to Semester System in <u>Fall 1992</u> . (Later changed to Fall, 1993)
--------------	---

May 8 - 14, 1990	Open hearings for faculty, students, administrators, community.
------------------	--

Sep 18, 1990	FSU Academic Affairs Office <u>Executive Summary</u> of calendar recommendation: Identified reasons for calendar conversion at this time.
--------------	---

PHASE 3 - Dec, 1990	PLANNING Established <u>Semester Transition Team (STT)</u> Chairperson - Dr. James Maas 19 Committee members (including chair)
------------------------	---

PHASE 4 - Mar 25, 1991	ORGANIZING Semester Transition Team (STT) to April 4, 1992 <u>Tier One - Tier Four Course Proposals and Program Proposals</u> User departments notify department responsible of any concerns, responsible department submits Course Proposals to University Curriculum Committee (UCC) for approval.
---------------------------	---

May 13, 1991	Academic Calendar recommended by STT
--------------	--------------------------------------

Sep 5, 1991	Academic Senate approved <u>Semester Transition Curriculum Procedures Manual</u>
-------------	--

PHASE 5 - Sep, 1992	IMPLEMENTATION PROCESS Semester Transition Team (STT) <u>Semester Transition Manual</u> (student manual) Advising - <u>Course Completion Agreements</u>
------------------------	---

PHASE 6 - Aug 30, 1993	INCORPORATE CHANGE TO SEMESTERS Incorporated conversion to Semester Calendar Format
---------------------------	--

APPENDIX I

APPENDIX I**TESTING OF THE INTERVIEW INSTRUMENT**

As Anthony M. Orum et al. (1991) suggest, reliability is usually interpreted as the ability to replicate the original study using the same questions and get the same results(p.17).

To address the issue of RELIABILITY, the interview instrument was tested with mock interviews and subsequent revisions to where each question produced similar results.

The nature of the interview is descriptive--"How did you decide on the procedures to do things and who did them?" The initial instrument was developed by structuring questions into phases of the conversion that focused on two schedules:

1. The Ferris State University (FSU) Conversion Process Timeline (Appendix H)
2. The Recommended Conversion Process (Appendix K)

A set of questions was prepared and structured into three different interview guides. They were grouped for Executive Level Administrators, such as Board Members, President, and Vice-Presidents (Provost), members of the Semester Feasibility Task Force, and members of the Semester Transition Team.

APPENDIX I

INITIAL INTERVIEW GUIDE

INTERVIEW GUIDE FOR EXECUTIVE LEVEL ADMINISTRATOR

INTRODUCTION: Purpose of the study -- Case study analysis of the decision process and procedures used by Ferris State University in the calendar transition from quarters to semesters in Fall Semester 1993.

Nature of interview -- descriptive -- "how did you decide on the procedures to do things and who did them?"

Interviewee background: (will be kept confidential)

Name, title, telephone

Explain interviewee's role in semester conversion activities.

In the overall process, what in your opinion was the level of influence and/or involvement of the following :

(scale of 1 for low level and 5 for high level)

		<u>Influence</u>	<u>Involvement</u>
1.	The Board of Control?		
2.	The President?		
3.	The Administrators?		
4.	The Faculty?		
5.	The Students?		
6.	The Community?		
7.	Personal		

PHASE 1 DECISION TO CONSIDER CHANGE (1987)

8. What factors during 1987-88 influenced the decision to consider changing the calendar?

9. In your opinion, who was involved and what roles did they play in the decision to change?

10. In retrospect, what would you like to have done differently in the conversion process and why?

INTERVIEW GUIDE FOR SEMESTER FEASIBILITY TASK FORCE MEMBER

INTRODUCTION: Purpose of the study -- Case study analysis of the decision process and procedures used by Ferris State University in the calendar transition from quarters to semesters in Fall Semester 1993.

Nature of interview -- descriptive -- "how did you decide on the procedures to do things and who did them?"

Interviewee background: (will be kept confidential)

Name, title, telephone

APPENDIX I

Explain interviewee's role in semester conversion activities.

In the overall process, what in your opinion was the level of influence and/or involvement of the following : (scale of 1 for low level and 5 for high level)

- | | <u>Influence</u> | <u>Involvement</u> |
|----|-----------------------|--------------------|
| 1. | The Board of Control? | |
| 2. | The President? | |
| 3. | The Administrators? | |
| 4. | The Faculty? | |
| 5. | The Students? | |
| 6. | The Community? | |
| 7. | Personal | |

PHASE 1 DECISION TO CONSIDER CHANGE (1987)

8. What factors during 1987-88 influenced the decision to consider changing the calendar?
9. In your opinion, who was involved and what roles did they play in the decision to change?

PHASE 2 EVALUATION & RECOMMENDATION (1990 - Semester Feasibility Task Force)

10. What in your opinion were the primary goals and/or objectives for changing to semesters?
 11. What were the goals and/or objectives that were not widely stated?
- Observations based on your participation in committee activity during this phase:
12. How was the charge to the committee determined and communicated?
 13. How was the makeup of the "steering committee" and "sub-committees" determined?
 14. How were individual members and chairpersons selected?
 15. What methodology was used in your committee to resolve issues? (voting, consensus, etc.)
Please describe the committee:
 16. a. Time constraints
 17. b. Financial constraints
 18. c. Support staff?
 19. Give an example of how unexpected situations were facilitated?
 20. Describe the most controversial decision your committee dealt with and how it was resolved?
 21. In retrospect, what would you like to have done differently in the conversion process and why?
 22. What methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?

INTERVIEW GUIDE FOR SEMESTER TRANSITION TEAM MEMBER

INTRODUCTION: Purpose of the study -- Case study analysis of the decision process and procedures used by Ferris State University in the calendar transition from quarters to semesters in Fall Semester 1993.

Nature of interview -- descriptive -- "how did you decide on the procedures to do things and who did them?"

Interviewee background: (will be kept confidential)

Name, title, telephone

Explain interviewee's role in semester conversion activities.

APPENDIX I

In the overall process, what in your opinion was the level of influence and/or involvement of the following

(scale of 1 for low level and 5 for high level)

	Influence	Involvement
1. The Board of Control?		
2. The President?		
3. The Administrators?		
4. The Faculty?		
5. The Students?		
6. The Community?		
7. Personal		

PHASE 1 DECISION TO CONSIDER CHANGE (1987)

8. What factors during 1987-88 influenced the decision to consider changing the calendar?
9. In your opinion, who was involved and what roles did they play in the decision to change ?

**PHASE 2 EVALUATION & RECOMMENDATION
(1990 - Semester Feasibility Task Force)**

(Questions 10 - 21 do not apply to this interview)

PHASE 3 PLANNING (Dec 1990 - Semester Transition Team)

PHASE 4 ORGANIZING (1992)

Observations based on your participation in committee activity during this phase:

22. How was the charge to the committee determined and communicated
 23. How was the makeup of the "steering committee" and "sub-committees" determined?
 24. How were individual members and chairpersons selected?
 25. What methodology was used in your committee to resolve issues? (voting, consensus, etc.)
- Please describe the committee:
26. a. Time constraints
 27. b. Financial constraints
 28. c. Support staff?
29. Give an example of how unexpected situations were facilitated?
 30. Describe the most controversial decision your committee dealt with and how it was resolved?
 31. In retrospect, what would you like to have done differently in the conversion process and why
- PHASE 5 IMPLEMENTATION PROCESS (1992 - 1993 Semester Transition Team)**
32. What role or functions did the Semester Transition Team perform that influenced the implementation process?
- PHASE 6 INCORPORATE CHANGE TO SEMESTERS (Aug 30, 1993)**
33. What methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?

APPENDIX I

The initial instrument was tested by mock interviews with two people; an executive level administrator and a faculty member who had served on both the Semester Feasibility Task Force and the Semester Transition Team.

During the interviews it became necessary to explain some of the questions for the respondents, and it was apparent that overlap occurred between questions.

For example, question #7 asked about personal influence and involvement which was really addressed to some degree in questions 1 through 6. Also, question #10 was not clear and confused goals and objectives of the institution with those of the administration, faculty, and committees involved with the conversion process. Question #19, 20, 29 and 30 seemed to ask about the same incidents, at least in the minds of the interviewees, and needed clarification. Questions #16-18 and #26-28 seemed to elicit confusion about whether they referred to constraints placed on the institution or on the committee.

One rather surprising result of the mock interviews was uncovering an incorrect date in the published reports of the Academic Senate Semester Feasibility Task Force. This date placed the sequence of events two years ahead of schedule and created a large gap in being able to document the

APPENDIX I

process. With the correct date identified, the timeline was consistent with interviewee comments.

The second revision of the interview instrument was constructed and tested with three mock interviews. Again, an executive level administrator was used plus a faculty member who served on the committees.

The results of this round of testing the questions proved very satisfactory with little clarification needed. The responses reflected different points of view of similar experiences and issues.

Only one area of confusion needed to be addressed. The questions asked of each person as to the level of influence and involvement seemed to elicit inconsistent answers. There was clarification needed to determine the influence and involvement of each constituent at the beginning of the decision to convert and that constituent's level of activity later on in the actual conversion process. The constituent category of "administrator" was broken into two levels; provost/vice presidents and lower level administrators.

Also, the questions were structured into a master list of 28 questions, and it was apparent that one interview guide instrument would be more effective rather than

APPENDIX I

breaking it into three sections, the reason being that each of the test interviewees was interested in the information being gathered from other participants; plus, some of the interviewees participated on both committees. Using one list of questions and asking each group to respond to just the questions that applied to it would remove any mystery about the interview process and generate greater comfort in being candid.

The final interview instrument, consisting of 28 questions (Appendix B), was used to gather comments from representatives of the following groups:

1. The executive level administration
(board member, president, provost/vice-presidents)
2. Faculty and administrators involved with the Semester Feasibility Task Force Committee.
3. Faculty and administrators involved with the Semester Transition Team.

As a sincere effort to communicate the results with a high degree of verisimilitude, the extensive process used to develop reliable questions was fruitful.

In terms of validity of the reported experiences, a case study approach, even one using a single case, can be very effective. A gathering of independent sources of information on the calendar conversion process will be used

APPENDIX I

to cross-check and validate the interviewees' observations. Examples of overlapping data will be the actual process documents used by Ferris State University; minutes of committee meetings; published reports of the process; and literature documenting the recommended approach to conversion by leading authorities. This procedure, called the triangulation of sources by Norman Denzin (1989), serves to validate the research instrument used in this project.

APPENDIX J

APPENDIX J**INTERVIEW TRANSCRIPTS****INTERVIEW A**

- DJ) Interviewer
A) Person being interviewed

- DJ) Your assistance is sincerely appreciated by sharing your experiences through your involvement in the change activities from quarters to semesters at Ferris. In the first section, I would like to insert a number from one to five, five being the highest level of effort representing the amount of influence and the amount of involvement with the conversion process. These questions are focused on the actual conversion process and procedures of changing to the new calendar format. The questions are broken into two time periods such as when the idea or discussion of changing was being considered and at a later time during the actual conversion process. To the best of your recollection, as an administrator what, is your feeling about the following chart listed on the questionnaire guide? Can you suggest some number with 1 being low and 5 a high level? The administration category is divided by vice presidents and other administrators such as program directors, deans and department heads.

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Bd of Control	1	1	1	1
President	3	3	1	1
Provost\VP	2	2	1	1
Administrators	2	2	5	5
Faculty	2	1	5	5
Students	3	2	5	2
Community	0	0	0	0

- A) I don't recall much activity personally from the president or VICE PRESIDENT Academic Affairs' office but understand that they were heavily involved initially. The administrators such as the deans, assistant deans, program administrators and department heads were deeply involved with the implementation after the final decision was made to go ahead.
- DJ) In this next area, question #2, I would like to ask how you personally influenced the conversion process?
- A) As a program coordinator my involvement was to make sure the curriculum modifications did not harm our situation in terms of the students, faculty and staff. There were meetings several times a week, and I did my utmost to express the hardship that semesters will bring to our program. Obviously I did not influence the final decision but made sure our area was well covered as far as meeting the deadlines needed in the conversion process.
- DJ) Questions #3 and #4 deal with the 1989 period, when the decision to change was being considered. What factors were involved initially? Who were involved, and what roles did they play in the decision process?
- A) We were polling all the time. There was a faculty survey and a student survey in the Torch. There were two factors. One was the most overriding in that 4 of the 14 universities weren't on

APPENDIX J

semesters. Michigan State, Ferris, Michigan Tech, and LSD. That was the first overriding factor.

DJ) Why was that?

A) The transfer of credits! It was so much easier to transfer out and have our credit hours evaluated. That was a real problem because, when they left Ferris to transfer to another college, they lost credit. The second one as an administrator at that point was the constant scheduling process of scheduling classes. That takes a fair amount of work to constantly—four times a year—schedule and load classes to do all that stuff. The President, I think, made the decision to go ahead even though the surveys were not conclusive, as I recall.

DJ) In the next stage of evaluating a change, you were on the Semester Feasibility Task Force. Beginning with Question #5, I would like to ask a series of questions dealing with this committee. What do you recall were the primary goals and or objectives for FSU to change to semesters?

A) We met in a task force in total but we also had 4 subcommittees. General Education requirements was one. That was an area of concentration. The transferability of credits was another one. We did not get into the saving of administration costs at all.

DJ) What about accreditation?

A) Accreditation was the third. Thank you. Not that North Central told us to do it, but I think the institution sort of enhanced the evaluations. Back to the task force—the bigger task force was concerned about General Education, transfer of credits, and also how was it going to affect these various facets of the institution in terms of the curriculum, calendar, student life, and financial impact. When we, as a task force, met, we asked ourselves that particular question: what would be the major areas of the institution that it would affect? Those four are the major areas. So then we created these subcommittees to look at that and report out to the main committee.

DJ) Of these four categories, were they assigned, or did you develop them as a committee?

A) They were part of the overall objectives, and we wanted to stay on track. We developed them as a committee. They are obvious, but, I mean, they could about have been assigned. I am sure we talked about a lot of things; they all seem to have fallen into those four categories.

DJ) How was the charge to the Semester Feasibility Task Force determined and communicated?

A) The charge of the committee was to study the impact of the transition from quarters to semesters would make on the institution.

DJ) It came from what authority?

A) It came from the president's office. But I have to be careful about that because that could have been a joint thing; it could have been out of the Senate as well as the President.

A) I think the Chairperson, Alan Pochi, really gave the directions when we first met, and I suppose he received the information from the VICE PRESIDENT of Academic Affairs.

DJ) Question #8 deals with the make up of the committee and chairs and how they were selected.

APPENDIX J

- A) I think the task force was originally— I don't know who selected Allan Pochi. He was in the library, if I recall. Each college had the ability to place two people on it. Plus the library. Each major academic unit had the opportunity. They were not selected by the Senate or by the President. They were allowed to be selected within those academic units. The subcommittees were developed from expertise within the group of volunteers as I mentioned earlier.
- DJ) So they asked for nominations?
- A) The individual colleges did it. Yes.
- DJ) To refresh your memory, may I show you a list of committee participants and a copy of the document put out as the semester feasibility task force recommendation document.
- A) I am wrong. Apparently the President must have had some input into committee makeup. There were so many administrators on it, and, because of my curriculum expertise and work on North Central, so I was selected. That's how it was. On this particular one. Ken Actin at that time was involved in the curriculum committee for the College of Technology; he might have been a chair-person. So it just made good sense that he would be.
- DJ) Selection was by areas of expertise in that area?
- A) Right. Now, how the College of Business selected their person I do not know. But I am reasonably certain Helen Popovich had so many administrators' slots that she could put one there and I was one that represented an academic area. Tom wasn't a dean at that time. You have Paul from the registrar's office. That's the way it was. It was allocated out by a different formula than what I said earlier. It probably came out of Helen's office. Then we divided ourselves— this was the committee as a whole. Then we divided ourselves under the four groups. Then, okay—I was on the curriculum group field experience and work load
- DJ) So the members of the overall steering committee were selected by a representation formula, and the President had some influence?
- A) The President or the Senate did. Or some agreement between the two.
- DJ) The subcommittees, were they by a formula?
- DJ) How were the chairs determined for the sub-committees?
- A) I do not know. I don't know who our chair was. It was informal.
- A) They fell out of interest areas. People had the opportunity to place themselves on the area they felt they were best at. Volunteers.
- DJ) Question #10 asks about the methodology that was used in your committee in making decisions.
- A) We did everything again in the curricula area; we sub-divided down those things that we felt would be affected in each of those areas. Built surveys and surveyed the constituents, be they students faculty or what. I have no idea where the survey instruments are, but we did not have any hearings, at our level. At the bigger task force level we had open hearings.

APPENDIX J

- DJ) In your committee work, when you had a situation and you had to make a decision or had conflict, how was it settled?
- A) It certainly was not bureaucratically or political. It came to a consensus, probably using good rationale, in terms of trying to define in those groups we were in charge of. There were questions we would ask. Get everyone's ideas.
- DJ) Between the main task force committee and the sub-committees, was there any particular methodology used to settle issues?
- A) Each individual committee had its own charge; to look at that area and use whatever devices you wanted to get that input.
- DJ) In your sub-committee, was arriving at a recommendation for to go or not to go to semesters a consensus or some other manner?
- A) Consensus, but, again, the consensus that came together was based upon surveys. So the committee used a consensus of the surveys. In our situation we just moved the consensus forward. The majority ruled on the consensus.
- DJ) Questions # 11 and 12 deal with which methodology was most effective and which was least effective.
- A) There just did not seem to be any problems other than whether semesters fit technology instruction methods of short training periods. While I don't recall a vote, we agreed on solutions that were for the good of the greatest number.
- DJ) Question # 13 pertains to the most controversial issue encountered and how it was resolved?
- A) Yes. In our particular group, I could not remember or recall any conflicts at all where there were any debates as to how things were worded or what questions were asked. Also, because we were so cut and dry. Field Experienced group covers all co-op and intern areas. We simply developed an instrument that could go to any faculty member or students that were involved in that experience. That would determine what would be the effect if we moved from quarters to semesters. I can sit here and tell you right now, when it comes to the Field Experience component, that I had strong opinions about all this stuff.
- A) If I recall, there were some great debates about General Education at that time. No, I don't want to mix that up with the General Education task force. Well, the tug of wars, the conflicts were really not bad and were really expected.
- A) The most controversial was an area that was the College of Technology. Allied Health and ourselves were trying to show it was not wise to move away from quarters to semesters. So we were those two units who were trying their best to influence the process to keep on quarter hours. The major concerns were heard and allowed to be inputted. The issue of transition of the institution was bigger than the parts involved.

APPENDIX J

- DJ) It came down to a vote, or did technology agree that, yes, you were probably right in the overall schemes of things. Was it consensus, or was it voted on?
- A) I can honestly say when it all came together in a report that went to the president I don't think it came with total agreement. There were 10 yes and 4 votes no. I don't recall that for sure, though. I think the report from all the facets showed overwhelmingly that there was great sentiment amongst the whole university to make a transition. And it wouldn't effect negatively any one component drastically. Even though two of the schools like I just mentioned were most vocal about remaining that way on quarters. There might have been another one. I can't recall. I represented that feeling because I felt that we should have stayed on quarters. Still do!
- DJ) Then you did not support the change at the beginning and have not changed your feelings?
- A) I have accepted it, but from my area quarters is a better fit.
- DJ) Question #14 covers constraints on the committee that influenced committee action, positively or negatively such as time, finances, support staff?
- A) I know there was a calendar that we were operating under. I know people went to other areas to get ideas from their experiences. One of the things that we did at that point early on was other campus visits. I know that Sid and the VP office helped out with this, identifying institutions that are similar to us around the USA. I remember looking at their catalogs, and I do know that parties, groups of people, went to those institutions. I'm sure there was a budget. I am sure that money was budgeted for this effort. Not to pay people to do work but to support travel to go places and paper for surveys. There were no staff problems.
- DJ) In question #15, I would like to ask that, in retrospect, as a member of the Semester Feasibility Task Force, what would you like to have done differently in the conversion process and why?
- A) I think the people thought we should have stayed and hung in there all the way.
- DJ) People that did not want a change didn't soften. They could just have lived with it?
- A) No, the people that wanted to go to semesters were not interested in staying on quarters.
- DJ) So, in the process, people held their positions?
- A) I think people held their positions very well.
- DJ) The end result was that the recommendation was to go?
- A) Apparently the people that wanted to stay on quarters were a lesser group than the whole.
- DJ) Were you involved with the Phase 5 level? The Semester Transition Team efforts?
- A) I was not. But they used our expertise in the implementation process.
- DJ) In Phase 6, when semesters began, do you recall anything unexpected when the semester format started that the conversion process could have influenced differently?

A) I rec
going
take
mind
woul
Seve
vote
part
do i
putt
it a
prop
tho
cou
do
cur
in h
qua

DD) La
for

A) Ne

DD) In
co
m

DD) Th
co
Th
19
lev
cha

Board of
President
Provost
Adminis
Faculty
Students
Communi

APPENDIX J

- A) I recall that I was impressed with how smooth the transition went. I really believed that it was going to be in real chaos. I was impressed that President Popovich made a decision once again to take a serious look at going to semesters. We got to give our humble opinion, but she had her mind made up. By the same token, if everyone would have been overwhelmingly against it, she would not have done it. But I think, as a president, she felt that the school had to go that way. Several times before we have taken this vote and never did it. She created the task force to study the elements and that was wise on her part. When she broke it all apart to the elements and studied it, it made sense and a consensus to do it. With a couple of holdouts not to do it by a couple of colleges for their own reasons. Then putting Jim Maas into it was brilliant. Because he had a good mind for organizing stuff. He laid it all out into a calendar and laid it all out into a process that took a while to get it all down at the program level. I think it went smooth. I was amazed at our university going ahead with it, even though I still didn't want to. I still think technology education can best be delivered in small courses rather than in large chunks. But I also understand we are a big university and we have to do what is best for the whole university. It did give a chance once again to look at courses and curriculum and modify things. I have been a student in both before; I have taught and managed in both systems before. Technology education I'd rather teach in quarters, and be a student in quarters but an administrator in semesters.
- DJ) Lastly, what methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?
- A) None that I am aware of. No study. Problems were dealt with.
- DJ) In closing, may I sincerely thank you for your candid comments and sharing thoughts on the conversion process. I realize it has been a few years since your experiences but then again, the most memorable events are what may help to document FSU's process.

INTERVIEW B

- DJ) Thanks for the opportunity to ask you some questions about your experiences during the conversion process from quarters to semesters at FSU. The first question is what you recall about the level of influence and involvement initially, about 1989 to 1990, and during the actual conversion process. With 1 being low level and 5 high level, may I ask your recollection and some numbers that reflect the situation and put on this chart in my interview guide?

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	1	1	1	1
President	5	5	2	2
Provost\VP	3	3	1	1
Administrators	1	1	5	5
Faculty	2	1	5	5
Students	2	1	2	1
Community	0	0	0	0

DJ)

B)

DJ)

B)

DJ)

B)

DJ)

B)

DJ)

B)

DJ)

B)

APPENDIX J

- DJ) How did you personally influence the conversion process?
- B) Well, with many, many hours of meetings to get things accomplished and regular Friday meetings, I was involved with the Semester Feasibility Task Force to evaluate the idea of changing, again, and with Jim Maas on the implementation team. I don't know if I influenced the process, but I said my piece and listened to people. I chaired one of the sub-committees and spent considerable time developing items such as a mascot for student communications on the process. That kind of fell out as the suggestions for mascot or logo were meaningless or had other connotations.
- DJ) In the initial phase, what factors, at least during 1989 to 1990, influenced the decision to consider changing the calendar?
- B) Probably the most important was the need to be in sync with other institutions in the State of Michigan, and the community colleges.
- DJ) In your opinion, who were involved, and what roles did they play in the decision to change?
- B) Well, as indicated on the chart with level of involvement or influence, I think the Board of Control pretty well mandated that we were going to make the conversion. The president was Dr. Popovich at the time. So I think the president, with a blessing of the board, said, let's set up the STT, and let's move it. So she was the generator here. This is something that she wanted to accomplish. Most people and the other administrators went along with this. So there was this strong feeling that we'd better do it this time because, prior to this time, there were several other attempts to convert the university to semesters. In fact, there was an extensive attempt, and it had gone through the whole process and was vetoed then by a different president.
- DJ) That was in 1972, wasn't it?
- B) Yes, so there were a lot of people who remember that and were looking at this like, well, here we go again. This is going to fizzle out; we'll pretend to go along, but we know that it will not come to fruition. There was quite a bit of divided opinion there, and, if you scaled it to a 100%, you could say that 52% were against it and 48% was for it.
- DJ) Are you are talking about executive level administrators or deans and department heads?
- B) Lower level administration and program directors such as ATC, Lifelong Learning. Yes.
- DJ) So the president was spearheading it. The board was going along with it. The administrators' attitude was not to push it one way or another?
- B) They weren't enthusiastic for it because some of them had gone though the other process. And thought, well, we will just go though this and it will die out and that is the end of this story. We'll put this on the back burner like the other one. The faculty was even more divided, I think, and that the resistance, it came from different schools. I know in the marketing areas at the College of Business there was a lot of opposition. A lot of opposition from PGM. They thought this was going to destroy the program. Dr. LeClaire was up in arms about the whole thing. He couldn't even talk to you rationally about it. He thought this was terrible; this is the worst thing. I could recall several other faculty in the finance department that won't even talk to me to this day. They were just upset at the prospect of change.

APPENDIX J

- DJ) A lot of the faculty were divided. So how was this handled?
- B) It seemed as though nobody was really concerned. This was the leadership of the university by Dr. Popovich who said we will do this. You had your chance to make your comment, but you weren't going to derail the process.
- DJ) That was in the beginning?
- B) You were not going to derail the process based on feasibility. In the process we had any number of meetings. In the evening, during the day. Like most of these things, you have concerned faculty that would show up and usually be the ones against it, then start attacking you personally. It was just a forum to express their ideas and ask questions and let people vent.
- DJ) In phase two where the change was to be studied, what do you recall were the primary goals and/or objectives for FSU to change?
- B) Oh, I believe it was the need to be in line with other institutions plus redoing the General Education requirements and part of a curriculum change as the North Central accreditation team was going to visit again in 1993. Transfer students were coming with semester credits, and it caused problems. The new SIS computer system could be done at the same time as change to semesters so the time was right to do everything at once.
- DJ) Question #6 deals with how closely you believe the Feasibility Study Committee acted in regard to the stated goals and objectives.
- B) I don't recall the guidelines in writing, but we had good leadership as to what was to be accomplished. The committee activity completely met the goals, as least for the most part for most people. The committee did not go off in different directions. We stayed focused.
- DJ) In your dealing with the special feasibility task force, question #7 asks about the charge to the committee and how it was communicated.
- B) That was brought to the academic senate. It was either the president or the VICE PRESIDENT of Academic Affairs, Gary Nash, I think, that gave the formal request to do this study and make a recommendation. And a committee was formed. We received the charge from the president's office. They, the Senate, were asked to set up this feasibility task force to explore the possibility of Ferris State University going from quarters to semesters. That was our charge. We met in the Presidents' Room at Rankin Center. There were probably 15 members on that committee. The first week or so we talked about the charge and what responsibilities, and then we started going back to the process of gathering information. We gathered information by contacting other universities that had switched by getting their catalogs; we spent time on the phone with other universities that had switched over. Basically, our job was to create a report listing the pros and cons of switching over, also the process. We held meetings at various spots across campus to hear out the concerns of faculty and to hear what they had to say.
- DJ) How was a committee makeup formed by the Senate? Was it different for the steering committee than the sub-committees?
- B) It was primarily volunteers for both, actually. Once we got some volunteers, then we took a look at the make up of the committee and said, "I think we need another administrator or some

APPENDIX J

students here.” Okay, so once we got the core of the committee, we wanted to balance that out. To make sure we had representation of the whole campus. It was just common sense.

- DJ) Let me ask—in the make up of this committee, you had a core group. Was the core group for the change or against the change? In another words, were they recruiting people that felt the same way?
- B) No. I think it was mostly people on the committee that were in the middle. It wasn't any bias. We weren't any smoking guns. We weren't going to ram this down the throat of anybody.
- DJ) Then you recruited people in positions that you wanted to represent?
- B) Right. Then we asked for additional recommendations for people from those that were already on the committee. We wanted the Associated Student Government (ASG) on the committee. We said to the ASG we wanted student representation, “would you provide us with some members?” They did, but, with the student participation, they would come for a couple of weeks then academics would get in the way. Then they would come and go.
- DJ) Any consideration other than the number of people and the colleges they represented?
- B) We had it balanced.
- DJ) By Gender or?
- B) You had to believe that the time was right to consider a change, that we would see it through, yet the quarter system presently didn't feel it was working as well as it should have.
- B) Just by representation.
- DJ) Race?
- B) That, I don't think, figured in so much. That point in time we did not have a whole lot of minority students. It was minimum, really. So that really didn't; we did want a mix of males and females. We did want to bear in mind that some colleges are bigger than others, so that meant more representation. But it wasn't any, it probably wasn't a perfectly created committee. Again, if you volunteered to be on this committee, you became a target. People asked, “why are you even studying this?” So there was a lot of faculty that were either in or out. And so it wasn't only if you were approached; you wanted to be involved with the process.
- DJ) How was the chairperson selected for the Steering Committee and for each sub-committee?
- B) I'm not sure. Alan Pochi was the chair, and, as the sub-committees evolved, whoever had the most interest in the area of study took the chair position. It wasn't appointed, as I recall, but it could have been.
- DJ) What methodologies (question #10) were used by your committee in making decisions? Like when you had a stiff case of issues on each side, what did you do?
- B) We just basically got in a committee and talked it through. Tried to get all the viewpoints that we could, and as a consensus we would come to agreement—“well, I could live with that if you could live with this.”

D)

B)

D)

B)

D)

B)

D)

B)

D)

B)

D)

B)

APPENDIX J

- DJ) So it was by consensus?
- B) It was pretty much by consensus. It wasn't one individual that rammed their opinion home or study because one of the things we found out, that in a conversion process was there wasn't really any dictated; it was pretty much a consensus thing. We tried to consider all factors that we could at that point, based on all the information that you could get. It was kind of interesting what you were going to plans for these things to happen. Everybody went through it. Everybody could describe something, but no one could really sit down and tell you the whole process. Even the investigation of switching by contacting other institutions. So our committee— we didn't have a whole lot of information, it just wasn't out there. So we tried to take advantage of all of us that had been in semester education or taught in semester education. So that was important. To imagine what it was going to be like to teach in quarters and go into semesters here, and we had various ideas of semesters. Some people liked fifteen week semesters, sixteen, seventeen, and eighteen weeks, so all had some semester background. That sort of helps generate the questions of the committee. Based on our experiences and then from their co-workers and other people who had more semester experience might explain things. Some people with more quarter or term experience had some good points. It was pretty much a consensus.
- DJ) While you indicated the most common methodology of resolving issues was by consensus, were there other ways sticky issues were handled?
- B) Sometimes, by talking, it seemed a little like a vote process, and we would discuss the issues. That was the most effective. Then we would all kind of agree. That's what I mean by consensus.
- DJ) What was the least effective method? (question #12)
- B) When we would not be able to satisfy everyone and then we all agreed. There must have been some people backing down or living with the result of most people. It worked best if everyone spoke their mind.
- DJ) Describe the most controversial issue encountered and how it was resolved.
- B) How the hell are we going to do it? How are we going to get quarterly hours into semester hours? The hard issue, of course, was how is it going to affect courses like PGM? That was a constant: "Oh my god, these kids aren't going to get out of their interns. They won't get good jobs out there. Their programs are going to fall off the edge of the world."
- DJ) You mention one program that was basically against it. Were there others?
- B) The School of Technology was against it.
- DJ) How did you deal with those two systems that were so passionately against it?
- B) We just took a hard line and said baloney. Because the other schools that had PGM went to semesters; Penn State, New Mexico State, Mississippi went to semesters and certainly their programs are not dying. Both sides right there, from Doc's point of view, was "Oh my god, the reason why our program was so good was because these kids get out first. They get the best jobs. That was a big magnet to get kids to come to Ferris State University." We researched that, and there were only half a dozen good jobs out there in the first place. Most of these kids went out on internships and worked at pro shops or working on golf carts; it was not that big of an advantage

APPENDIX J

to get this out. Of course, if you didn't know otherwise, this is what you believed. Technology did not like it because they figured it was—"now we have all this time, what are we going to do with this time?" They did not understand that the total class number of hours was not that big of an increase. But they see it from ten weeks to fifteen weeks—are you crazy, what are they going to do for five weeks. So they did not understand. I think the whole part of the problem was a prior attempt and this attempt was the fact that things were being communicated not as clear as they should have been. I think one of the things that we were discovering was that a semester transition has a lot of misinformation floating around the campus about this concept. We surveyed the faculty and had them fill out surveys and used that survey at meetings; and some of the faculty got up in arms. "You didn't ask us anything, you didn't question us you just went ahead and did this crazy thing." When, in fact, the information we had was from surveys they filled out.

- DJ) How did you deal with the gaps you mentioned?
- B) There was a real lack of communication sometimes, but whatever we passed on, in fact, that whatever we do, has to be communicated on a daily or weekly basis to be sure everyone is notified and knows what is happening.
- DJ) Question number #14, involving time constraints, financial considerations and support staff, were there any that influenced the committee's actions positively or negatively?
- B) There was a real time constraint as we had to throw this together in about ninety days. This was positive in that it put pressure on dealing with issues quickly and not festering. I think we basically did most of the work over a winter quarter.
- DJ) The task force was formed on January 12,1990, and made the recommendation on April 16,1990.
- B) Yes, we had about three months to get it going.
- DJ) So that was a short time to get it going?
- B) Yes, it was. The Charge came down from the Mountain—"listen, I want this report on my desk by April 16." I guess the deadline came from the V.P.'s office.
- DJ) Was there any financial concern about the money that you spent on the study? Or anything said that helped or hurt the committee process?
- B) No
- DJ) How about the support staff?
- B) I think we were pretty bare boned when it came down to financial constraints and support staff, to be honest with you. I can remember as the committee went on; the interest wavered a little bit, and we ended up with basically a core of about five or six people that helped put that recommendation together.
- DJ) Question number #15 relates to your work on the Semester Feasibility Task Force. In retrospect, what would you like to have done differently in the conversion process and why?

APPENDIX J

- B) It was so difficult to get a strong commitment from the administration as to the costs of funding any conversion. They were very wishy-washy on it. We tried to pin them down as far as funds and we could never get a solid answer. So we sort of hurried the issue a little. We couldn't get a commitment from them of what dollars were available to pay for conversion. You have to remember, this was the start of all that fiscal restructuring. Down-sizing and restructuring. No one really talked money. Here we did some pretty bare' boned studying. We did night and days to do it. We could access the majority of information, but we were encouraged to look at other universities or colleges that had switched. We talked to other people. Take a look at our structure, and how do we think this is necessary for Ferris State University; and so our committee went to outside resources and talked to people who, in tern, worked with the committee. Some members of our group had talked to people that had been around in the 70's when, once again, this had come up for consideration.
- DJ) As far as how much was going to be saved by going to semesters?
- B) Yes, how much was going to be saved. You could not get any solid information for financial. So that issue came up in the open meetings we had across campus but was never adequately addressed, in my mind.
- DJ) So that is what you would address in more detail, if done over?
- B) First of all, you have to make sure that knowledge is accurate. Knowledge gets distorted in the communication when you got more than one agency sending out information. Our recommendations were "if we're going to do this we are not going to have eighteen different people working on this. We are going to have one core committee which has the responsibility to get this converted. And they are going to have the power and the people to make this conversion work. We are not going to have thirty volunteer administrators and fifty faculty volunteers because building of a horse we are going to build a camel." We discovered in the feasibility study that all we were doing there was giving the idea that—some of the people considered the task force was the engine that was changing. We were just studying it. We didn't say yes or no. We were just gathering the facts and presenting them in a logical format, based on faculty input, administrators' input, outside information, so we can make a solid recommendation to the administration and to the Senate. Yes, we should do this and put it up for a vote to decide it. That was our job as a feasibility group.
- DJ) So the Feasibility Task Force made their recommendation to the Academic Senate to go to a semester calendar?
- B) Yes, we presented it to the Academic Senate. It was debated in the senate. I think it was defeated in the senate. Very narrowly, but then Helen Popovich wanted to go though with this. She was a strong lady at this point because she felt very strongly about this. She felt that is what this University needed. I think she felt this way; first of all, it was time that the university took a look at their courses, and we have created a curriculum of courses with some tremendous overlap with other courses. We wanted to find some engine to let us weed this out a little bit and consolidate these courses and upgrade other courses. It was a concern, and Helen saw that.
- DJ) One of the things that was influencing the decision was concern about curriculum evaluation?

APPENDIX J

- B) Yes, it's just like you go through your closet at home and throw away your old shoes and pants you don't wear anymore that are out of style.
- DJ) It is an opportunity to evaluate and modify the curriculum?
- B) Right. Another factor that I can clearly remember was there was concern about transfer students. That became important. From the GRCC and from other community colleges. They were all semester. We were one of three schools left in the state that was not in semesters. I think NMU, MTU, LSD and everyone else was on semesters. Well, we began to see it is complicated to get these transfer students; we wanted to make it easy. It became a selling point at the university. transferring to Ferris. We had to do this to get in step. Now another concern was fact that MSU had just gone through this a little before we have done this. Some of the bigger state schools have done this process, and we feel that it is time that Ferris State looked at this and, if it was feasible, go ahead and do it. Another factor was that we were looking at the student body; we have done any number of studies before. We historically have an open admission policy, a lot of the students coming to us with ACT scores about jr. college level. There was some concern that quarter system was good education; you got a good quality student that could digest a lot of information quickly. Well we found out a lot of students couldn't. They came to us with weaker skills. They were not college prepared; they were not college prep students from high voltage high schools. Here we are putting them from semester education in high school to a quarter system here. They won't do very well. Is this a fair system? We could give up the standards and get a better quality student that can digest and incorporate the information, or we can begin to think about this and change the academic calendar and spread the calendar out longer and give the student perhaps more time for tutoring help or time engaged in one-on-one tutorial help from professors. A lot of people did not like that two week deal we had at the end of fall semesters. You would go home for two or three weeks, then come back to school. That was pretty much a matter of fact from my personal experience, I didn't like it, because you came back and you had to learn the stuff all over again.
- DJ) So you went ahead with it even though the senate defeated it?
- B) It was very close; there was only a two or three vote difference here. So again this reflected the feeling on campus. The Arts and Sciences people were much more for this semester than business and technology. The biggest complaint in the Business College was with the PTM and PGM. They were very vocal about it.
- DJ) The next phase of the process involved the planning, organizing, and implementation process which was handled by the Semester Transition Team. I would like to ask you some questions about this if I may.
- DJ) You were also involved with the Semester Transition Team (STT) which was formed in December, 1990. As I understand, your work on this group covered planning, organizing, and developing the implementation process from 1990 to 1993. I would like to ask you a series of questions about this committee. The questions are similar to what I have asked about the Semester Feasibility Task Force. Question #17 deals with how closely you believe the STT committee acted in being consistent with the stated goals and objectives of the university.
- B) This committee was well structured to follow the objectives laid out. They were concerned about all aspects, such as fairness to students and revamping the curriculum properly.

APPENDIX J

- DJ) What role or functions did the Semester Transition Team perform that influenced the implementation process? (Question #18)
- B) They planned and organized the entire process, including timelines of implementation. Everything was scheduled in detail, but as we went along there was very little or no roadmap. Mostly common sense as to what next needed to be done. Jim Maas was the detail person.
- DJ) How was the charge to the STT determined and communicated? (question #19)
- B) Jim Maas was the person in charge from the beginning, and he expressed what needed to be done. I believe he was in constant contact with upper level administration as to our process. Gary Nash, the VICE PRESIDENT Academic Affairs, I think.
- DJ) I have a group of questions dealing with the Semester Transition Team committee structure that I asked about the Semester Feasibility Task Force committee. How was the makeup of the steering committee and of each sub-committee determined? (question #20)
- B) Basically, if you were interested in it, you just jumped on there.
- DJ) Similar to the Task Force Feasibility committee?
- B) Well, I even think it was a little bit more informal than the task force. We were not going to spend a lot of time having a formal organization. If you were interested in the calendar issue, by god, you got active. You found out what information you had to have and what information the university had, and you did it.
- DJ) On the transition team, how did you determine how many members and how many from each college or area of interest?
- B) Well, we try to get somebody from every area so we could skew the organization. The questions involved students and library people and administrators. It wasn't any kind of elected process or something. A lot of the feasibility members carried right over to the transition team.
- DJ) You mention a smaller team. Was it by design?
- B) Yes, I think so. We knew what we were going to do at this point in time. Everybody on the committee believed this. We weren't worried about—"is this a drive yet," we believed this. We were going to do it, and everyone on the team wanted to see this to the end.
- DJ) How were these sub-committees organized?
- B) Well, usually you would get into meeting, and Jim would say, "all right, one of the first things we have to do is take a look at how are we going to get course evaluations. How will we do this? I would like for three people to do this. So who would like to do this." It was all on a volunteer basis. So, if you have some leaders in an area, that is what you attached to. I worked on the exam week thing. I worked on publicity. Once Jim had two or three people interested in that area, then we would meet and say, "Why don't we get this information, why don't we talk to these people." We all had responsibilities. We would go out personally, or use the telephone and

APPENDIX J

as a committee, to represent ourselves as a member of the transition team. People many times were cooperative; sometimes we had to go outside the university to get information. Most of the

time we could get information. We didn't have a nice and neat formal structure that one person was chair of a committee all the time. There was a lot of cross power of committees. It was primarily an interest in the area and volunteer. If you had some part of this that you were unfamiliar with or you wanted to explore, that's what you did. It seemed to work well. Because people that got involved in that area had some interest, it wasn't okay if you got to do this, and then you would say, "Oh shoot, I don't like that." Jim was organizing all of this. He pretty much had a schedule of his priorities as to what he wanted to do and where we had to start or pecking order of what were the most important things we had to do?

- DJ) How was the chairperson selected for the steering committee and for each subcommittee determined? (question #21)
- B) The STT started off with Jim Maas was going to be the person in charge. It was a smaller committee than the Feasibility Task Force. I don't think we really had chairs. What I remember from that is we had responsibilities. That was a better way to address it; we really didn't have a chair or sub-committees, but on paper there were chairs listed as those responsible for pulling together reports to the steering committee.
- DJ) This is what I got from some of the minutes. But may I ask what methodologies were used by your committee in making decisions? How did the committee members decide to do things, and who would do them? (question #22)
- B) One of the things we did here was we had done a lot of communication with Michigan State, because they had just undergone this, and a lot of thing were still fresh in their minds. So we borrowed from State. We got a copy of their transition catalog, and we took a look at things they addressed. Here it is. All the concerns, we are not a whole lot different from them, except they have more students in the classroom than we do. We met on a regular basis in the Presidents' Room and then moved to the transition office in South Commons. We said "What are some of the things we have to do? We have to take a look at scheduling, publicize this, how are we going to make the conversion, curriculum development, and how are we going to communicate to the departments and the schools? To have them take a look at this; How are we going to organize the faculty so they can through an evaluation process of the curriculum?" We had another debate on exam week. Also, should we or shouldn't we get into how would we run the lab courses?
- DJ) Could you expand on what methodologies were used by your committee in making decisions?
- B) No, it was the same as the feasibility task force. Surprisingly, as it began to unfold, it got easier. We first looked at this--"Oh god, where do we start with this? What do we do?" We started to get into this, and things started to fall into place. There was not a whole lot of debate here. We usually ended up agreeing on the process and willing to go along.
- B) Jim pretty much set the priorities and organized the tasks. Yes, Jim did. He was, of course, talking to the vice president of the academic affairs and called meetings. He would get reactions. So he was giving direction and from that he would communicate back to us. We did really need other committees to break down the elements. Basically, we were the grunts; we were out digging up information and throwing out ideas. I could remember any number of Friday afternoons with Ken, Ed, Matt, Mike, and Ed. We would just sit there and put things up on the

APPENDIX J

board and say, "That's not going to work," and "that will cause a conflict." It was not a perfect system, and we had to develop an orderly process.

- DJ) There were really no directions or manuals to do this?
- B) Basically, "Let's try this and see how it works. Let's play with it and build a model." We had really no research. Not many schools kept any kind of records of how they did this. We just got together and decided to do it. It wasn't a real sophisticated process. It was in one sense, in that we had some great people with some real good thoughts.
- DJ) What methodologies were the most effective? (question #23)
- B) I don't recall any crisis or situation where we had to call a meeting. We met every week. We were in constant communication with Dr. Popovich and Gary Nash. Sometimes situations could be nipped in the bud before they got to the worker level. That was probably the most productive. If it was an administrative situation, we just got a decision right now!
- DJ) What methodologies were the least effective?
- B) Probably when someone felt they[Sic]were not being listened to and then got frustrated and we could not get agreement on how to proceed or finalize something.
- DJ) So everyone was committed to going ahead because it was going ahead, even if they agreed or not.?
- B) This was going to be done. Everyone had to go along eventually—by consensus.
- DJ) Were any of these people on the committee opposed to it prior to this time and changed their mind?
- B) It was done somewhere in a neutral position. I don't think there was anyone on that transition team that was really opposed. They were for it or middle of the ground.
- DJ) So the people against it dropped out of committee involvement after the decision was made?
- B) They threw their hands up and said, "The hell with it." They might have been somewhat slow in developing material. We had to get after them. Once the decision was made by the administration, it communicated down to the department level, in fact we will do this. If you wanted to or not, it was god given these people need this information, so get it done. So they could get angry, but they still had to come up with the information. This was something that was going to get done. Mostly everyone on the committee was for it. If they thought it was a good idea, they would go with the timing necessary. We were going to meet the deadline.
- DJ) Could I ask you to describe the most controversial issue encountered and how it was resolved? (question #25)
- B) Probably exam week. Everyone was listened to and gave their input, and, while we did not go to vote or anything like that and Jim would put items on the board, we could see what's best. Not everyone was happy, but they went along.

APPENDIX J

- DJ) Question #26 deals with constraints on the committee that influenced action positively or negatively, such as time, finances, and support staff.
- B) We were on a pretty tight time schedule as far as deadlines, which in some ways helped to move items along. I think Jim had a budget, but there was no problem getting backing to do something that I recall, Money that was needed was provided. As far as help, he had computer access and secretarial help. It was primarily his (chairperson). The committee would get together for a meeting in the Presidents' Room or South Commons, and he got an office in Northeastern Community Education Building. That was actually central. If he had any information to share, we would meet there or in a small classroom and generally get the information that was needed. Basically, we would talk about the topics that would come up that needed some work. We would call the committee together and say, "Hey, we have some work to do."
- DJ) Question #27 pertains to, if you were involved again in the Semester Transition Team activity, what would you do differently?
- B) My experience was great. Jim did a wonderful job. He was respected by the people. He was on top of all the stuff. He was very diligent. Everything was very logical. We weren't skipping around doing bits and pieces; everything flowed together. I was very happy with the people I worked with. They weren't theoretical. No egos where involved. There was no one "Doctor this, doctor that." Everyone had a chance to voice some ideas we thought out. It was a lot of mental experiments. We all tried to involve our personal experiences to the situation.
- DJ) Were there group dynamics? Did people have constant roles?
- B) Maybe the only thing was the people who had been teaching longer were more helpful as far as providing some guidance in course development. No one person was downed; everyone was listened to. Everything was explained, so the least experienced person could understand. There was the publication of the transition book. We had to make sure everyone got that in their hands. We had to make sure that everybody that was going to be an educator in the conversion process was trained. We had to be sure that their knowledge was solid so the student would not be confused. Everybody took some of the work load. There were some differences in the committee make up of the transition team compared to the feasibility task force committee. Just a little bit more involvement with the department heads. They were more involved with the deans and department heads. That they made sure that they knew who the transition students were. We had to learn the process; we had to select members of the faculty to deal with this. We had to train them sufficiently so that they can answer students' questions. That the counselors were knowledgeable of what we were doing.
- DJ) In this actual implementation prior to the start of the semesters, when was the team involved with publicizing what is going to happen? What is going to happen? How is it going to happen.? How should the advisors deal with the students? Was there any particular person on the team that was called upon to do this task?
- B) Well, of course, the lead person was Jim Maas, and Ed. They were the two that I can think of that worked around the university that we are all familiar with.
- DJ) So there was a chair, then one other committee member?

APPENDIX J

- B) It was about a three or four person team. I think Ed and Jim doing a lot of that work. It was availability of faculty.
- DJ) One last question (#28) deals with the methods that were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?
- B) Yes, there was in fact that, to make our goal come true, we had to keep everybody moving forward by requiring them to do steps. For example , like the evaluation of the curriculums. That was very critical. We wanted to see if courses could be combined. Could two course be made into one. So we had to keep pressure on. I guess the word was put on the colleges, the departments and individuals to evaluate their courses. So that was a critical step. To reach that goal of the overall evaluation of the curriculum, we had to have all the work done by the faculty on time. We had to have it done on a fairly regular schedule. We had to have a standard form so everybody across campus could be at the same level.
- DJ) So one of the objective or goals had to do with the curriculum evaluations. That was done with the four tier level of courses. For that you had a time frame, a time reference, so you could check them off and say "Yes we have met our objectives." How about some of the other objectives?
- B) Publicly was one. That was on a time line, so we decided that the best way to communicate the progress of the committee was to come out with a monthly newsletter or a weekly newsletter. These had to be cranked out. Where are we now? What do we need? These were silverware. There was a newsletter that came out. There was information constantly put in the Torch. So that those interested could follow right along with the process. We want keep the idea of reminding you and informing you of this; that is not something that sits on the back burner. We have to keep this idea going. We were trying to generate enthusiasm versus a wishy-washy attitude. We had to generate enthusiasm. We were going to do this; we have three years to get this going.
- DJ) How did you measure whether you were reaching that objective or not?
- B) Measured by, one way was the amount of questions we got. Or in some cases the lack of questions because we weren't providing enough information that were answering questions. We were very conscientious about making sure every question asked was answered directly with no beating around the bush. No dodging the bullet. The question was asked, then you would probably respond to it with the best information we had at the time. We wanted everybody to know this was happening, and this was our target date to make it happen, and this is where we are at in the process now.
- DJ) Were there any other goals or objectives where you incorporated an evaluation process? Like, let's do a study afterward to see if this was accomplished?
- B) Nothing jumps in my mind at the moment.
- DJ) Nothing formal?
- B) No, I think we were so busy trying to put all these pieces together that you didn't spend a lot of time evaluating how we were doing; we would just do it. This may sound a little funny, but outside of communications and making sure that the curriculum was getting reviewed in the

APPENDIX J

proper steps and proper way constant across campus or the fact publicity was doing a good job and keeping everybody informed. I think those were really the only two measurable things we wanted to make happen. The other things were work that the community was doing. Nobody has been through this process before. So this was working training for a lot of us. We tried to take care of any problems that jumped up as quick as we could and answered as many questions that we could coming from the administrators, faculty, or students. We tried to really emphasize communication. How quickly and how efficiently we were converting the students. There was a concern that that these had to be done accurately. Students knew what was going on. The whole process was evaluated on how efficiently that system was working. A few glitches here and there, but it worked efficiently because the students seemed to be satisfied.

INTERVIEW C

- DJ) Thanks for agreeing to share your experiences in the conversion process at FSU by answering a series of questions I have prepared.
- In the first section, let's call it question #1, I would like to ask your impressions of the level of influence and involvement of the various groups that dealt with the conversion of the calendar format. Two time periods are of interest, during the initial period of renewed interest, 1989 to 1990, and during the conversion process.
- Can you suggest some number with 1 being low and 5 a high level? The administration category is divided by vice presidents and other level of administrators such as program directors, deans, and department heads.

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	5	0	1	0
President	1	3	1	1
Provost\VP	1	5	1	5
Administrators	1	1	5	5
Faculty	1	1	5	5
Students	1	1	1	5
Community	0	0	5	0

- DJ) How did you personally influence the conversion process?
- C) I was involved with both committees. The Semester Feasibility Task Force committee and the Semester Transition Team committee. We worked many hours in getting this thing done, but I couldn't change the decision. I was against changing to semesters because of our program that I'm in, and, as a faculty, it don't[Sic]work, in my opinion. We at least got all the issues on the table; I did that for sure!
- DJ) If you don't mind, we will deal with issues of the Feasibility Task Force first. This is what I call Phase One and had to do with the initial decision preparing to consider a change. What factors during 1989 influenced the decision to consider a change?

APPENDIX J

- C) I think a major factor was Michigan State making the change.
- DJ) In this decision, who was involved, and what role did they play?
- C) I think it came down from the board and the president, as I indicated in the chart of question #1. They, I think, had it figured to make the change or die trying.
- DJ) In Phase Two which was evaluating and recommending a change or not, the Feasibility Task Force was formed in 1990. Question #5 pertains to this point in time. What do you recall were the primary goals and/or objectives for FSU to change to semesters?
- C) They kept on telling us that there was a money savings, because we would only have three registration dates instead of four. Nobody knew how much. The evidence showed. We went to the University of Tennessee. We looked at the University of Iowa State. The University of Tennessee report stated the aftermath was a disaster. Whatever you do, don't make more than one change at one time. If you are going to semesters, that's all you should do. What did we want to do?? We wanted to bring in the new General Education requirements at the same time plus a new SIS system. It was wrong, and we should not have done that. I think the only reason we got through this was because of Jim Maas. If we did not have someone with the caliber of Jim, it would have been a disaster.
- DJ) So, timing was important because everything could be done at the same time? Such as general education and the desire for curriculum evaluation. Were there others that were not necessary stated?
- C) I had a hard time with this. I fought hard to find out what the advantages were. I could never see any. It impacted us (our program) in a negative way. We had to put courses together that were totally unrelated.
- DJ) Question #6 deals with whether the committee acted in regard to the stated goals and objectives.
- C) I don't remember. In the end, our committee, or was it the academic senate, voted on the change. I don't remember how many was[sic]on there, but I think it was about 9-3. It was not recorded, but I think there was[sic]3 of us that hung tight against.
- DJ) How was the charge to the committee determined and communicated?
- C) I think the charge was given to us. I don't remember. That the conversion to semesters was needed to be evaluated and for us to make recommendations.
- DJ) How was the make up of the steering and subcommittees determined? (question #8)
- C) That was on a voluntary basis. Every group had to be represented. I guess there was a formula so that every area was involved. I volunteered for the minority subcommittee.
- DJ) How were individual members and chairpersons selected?
- C) I think the individual was voluntary, and the chair I'm not sure about. I think the chair was appointed.

APPENDIX J

- DJ) What methodologies were used by your committee in making decisions?
- C) We just kicked things around and came up with a consensus. There was no real voting.
- DJ) Were there any methodologies that were the most effective?
- C) I don't remember.
- DJ) In your opinion, can you explain which methodologies were the least effective?
- C) I guess when we did not have enough discussion, some people did not want to go along with the group decision. We tried to reach consensus, agreement.
- DJ) Describe the most controversial issue encountered and how it was resolved? (question #13)
- C) We would argue over the table. We'd throw it on the table and come to a consensus.
- DJ) Can you think of an issue?
- C) I worked up a report on how students would lose contact hours with us in my program if we went to semesters.
- DJ) How was that resolved?
- C) They listened but just never understood.
- DJ) Was that a controversial issue that the committee had to deal with?
- C) Yes. I remember how the courses and lab courses were set up for our program. How they transferred into semesters.
- DJ) How did you feel about the committee decision that was against your strong feeling?
- C) I didn't and still don't like it, but I am supporting the committees' recommendation.
- DJ) Describe constraints on the committee that influenced the committee action, positively or negatively. Such as time.
- C) We had a time constraint to come with a recommendation. It caused some problems but mostly a positive to get it done.
- DJ) How about financial support and support staff?
- C) As I mentioned before, we could not get financial data on the conversion savings, but as far as financial budget for this committee, I think that any travel was paid for and there was not a problem. Each of us used secretarial help in our own department or school. It worked out-- OK.
- DJ) Relative to your work on the Feasibility Task Force, what would you like to have done differently in the conversion process and why? (question #15)

C)

D)

C)

D)

C)

APPENDIX J

- C) I don't know what I would have done differently. I tried hard to change the decision.
- DJ) In this next phase of the conversion, the planning, organizing, and implementation, the Semester Transition Team headed up the effort. In that you were a member of this group also, I am interested in how this group activity was different than the Feasibility Task Force.
- Question #17 deals with how closely do you believe this committee acted in being consistent with the stated goals and objectives.
- C) There was no real document. We just did it and got input from other institutions by phone or visit and tried to put it together and meet FSU needs. It got finished and went very, very smoothly. We were surprised.
- DJ) What role or functions did the STT perform that influenced the implementation process?
- C) Everything actually. At least the planning, structure, timing, and follow-up. Jim Maas made it happen, properly and on time. No one else was tracking it, only the STT. No question about it, the planning the booklets and the forms. It was a good, smooth job. We were set up and supposed to be for major problems, but I don't think we did have any real big ones.
- DJ) Question #19 asks how the charge to the committee was determined and communicated?
- C) Again, I think that it was set up again. By whom I don't know. I don't know if it came from the president or the board or Gary Nash, the vice president.
- DJ) How was the makeup of the steering committee and of each subcommittee determined?
- C) Same as the Feasibility Task Force. Volunteer or just seemed to be on committee when asked to serve. A similar representation as the other committee. We wanted all points of interest.
- DJ) How was the chairperson selected for the steering committee and each sub-committee determined? (question #21)
- C) I don't remember. We just sort of got there in discussing the tasks or areas needing work. Jim Maas, I think, was appointed or at least I don't remember—I think he was there at the start.
- DJ) Question #22 deals with what methodologies were used by the committee in making decisions.
- C) It was the same as the other committee. It was consensus.
- DJ) Were there any methodologies that you could identify as most effective or least effective?
- C) No. By discussion it was apparent who needed more information, and we held off making a decision until that was done. That was effective.
- DJ) Any method that did not work?
- C) Jim Maas made us reach agreement by discussion. Consensus.
- DJ) Question #25 deals with the most controversial issue encountered and how it was resolved.

APPENDIX J

- C) There were lots of them, but each subcommittee made a pitch and we discussed. Nothing that got hot. I think one of the most controversial was would the students have to pay. What credit hours would pay extra. Would it be 16 or 19.
- DJ) How was that resolved?
- C) I think that was voted on. We had people in from the business offices. The rest was minor.
- DJ) Some situations you would take a vote?
- C) I'm not to sure. I can't remember voting, but we did have people disagreeing and some for, and then the issue was resolved.
- DJ) Describe the constraints on the committee that influenced committee action, positively or negatively? Such as finances, time or support staff.
- C) No, not to my knowledge.
- DJ) Support staff?
- C) Not at the subcommittee level, and Jim had a STT office set up with help.
- DJ) Any time constraints?
- C) Yes. We had a final day that we had to have this in.
- DJ) In retrospect, as a member of the STT, what would you have done different in the conversion process and why? (question #27)
- C) I would not change a thing. What we hammered out just worked. Only because we had a good strong leader, Jim Maas.
- DJ) What methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?
- C) The only thing I recall is in case of major mess up we could have been called back. There was a panel for student appeal, but I don't know who was on it or if it was used. One thing that was said: that students will not suffer because of the conversion.
- DJ) That was a goal?
- C) Yes.
- DJ) How do you know that goal was accomplished?
- C) No complaints that I know of.
- DJ) Thanks again for your candid comments and assistance.

APPENDIX J**INTERVIEW D**

DJ) Thanks for seeing me today and sharing your experience in the conversion process at FSU by answering some questions I have prepared. In the first section, I would like to ask you about the level of influence and involvement of the various groups that dealt with the conversion of the calendar format.

Two time periods are mentioned, during the initial period of renewed interest, 1989 to 1990, and during the conversion process. Can you suggest some number with 1 being low and 5 a high level? The administration category is divided by vice presidents and other types of administrators such as program directors, deans and department heads.

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	5	3	3	3
President	5	4	4	4
Provost/VP	4	4	3	3
Administrators	4	4	4	4
Faculty	5	3	5	5
Students	3	3	3	3
Community	0	0	2	2

- DJ) How did you personally influence the conversion process?
- D) If I remember, I was originally involved on the Feasibility Task Force and later volunteered or actually was requested to serve on the Semester Transition Team. My area of interest was as a counselor and also active with the Senate. My influence was in the area of student life and services, to see things from the students' side, if possible.
- DJ) In phase one, the initial decision to consider calendar change was the issue. What factors during 1989 influenced the decision to consider change, do you recall?
- D) At that point, I think it was mostly calendar. When it came through simply matching the public schools systems to Ferris.
- DJ) In your opinion, who were involved and what roles did they play in the decision to change?
- D) Then in my opinion, who were involved, what roles did they play, the point that we did decide to change. Later on, maybe I am jumping ahead. It was more than just a calendar thing. I think it was the concern that the other institutions in Michigan have gone to semesters. That's when we had students who were in our programs and then tried to transfer to other institutions who were semesters experienced a loss of credits. I think that was one of the big factors. The other thing that I know is true is we as counselors were concerned about the other way, people coming from other institutions to Ferris. We weren't so much concerned about the fact that they would not have that coverage in their courses. Obvious they had more coverage but just in being able to keep the minimal time for students to achieve a B.S. degree.
- DJ) In your work on the Feasibility Task Force dealing with evaluation and recommendation of whether to change, what in your opinion were the primary goals and /or objectives for FSU changing to semesters?

APPENDIX J

- D) Yes, we did set up several objectives. We did consider the calendar issue the transfer issue, and I believe there was a notion that it would give us more time to teach courses. So we would have more opportunity within the semester. Although we did have a hard time, we tried to measure dollars and credits so in the final outcome it would be fair to the student. We just felt to be in step with the other institutions, that is what we need to do.
- DJ) How close do you believe the committee acted in regard to the stated goals and objectives? (question #6)
- D) We tried to survey the students. In fact I remember it well, the Senate— the first vote declined changing to semesters. It was the second vote, 51 against and 49 for. So it was strictly an administration decision. The vice president of academic affairs at that time was Gary Nash, and, in his opinion, we should go to semesters. I am not sure if that vote was ever known. We also tried to look at what students thought and how they would feel about it. Frankly, my recollection was that there were more against the transfer than for. It was an administrative decision based on some criteria, so that is the way it was going to be.
- DJ) How was the charge to the committee determined and communicated?
- D) From the president, I think. The committee was formed by the Academic Senate to do the study. We examined all of the pros and cons for quarters and semesters and so on. Then were to make recommendations. The committee, I felt, by and large was for the transition to semesters. People on the committee felt that it would be better with all of the things that we looked at.
- DJ) How was the make-up of the steering committee and of sub committee determined? (question #8)
- D) I don't recall how it was determined. Of course this committee was simply representatives of all of the colleges. I believe there was a formula. I was asked to represent counselors and librarians, and then, as you can see from the committee list, there were some criteria—it may have been according to size. I'm sure there was structure there.
- DJ) How was the chairperson selected for the steering committee and for each sub-committee determined?
- D) To tell you the truth, I think it was an appointed thing. I don't recall an election or anything. I think I was called and asked to serve, I think maybe through the Senate. I think that the chairperson was an appointed position.
- DJ) What methodologies were used in your committee in making decisions?
- D) We had voting. We invited people to come in and ask questions and voice opinions. Sometimes we just seemed to arrive at a point where no more discussion was needed and we did not need a vote, but it was obvious what the majority feeling was. Then everyone just seemed to go along with the recommendation by the chair or someone else.
- DJ) In your opinion, explain which methodology was most effective.
- D) When everyone was willing to listen and go along with the majority, even though they may disagree.

APPENDIX J

- DJ) In your opinion, explain which methodology was least effective. (question #12)
- D) When like an administrative point was made that this is the way it must be done and when—
What do you call this type?—political?
- DJ) Please describe the most controversial issue encountered and how it was resolved?
- D) Well, if anything was unexpected or really controversial in my recollection, it might have been the level of defiance about just the issue of changing to semesters. I would say they, the people concerned, were facilitated by allowing expression. There wasn't any problem with giving someone a chance to speak. Most of the time it was supported by some documentation. I felt that there was opportunity, and of course there was discussion that followed. Usually the person would go along after giving their point, even if still not sold.
- DJ) Were there constraints on the committee that influenced committee action, positively or negatively? Such as time, finances, or staff support?
- D) Yes we had certain meeting times. We had to make a recommendation by a certain date. This put a rush on some of the work but was not a negative. Deadlines probably helped the process.
- DJ) Financial constraints?
- D) No. And there was no problem with travel expense or secretarial help.
- DJ) In retrospect, as a member of the Semester Feasibility Task Force, what would you like to have done differently in the conversion process and why? (question #15)
- D) I would have liked to have more student input. I don't know how you are able to make sure that happens. We had students that we invited, and they did not always show. It would have been much more helpful and meaningful if they would have been there.
- DJ) In the next part of the process which involves the planning, organizing, and implementation I would like to ask some questions about your involvement as a member of the Semester Transition Team (STT). How closely do you believe the committee acted in being consistent with the stated goals and objectives? (question #17)
- D) It was quite clear that the conversion was to take place and the other things that were going on, so we did what had to be done. There wasn't much deviation, really.
- DJ) What role or functions did the STT perform that influenced the implementation process? (question #18)
- D) We, or more appropriately, Jim Maas, set the time-frames, gathered much of the information, and helped us identify all the tasks needed to get done. The STT took a strong leadership role and actually followed up on the conversion process as each college and program made changes needed in curriculum, etc..
- DJ) How was the charge to the committee determined and communicated?

APPENDIX J

- D) We did have a charge; we did have a target date and the chairperson; Jim Maas gave us the specific areas we had to address. At that time we needed to present how the transition would take place. The representation was there from all of the colleges; I believe they had that chance as well. I cannot say enough for Jim Maas's leadership. That was the key. There were a lot of people that did not want to make that transition, but he had the ability to just somehow get it done without ruffling feathers. The first thing we did was take a look at the issue at stake. The chair helped us with a great deal of information from other colleges, at least what we could get. Which saved a lot. Even though we knew we were not the same as some of the larger colleges we did follow a lot of their suggestions and forms. One of the things that they did was to start publicizing. In fact, before we ever went to students and started saying, "Let's make it happen," we started putting questions and answers in the Torch. Our plan was to make information available to take a look at, to see what other institutions have done, to have a date-line or time frame so certain aspects of the transition would be done. The final thing, the big thing, was we started having our public hearings. He had the programs showing how they were going to convert.
- DJ) How was the makeup of the steering committee and of each sub committee determined?
- D) Of course there were some people who knew more about some subjects. If I recall right, we volunteered or suggested our preferences. It was wherever our expertise was. Similar to the Feasibility Task Force sub-committees, maybe a lot more informal, as there were many more groups. The chairperson, Jim Maas, was appointed, or at least I think he actually got the committee organized from the start. The subcommittees kind of naturally put in chairpeople who had the notes or desire to take charge—got it. It didn't matter who was chair; everyone got it done that was involved. Although, not everyone was totally involved, if you know what I mean!
- DJ) What methodologies were used by your committee in making decisions? (question #22)
- D) No, I don't recall except for leadership in making sure we had all the information to evaluate alternatives. Much the same methods as with the Feasibility Task Force, nothing really different, maybe a little more informal but more issues to decide on.
- DJ) Which methodologies were the most effective? Which were least effective, in your opinion?
- D) The most effective is when everyone gets involved and contributed. I worked when people listened. We had trouble when some faculty members felt their program, would suffer and they did not want to let go. They had trouble looking at the good of all the students. They were unhappy when a decision was obvious by the comments of most of the committee without having to vote—agreement was facilitated.
- DJ) For question #25 would you describe the most controversial issue encountered by the STT and how it was resolved?
- D) The calendar. How we can fit the courses into the fifteen weeks. What other course should we have. Should we have an exam week. So we need to do some kind of fair thing. There were people from Technology who were on the team that had a problem with the fifteen weeks. They said we had a lot of lab time we need. So there was a lot of vocalization with that. Jim, as chair, with his easy going way, suggested alternatives, and we looked at them to facilitate the problem.

APPENDIX J

- DJ) Describe constraints on the committee that influenced committee action, positively or negatively. Constraints such as time, finances, or staff support.
- D) All of the hearings and process had to be done by certain dates. There were time deadlines that caused problems. We had to push to get other people to stay on the conversion process track.
- DJ) How about finances or staff support?
- D) No. I did not experience anything. I don't recall any financial problems with operations on this committee. There were no support problems other than deadlines to get all the paperwork done, but that was not for lack of secretarial support.
- DJ) In retrospect, as a member of the Semester Transition Team, what would you like to have done differently in the conversion process and why?
- D) At this point I don't recall anything that we could have planned differently. We did try to go back to our units and train and get information. That was important to help the faculty. Everyone had their need to go through the course completion agreement. There was a lot of debate on who was going to do this. So that's why we came up with the experts. It was necessary that everyone had to show some kind of documentation on how they were going to adapt quarters to semesters. At the hearing we looked at them. To see if they met certain objectives. Perhaps this process could have been done differently; I don't know; there was no guideline to follow; we were developing the process; or, at least, Jim Maas was organizing the jobs.
- DJ) Last question #28, what methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?
- D) None that I'm aware of other than the student appeal process if they have a problem with their conversion process.
- DJ) Thanks again, sincerely, for your help in answering my questions and sharing your experiences of the conversion process.

INTERVIEW E

- DJ) Your assistance is greatly appreciated by sharing your experiences and involvement in the change activities from quarters to semesters at Ferris. In the first section of my study, I'd like to use a number one to five, five being the high level of effort dealing with the amount of influence and the amount of involvement with the conversion process by various participants. These questions are focused on the actual conversion process and procedures of changing to the new calendar format of semesters. The questions are broken into two periods such as when the idea or discussion of changing was being considered and later during the actual conversion process. To the best of your recollection, as an executive level administrator at the period being studied, can you suggest some numbers for the chart on my questionnaire? With 1 being low and 5 a high level? The administration category is divided by vice presidents and other administrators such as program directors, deans and department heads.

APPENDIX J

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	5	5	0	0
President	5	5	2	4
Provost\VP	5	5	5	2
Administrators	1	3	5	4
Faculty	1	2	5	5
Students	2	1	1	1
Community	0	0	0	0

- DJ) How did you personally influence the conversion process? (question #2)
- E) Really, only initially in assisting the VICE PRESIDENT of Academic Affairs, Gary Nash, in selecting the chairpeople and advisor in the process to assist the committees.
- DJ) Phase One had to do with the preparation to consider a change. What factors during 1989 influenced the decision to consider changing the calendar? (question #3)
- E) The big factor was that Michigan State University was going to semesters, and we did not want to be the last school in Michigan to go to semesters. The senate debated this, and every faculty group we looked at was divided 50-50. We were concerned about timing and transfers.
- DJ) In your opinion, who was involved, and what roles did they play in the decision to change? (question #4)
- E) Gary made the decision. He asked me for advice several times about it. I was in favor of keeping the quarter system, regardless of what Michigan State did. As mentioned, the faculty was divided evenly or very close, and really an administrative decision was needed to go ahead.
- DJ) What do you recall were the primary goals and or objectives for FSU to change to semesters? (question #5)
- E) As mentioned before, the prospect of being on the same calendar as the rest of the state institutions. There were other objectives mentioned in some of the studies plus we were implementing a new computer system and the North Central Accreditation Team would be pleased with change to semesters. They had a planned visit about 1993. The Feasibility Task Force did a good job of doing the study and meeting the objectives.
- DJ) From your perspective as an administrator, how was the charge to the Semester Feasibility Task Force committee determined and communicated? (question #7 & 19) Was it any different for the Semester Transition Team?
- E) I think it was handled by the Academic Senate but was directed by Gary Nash as to what was to be studied. The president was involved to some degree, but Gary was the power behind a change. A study that everyone could embrace needed to be done as there were many critics, myself included. The Transition Team was formed to completely run with this project with released time and a budget to meet their needs. There was not much detail, only the deadline and what was to be accomplished. Jim is a detail, analytical person and handled the logistics very nicely, as I knew he would.

APPENDIX J

- DJ) How was the makeup of the steering committees and of sub-committees determined for the Feasibility Task Force and the Semester Transition Team? Were you involved in this? (question #8,9,20 & 21)
- E) No. Other than chairpersons, as I recall an extensive search and evaluation of the potential chairpeople that could be used for this very important assignment. Personalities and leadership style was critical and significant in the final outcome which was considered very successful. The makeup of the committee was handled by the chairpersons. Only the chairs of the steering committees were appointed by administration.
- DJ) In the formation of either of the committees was there a formula for how people were chosen?
- E) No idea.
- DJ) Only the selection of the chairperson?
- E) Jim worked for me before. We shared an office before, and I knew his strengths. He could be trusted, and he had the background to make it happen. He had ties to Michigan State which had just done the conversion. They were a good model for us. He spent a lot of time there.
- DJ) In retrospect, from your point of view as an executive level administrator, what would you have liked to have done differently in the conversion process and why?
- E) I think the conversion process went pretty well. I not sure if I would have done anything differently. When I picked Jim to do it and convinced him to do it. That was no easy task. He had the perfect background, perfect personality. I don't think I would change anything except maybe a little more support. And a bigger budget.
- DJ) In the process, were minds changed?
- E) I don't think so. The people that were opposed are still opposed. I am still opposed. Once Gary made the decision to go ahead over my objections, I supported it the best I could. As did others!
- DJ) One last question (#28), what methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?
- E) None that I recall as it was all done and no turning back. Problems were resolved as they surfaced. Our people did a smooth job compared to some of the disasters we heard about from other institutions.
- DJ) Thanks again for taking time from your busy schedule to share insights into the conversion process.

INTERVIEW F

- DJ) Thanks for taking time to answer some questions for this project to study the conversion process of calendar format change. To the best of your recollection, as an administrator and faculty at the period being studied, can you suggest some numbers for the chart on my questionnaire? With 1 being low and 5 a high level? The administration category is divided by vice presidents and

APPENDIX J

other administrators such as program directors, deans and department heads. Two time periods are considered: the 1989 time frame and later during the conversion process.

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	1	1	1	1
President	2	1	1	1
Provost\V.P.	5	5	5	3
Administrators	3	3	5	3
Faculty	1	2	2	5
Students	0	0	1	2
Community	0	0	1	2

- DJ) How did you personally influence the conversion process? (question #2)
- F) As a member of the Academic Senate, I was involved with discussion of the issues and was appointed chairperson of the Semester Transition Team. As a committee, we planned the implementation process and directly influenced the meeting of deadlines and tasks.
- DJ) Phase One of the entire conversion began with the initial decision to consider a change. What factors during this 1989 period influenced this interest?
- F) I don't remember. After the project was completed, I kind of purged my mind of the details and moved on to other interests. It was I'm sure, partially, due to most of the other institutions were on semesters or planning to.
- DJ) Were there any goals or objectives that were not widely known or published?
- F) I am not aware of any.
- DJ) In your opinion, who do you believe was involved, and what roles did they play in the decision to change?
- F) I think it was the president and vice president. academic affairs, Gary Nash. Probably the Board had some influence, but I'm not sure.
- DJ) In Phase Two of the process, which involved evaluating and making a recommendation to change or not, the Semester Feasibility Task Force was formed. Were you involved with their activities?
- F) No. Only as a member of the Senate that got the committee together and later discussed their recommendation. I was not involved.
- DJ) Let me skip to Phases 3, 4 and 5 that dealt with the planning, organizing, and implementation process as this was handled by the STT from Dec 1990 to 1993 when semesters started. In your role as chairperson of this committee, what do you recall were the primary goals and/or objectives for FSU to change to semesters? (question #16)
- F) Well, as I recall, there was the need to be compatible with other institutions' calendars; reevaluate the curriculum, courses, and programs; revise the general education requirements; do

APPENDIX J

away with the Christmas break that broke up the quarter, that was a hardship for many faculty and students.

- DJ) How closely do you believe the committee acted in being consistent with the stated goals and objectives?
- F) Very closely. I think everyone was happy the way the process turned out, but still some still would like to be on quarters. We met the objectives given to us. There were compromises but still within the goals set out.
- DJ) What role or functions did the STT perform that influenced the implementation process? (question #18)
- F) Everything we did influenced the process. I can't think of anything that anybody did outside of the committees. We did what we thought was right. Everything we did, we did as a team. It was not just me. We all shared all ideas as a team. I would say a leadership role in that we contacted other schools and asked them about their experiences, gathered inputs from many people, and laid out what had to be done and the timeline. It took a lot of work, but the great people we had certainly had a significant influence on making sure semesters were ready and the students ready when the time arrived.
- DJ) How was the charge to the STT determined and communicated? (question #19)
- F) The Vice President, Gary Nash, he was the man involved . He was very supportive of the move to semesters. He approached me and others to chair the committee. The charge was made clear prior to me accepting the chair. They had it laid out. When we started, we knew what had to be done.
- DJ) Question 20, the make-up of the steering committee and sub-committees, how was that decided?
- F) The steering committee, that is the STT, was put together by Gary Nash. He told me who the members were going to be. He tried to get a broad cross section of people from the campus. Every college had a representative. I don't know how the students were picked. I think he asked the ASG for two students who would be willing to serve.
- DJ) How were the chairpersons selected for your subcommittees?
- F) We had people of different backgrounds and experience.
- DJ) You looked for people to chair based on their expertise or experience?
- F) Yes, I did. Generally what we did was set up the task of the week, if you will. We would discuss that task in full committee. Then, in the full committee, I would try to get a flavor of what people thought about the task. Then I would perhaps see a need to have a sub committee of about 3 people. I tried to pick people from what I viewed as the extreme view points of the issue. Either side of the issue. When the subcommittee would come to an agreement, then I felt we had something to bring to full committee.
- DJ) Question 22, what methodologies were used by your committee in making decisions?

APPENDIX J

- F) It was basically after the subcommittee reported. We would have full committee decision, generally come to consensus if we could before voting. If we were not at consensus, we sometimes asked the subcommittee to reconsider some of the issues. Then we would bring it back up at the next meeting.. Eventually we voted on it. Prior to a vote, we tried to come to something that everyone could live with.
- DJ) In your opinion, explain which methodologies were most effective.
- F) Getting somewhat of an agreement before actually deciding which direction we must go. Consensus was very important and effective as we needed support to get things done. Getting all the issues discussed until everyone had their say or we went out and came back with more data.
- DJ) In your opinion, explain which methodologies were least effective?
- F) I don't remember except it was difficult to get consensus all the time or at least full cooperation. We had good team members in that they communicated, at least the main core of the committee.
- DJ) Please describe the most controversial issue encountered and how it was resolved? (question #25)
- F) It is funny because you don't know what to expect anyway.
- DJ) What was the most controversial decision your committee dealt with and how it was resolved?
- F) At first glance it seemed controversial and then turned out to be nothing at all. Everything we dealt with there was controversy. What was the most controversial? I am not sure. Little things at the beginning, like the calendar. Should Easter break be scheduled with the winter semester break or with the local public school systems'. Everything was dealt with in the committees. It as never taken out of the committees. We resolved all issues internally. We got input from other sources and brought it to committee, even had open hearings to air the issues.
- DJ) Would you describe the constraints on the committee that influenced committee action positively or negatively. Such as time, finances, or support.
- F) We had to come alive September, '93. The time frame from start to September, '93 was placed on them. I had a series of things that had to be done and an order for them to be done in. I got agreement from the committee on the time lines and tried to hold the university to them. Negatively that put a lot of pressure on a lot of people to get their work done, such as training and curriculum changes. In a positive way, the time schedule gave us direction and a status.
- DJ) Financial constraints or support staff?
- F) Well my support staff was my secretary. We could always use more help. Finance, we ran it bare bones. I was not given any financial constraints. I was told if I had any financial constraints to talk to the vice president. I never did. The funding was just my salary on released time and the person replacing me in the class room and a part time secretary.
- DJ) In retrospect, as chair and member of the Semester Transition Team, what would you have done different in the conversion process and why?

APPENDIX J

- F) I thought it worked well. If another university would do it, I would recommend before they get started they should bring in a panel of four or five people who have chaired other committees. To show pluses and minuses.
- DJ) You mean, steering committee chairpeople such as yourself who have been through the entire process?
- F) Yes. That would be a good source of experience.
- DJ) What methods were placed in the conversion process to evaluate the results of the calendar format change with references to the stated goals?
- F) None that I remember. Our team recommended, as far as the actual calendar goes, that the summer calendar should be reviewed after a few years in place. The first summer would not be a good indicator because so many students in transition were close to graduation. A lot of course agreements were being made. We thought, "Let's give it a chance for a few years." The recommendations were verbal. I cannot recall writing them down. We recommended to the vice president to review in a few years. We as the committee were not 100% sure about that summer schedule. We felt, from all the other schools we talked to, the split summer was the way to go. Maybe the senate will decide to review the summer issue. The rest of the process there were no formal recommendations because we were going to semesters for sure. As far as I know, it has not been reviewed yet.
- DJ) Thanks very much for taking the time to share with me your recollections of the conversion process. As you mentioned, there is not much written or documented about the actual procedures, and this presents quite a challenge. You have certainly made a significant contribution to FSU with such a successful transition.

INTERVIEW G

- DJ) Thank you for your willingness to answer a series of questions dealing with the semester conversion process at FSU. In the first part, I would like to ask your recollection of the level of influence and involvement of the groups that dealt with the conversion of the calendar format. Two time periods are of interest, the initial period of 1989 to 1990 and during the actual conversion process. Let's use a number with 1 being low and 5 a high level. The administration category is divided by vice presidents and other level of administrators such as program directors, deans, and department Heads.

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	1	1	1	1
President	1	1	1	1
Provost/VP.s	5	5	2	2
Administrators	5	2	5	2
Faculty	1	1	4	4
Students	1	1	1	1
Community	1	1	1	1

APPENDIX J

- DJ) How did you personally influence the conversion process?
- G) As an administrator, I served as a member of the Semester Feasibility Task Force and was working on the study of semesters vs. quarters. As an active member of the committee and one of the sub-committees, it was quite an interesting experience. We have a rather unique program in my area, so it was important that I was able to be a representative.
- DJ) The first Phase had to do with the preparing to consider a change. What factors during the 1989 period influenced the decision to consider a change of the calendar?
- G) First, we needed to conform more to other institutions in the state. That was the most overriding factor. Also, there was a definition of the role General Education was to play at the college— was being considered at the time. So, consequently, modifying the General Education requirements was made easier by the fact that we had to go to semester change.
- DJ) In your opinion, who were involved, and what roles did they play in the decision? (question #4)
- G) I don't recall what was going on at that time. The president decided a study was needed.
- DJ) In the next phase of the process, the Feasibility Task Force was formed by the Academic Senate. I would like to ask you about some of your experiences on this committee. What do you recall were the primary goals and/or objectives for FSU to change to semesters?
- G) See, there were a number of people that talked about the chance to improve curriculum, and we had to start at ground zero and develop courses all over again. This was great opportunity to do this because we have a lot of new faculty. So we were able to redefine not only our general courses but at that point create or revise majors and minors. I believe the senate didn't approve it; it was a close vote, I believe. I don't know to what degree Ferris was participating on the vice presidential level with other institutions in the state to bring about this change. I know our vice president considered the change in addition to the president at that time. We would oftentimes discuss these matters. I know the department heads among the senate considered this a topic on our agenda. Michigan Tech was also going forward. They tried to consider the change at LSD. Consequently, there was need for more information. It did help us try to coordinate our efforts somewhat more to look at curriculum as well.
- DJ) It was primarily because other institutions were on, or changing to, semesters and to look at curriculum. Was there anything else? Perhaps that was not stated?
- G) Nothing I am aware of. That's about it for the most part.
- DJ) How closely do you believe the committee acted in regard to the stated goals and objectives?
- G) Very well, in my estimation. Most everyone did what was needed for their program or area.
- DJ) How was the charge to the Semester Feasibility Task Force committee determined and communicated?
- G) The senate formed the instructions and set up the committee. The charge, I don't remember exactly what it contained, but was to evaluate the areas affected by conversion and make a

APPENDIX J

recommendation. The president, I believe, wanted this done. The charge was discussed at one of the beginning meetings, I believe I know at times we broke up into sub-groups. I really cannot recall how the committee functioned. Seems like the major amount of the work was being done by the departments at the school levels at the time.

- DJ) For question #8, how was the make- up of the steering committee and of the sub-committees determined?
- G) I am afraid I don't recall. Seems like it was people from each area.
- DJ) Do you recall how the chairpersons were selected for the steering committee and each sub-committee?
- G) I don't know how these chairs were chosen. Alan Pochi was appointed, and, I think, in my sub-committee the chair had a strong feeling about the subject area and just put his energy to work and we split up the things needed to be done. I was not heavily involved.
- DJ) Do you recall what methodologies were used by your committee in making decisions? (question #10)
- G) Just gathered information from other institutions and discussion until we felt we had enough. Not so much like voting. We had more political problems that we had to deal with. It dealt with the relationship between programs in the department of Arts and Science and the overall General Education courses. What realities do we have to face and all of this had to be approved by senate bodies. I know we would have liked to have seen a different configuration for the writing program eventually. We had to compromise in order to satisfy the rest of the campus. The process was less budgetary and more a political problem. The weighing of General Education courses rather than career programs on campus. The Colleges of Business and Technology were outraged because they felt that we did not have the curriculum that was needed for the change. We all realized that we are involved in a compromise, and somehow we managed to always follow through. It was better after we resolved everything. All students on campus were not for it. Some, as a result of the semester conversion, that weren't for it later found it was a good idea.
- DJ) In your opinion, explain which methodologies were most effective.
- G) Just discussing the options and making compromise for the good of the entire campus. We took a vote, I believe, or was that the Senate? I don't remember except for heated discussion, but we ended up in agreement or a settlement at least.
- DJ) In your opinion, explain which methods were least effective.
- G) When some people became outraged at changing the General Education requirements as it would seriously affect their programs. It was difficult to reach agreement, and a vote was taken, I believe, but am not totally sure; it was a long time ago.
- DJ) Would you describe the most controversial issue encountered and how it was resolved. (Question #13)

APPENDIX J

- G) The most controversial decision in our area was the laddering of requirements. We used to have an array of courses on the freshmen level. As a result of this, we had to put in a three level conversion process for freshmen, sophomores, and juniors. That was the most controversial issue for the whole campus. It was accepted well, not that it came out well. The unexpected was always there. We had situations that we had to give students college education credit for a minus of one or two credits when they transferred in here. So there was a flexibility built in that not too many students suffered because of the change. That was where most of the unexpected problems accrued.
- DJ) How was that conflict resolved?
- G) I believe it was at the senate level. The senate had to approve these changes. So I think by giving up something and compromising somewhere else we were able to get that through.
- DJ) Describe constraints on the committee that influenced committee action, positively or negatively. Such as time, financial support, or secretarial support.
- G) It was a difficult task to get the committees and faculty to come up with proposals in a timely fashion. Then to submit them through the department to get approval. We did it through Languages and Literature. We were on time for all of it. It was certainly a formidable task. The time deadlines caused problems for many departments, but without them it would not have been done. As far as funds go, we were able to support some of that activity out of our existing budget. We were able to put faculty on other campuses for study purposes of the change, to get an idea of and use the existing network of professional relationships. It was not a undue budgetary expense, but it was an expense for the department. We had a lot of copying and duplication. I remember the vice president's office helping us out with budget relief because we had to send out so much paper work to the faculty.
- DJ) Did that influence the process?
- G) Only that it took time and effort to make special arrangements for someone to do it because we did not have the extra staff or budget. It worked out satisfactorily.
- DJ) In retrospect, as a member of the Semester Feasibility Task Force committee, what would you see done differently in the conversion process and why?
- G) I think, considering the difficulties, it went much better than I had dreamed it would. I would not want to change it differently. In some respect I hoped the vice president's office would have given a bit more direction at the time. Established a uniform standards across the whole campus. For the role of Arts and Sciences versus the rest of the school. They didn't do that, and, consequently, the process would have been a lot more helpful and acceptable to most people that had gone through the grass roots of it. It was a grass roots effort. It was a compromise that we all could live with. This has been one of the most successful and most difficult projects--this of conversion here at Ferris, of the last decade.
- DJ) Is there one factor that led to the success to the implementation?
- G) Yes, there was a conflict. We couldn't have gotten more direction from the vice president's office; it might not have gone as well. So, I think the stars were running it--Allan Pochi, Jim

APPENDIX J

Maas, and others were very diplomatic, well thought of, and kept the local dissension down to a minimum.

- DJ) The last question I would like to ask is what methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?
- G) None that I remember specifically. I really don't know of any. I guess it went very well.
- DJ) Your cooperation and time spent answering my questions is sincerely appreciated. Thanks again.

INTERVIEW H

- DJ) Your participation in this study on the conversion process is appreciated. First of all, I would like to ask your recollection of the level of influence and involvement of the various groups that dealt with the conversion to semesters. Two time periods are of interest, during the initial period of renewed interest, 1989 to 1990, and during the conversion process. Consider the number 1 being low and 5 a high level? The administration category is divided by vice presidents and other level of administrators such as program directors, deans, and department heads.

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	2	4	2	4
President	4	2	2	2
Provost/VP's	4	3	4	3
Administrators	1	1	4	3
Faculty	1	1	2	5
Students	1	1	1	2
Community	0	0	0	0

- DJ) How did you personally influence the conversion process?
- H) I was representing faculty, or actually as an administrator at that time, and worked on the Semester Feasibility Task Force to study whether we should change. I wasn't that influential other than helping in discussions and gathering information on other institutions.
- DJ) Phase One had to do with preparing to consider a change. What factors in 1989 influenced the decision to consider changing the calendar?
- H) I thought one of the primary factors at the time was that Michigan State was planning on going to a semesters calendar. We were aware of that fact. Somehow we identified ourselves more closely with Michigan State. In terms of the competition for students thing. Also, maybe transferring students that didn't like Michigan State because it was too big. That they wanted to go to another institution, so they wanted to transfer credits here. We caught up with the trend, trying to equate semesters with quarters. That was the driving force to me, as I recall.
- DJ) In your opinion, who were involved, and what roles did they play in the decision?

APPENDIX J

- H) I think it was mostly 2 and 3 on your list, the president, vice president for academic affairs, and perhaps the Deans' Council.
- DJ) The series of questions I want to ask you now deals with the committee activities. What do you recall were the primary goals and objectives of FSU to change to semesters?
- H) I think one thing that our committee thought of and figured very important was the longer the time span for students that gave them a greater exposure rather than the ten weeks, that many thought was on the brief side. There were a good many classes that were not going ten weeks but nine weeks. Faculty examined that last week when we did not have an exam period. We were ending up with a nine week quarter and an exam week. I remember a lot of discussion on the committee that thought that was too brief an exposure. That if they gave a student a longer period of time plus the fact the student was having a problem with the course, the nine week course did not give them a chance to recover. If we gave them another chance for a test because you could give three over sixteen weeks, maybe they could rescue themselves. At the end of a nine or ten week quarter, the drop period came so soon that some students had not even had an exam. The semester would extend the period of time to see how they are doing and decide whether to withdraw and not get penalized. Those were the positives. Well, also, there were some who said, mostly in the Technology Department, people speaking to the fact in some cases that they did not need ten weeks to teach a class. If they had a semester, they wanted to be allowed to break a semester down into two eight weeks of 7 and a half weeks. Because they had blocks on the materials. Like automotive might have components that they can use a smaller piece. It would actually give them four assignments. I don't know if they ever did that. I don't even know if they offer that. I do know that excited some people, to think they could have four assignments and half semester offerings. Where they did not feel like a five week, where they couldn't do that under the old offering. The five just didn't make sense, but the eight did. That never has been a stated goal, and it never had much advertising.
- DJ) How closely do you believe the committee acted in regard to the stated goals and objectives?
- H) It was very closely focused, and we did just what was needed. The issue was to consider whether we should be the same as other schools, and that's what was evaluated, among other things.
- DJ) How was the charge to the Semester Feasibility Task Force committee determined and communicated?
- H) I don't remember having an initial meeting. I think the committee was very well attended and a lot of inner play. I don't remember who it was, but it was someone who gave the structure. The goal I remember being stated was, "you are not under any pressure to come to any conclusion. We are not trying to tell you we should go to semesters. We are not telling you to stay with quarters. They both have advantages and disadvantages. We just want you to look at every possible thing you can think of and consider it, and make a recommendation." At the end our recommendation was not unanimous, but I don't recall for sure. I found that we were not under the gun for anyone to say we have an vested interest in this and Michigan State doing this, so, therefore, you should have this outcome. I don't recall any ongoing visits by senior administrators to see how we are doing and to influence us.
- DJ) How was the make up of the steering committee and of the sub-committees determined?

APPENDIX J

- H) I don't have a clue how I got on that steering committee, and I don't know how others were chosen. I think the four sub-committees were volunteer. You volunteer in the area of your interest and expertise.
- DJ) How was the chairperson selected for the steering committee and for each subcommittee?
- H) I think I walked in the room and was told this was the chairperson. Not knowing how the individual was chosen. Knowing that it was not a democratic process for the chair. The subcommittees were not appointed, but, as I remember, it depended on who had the most interest or some experience and led the discussion and then handled the follow-up. Seemed more like a leader rather than a formal process.
- DJ) What methodologies were used by your committee in making decisions?
- H) Lots of discussions. Lots of input from every aspect of the campus. Seeing things from other people's perspectives was a large part of it. Everybody sort of had their own agenda and passion. It was mostly worked out verbally. The discussion went on until a vote or consensus came about. Usually we just kind of agreed or were willing to agree.
- DJ) What methodologies were the most effective?
- H) I think just allowing people to talk through worked the best. I think more decisions were made by consensus than by vote. Everybody had the opportunity to speak. I sensed that everybody seemed to go with the better good for the most. I guess that would come out in a vote, but it wasn't necessary to do that. There were also few arguing for whatever; then they would come to a consensus, even if they didn't like it.
- DJ) What methodologies were the least effective?
- H) I don't recall any problems with deciding on issues or a process of deciding. I guess, when people were not happy with an issue, if you tried to force a vote, it would not happen---I guess we just kept on the dialog.
- DJ) Please describe the most controversial issue encountered and how it was resolved?
- H) I remember one of the big controversial issues was that the quarters systems gave. We talked about how the semester systems gave more time for them to learn the material. But you reduced the number of choices a year I could make. Instead of three, the students are limited to two. These were valid points. And these arguments went on for a while.
- DJ) How was that resolved?
- H) I don't think, to be honest, that it was ever resolved.
- DJ) Was the final recommendation a vote, general agreement, a bureaucratic decision?
- H) It was a formal vote that was taken. It was reasonably close. It was resolved by a vote.

APPENDIX J

- DJ) Describe constraints on the committee that influenced action, positively or negatively. Such as time, finances, or support staff.
- H) I do think that the committee was under the gun for time to come up with answer. I did not, on the other hand, feel that impeded the committee's action. I think it made the committee efficient, knowing that they had an end point. The time was a reasonable length. I don't think there were any financial constraints. The chair or sub-committees, I don't think, had any problems getting support or to find out what other schools are doing and how they survived transitions. We all used our own department secretarial staff and got along all right.
- DJ) In retrospect as a member of the Semester Feasibility Task Force, what would you like to have done differently in the conversion process and why?
- H) My recollection is that we did not have a strong chair, and I think we could have benefited from a strong chair. I guess I am one of those who likes strong chairs, to keep things smooth and moving along quickly.
- DJ) My last question pertains to what methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives.
- H) I don't think there was any. I think we were as ensured that someone else was going to evaluate this; it would not be ours. Ours was simply to say if this was a feasible thing to do. Does the change make sense? But you will not be involved after the implementation or evaluation. That it will not be a component of this charge.
- DJ) That is a good point because the feasibility task force had the charge to make a recommendation. Then the semester transition team took it from there.
- H) I don't think we ever, in our discussions, ever assumed we were going to be asked to be involved with the assessment. There was nothing concrete on how they were going to do it.
- DJ) I really do appreciate you sharing your thoughts on the conversion process and how the process was handled. Thanks again.

INTERVIEW I

- DJ) Thanks sincerely for your help by sharing your experiences of the change process at Ferris when moving from quarters to semesters. In the first section, I would like an idea of your opinion by using a number, one to five. Five being the highest level of effort dealing with the amount of influence and the amount of involvement with the conversion process. These questions deal with the actual conversion process of changing to the new calendar format. The questions are broken into two areas such as when the idea or discussion of changing was being considered and at a later time during the actual conversion process. The administrator category is divided by vice presidents and other administrators such as program directors, deans and department heads.

APPENDIX J

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	5	4	1	1
President	4	4	1	1
Provost/VP's	4	5	1	2
Administrators	1	1	5	5
Faculty	1	1	5	5
Students	0	0	0	0
Community	0	0	0	0

- DJ) For question #2 , how did you personally influence the conversion process?
- I) As an FFA representative, I think I had some input when discussions centered around summer pay and contract issues. I was involved with the implementation on the Semester Transition Team and Jim Maas.
- DJ) Phase One of the process had to do with the initial decision to consider a change. What factors do you recall (1989) that influenced the decision to consider changing the calendar?
- I) I don't remember really. We, the university, considered it in earlier years, and then it was ready to go ahead around the time frame you mentioned.
- DJ) In your opinion, who were involved, and what roles did they play in the decision to change? (question #4)
- I) I don't remember, but I think the administration was pushing it—the board and president and the vice president., Gary Nash.
- DJ) In that your involvement was with the Semester Transition Team, I will skip to questions beginning with #16 that cover the planning, organizing, and implementation process. What do you recall were the primary goals and objectives for FSU to change to semesters?
- I) There was a lot of discussion. We had the senate there. It was mixed. Business and Technology were very concerned about their areas. They were against it. Arts and Sciences was for it. The vote was very close. Gary Nash said it was good to go. The main issue was compatibility with other schools.
- DJ) How closely do you believe the committee (STT) acted in being consistent with the stated goals and objectives?
- I) We had discussions on just about every issue. While not everyone was happy, we got support and met the implementation deadlines.
- DJ) What role or functions did the Semester Transition Team perform that influenced the implementation process? (question #18)
- I) Completely. The team coordinated every step of the conversion process and got the job finished. The team had a lot of discussions and hearings with various groups to get each area to get the curriculum changes done and in.

APPENDIX J

- DJ) For question # 19, how was the charge to the committee (STT) determined and communicated?
- I) I don't recall. There might have been a time line for things. There was no specific charge given that I remember.
- DJ) How was the makeup of the steering committee and the sub-committees determined and communicated?
- I) I can't recall that. I might have been the FFA representative. I don't recall the selection of the other members either.
- DJ) How was the chairperson selected for the steering committee and each of the sub-committees?
- I) Jim Maas was appointed chair, at least that is my recollection. We would have a committee discussion about a problem. People spoke for the problem then formed their own committee and subcommittee. They all had a consensus at the big (steering) committee level. They solved the problem and brought it back. There would be another problem and another subcommittee. I don't remember chairpersons really for the sub-committees; we just sort of all reported at the main meeting.
- DJ) Question #22, what methodology was used by your committee in making decisions?
- I) I think we went with near consensus. I don't recall having a vote. Jim would lead the discussion, and we would discuss the issue at hand.
- DJ) In your opinion, explain which methodologies were most effective.
- I) I guess just the discussion of all the sides before going ahead as a consensus.
- DJ) In your opinion, explain which methodologies which were the least effective?
- I) None that I remember. If a person tried to push their issue, we would table it, and the subcommittee would come back with more information.
- DJ) What was the most controversial discussion, and how was it resolved?
- I) The biggest problem that I can think of was Monday-Wednesday-Friday and Tuesday-Thursday scheduling. Some people thought no Friday classes would be better. Again maybe in a minority, but in a whole it was not good for the most. In retrospect, I think, because we had a known time-line to stay on, that we were not going to change our minds. We were going to semesters. Maybe because we were under a time-line to get this done. We had a computer change over for the semester scheduling. The time pressure helped move things along.
- DJ) Describe the constraints on the committee that influenced committee action, positively or negatively. Such as time constraint, finances or support staff?
- I) The timeline was a positive. We knew what had to be done and when it had to be done.
- DJ) Financial constraints and support staff?

APPENDIX J

- I) Financial support was not a constraint. The faculty summer pay was a union issue, but that was not a committee constraint but one of the things we dealt with in the implementation process. We didn't pay for anything as a committee member. There was really no problem with support staff. Jim Maas took care of most of it.
- DJ) Question #27, in retrospect, as a member of the STT, what would you like to have done differently in the conversion process and why?
- I) It was the best committee I have ever served on. I have served on many. Probably couldn't do much better as we were just going through the process as needed. Jim Maas organized the issues in the process.
- DJ) Last question, what methods were placed in the conversion process to evaluate the results of the calendar change format with reference to the stated goals and objectives?
- I) I don't recall. I think it had to work in the fall and that was it. If there were problems, we were ready for them. Our job was to get it in place and not to meet again.
- DJ) Do you expect any follow-up studies will be made?
- I) No, I doubt it because we have made the commitment and, if there are problems, we will deal with them.
- DJ) Let me say once again; thanks for your assistance.

INTERVIEW J

- DJ) Thanks for taking time from your busy schedule to answer some questions for this project to study the conversion process of the calendar format. To the best of your recollection, as an executive level administrator during the period being studied, may I ask you to suggest some numbers for the chart on my questionnaire? With 1 being low and 5 a high level? The administration category is divided by vice presidents and other administrators such as program directors, deans, and department heads. Two time periods are considered: the 1989 time frame and later during the conversion process.

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	2	0	0	0
President	5	1	4	1
Provost/VP's	5	1	5	4
Administrators	1	4	5	5
Faculty	1	1	3	5
Students	3	0	4	4
Community	0	0	1	1

- DJ) How did you personally influence the conversion process?

APPENDIX J

- J) Well, in an advisory role as an administrator I was directly involved from the start and maintained contact throughout the process. I think it was extremely successful. We had some wonderful people working on the project, and it was right for the institution.
- DJ) What factors during 1989 influenced the decision to consider changing the calendar?
- J) We had two educators on the board at that time, Archie Bailey and Pat Short. They were aware that all other universities had converted to semesters or were committed except Michigan State. I think all but two of the community colleges. When I first talked to the board about it, they all became aware of it and interested. They were urging that we look at it; they were not requiring it. But look at it very seriously. It could be an advantage to a students transferring in and out of the university. There was not a time frame established except coming up was the conversion of the student information systems. I thought, if we were going to do it, that was the time when the SIS was switching over, so we could go through two major conversions at the same time and the expenses that are associated with it.
- DJ) In your opinion, who were involved, and what roles did they play in the decision to change? (question #4)
- J) I put the committee back to work on evaluating the semester calendar. The committee had not met for a while. It had been discussed. I think it came close. It was back and forth, and I said, "We have to get this settled." It was one of those issues that was out there when I came to Ferris in 1989. So I and the vice president of academic affairs really wanted to see it done. I said, "Lets get a committee and decide one way or another, and then we either do it or not."
- DJ) I noticed in the board minutes that in 1972 it was considered, then dropped. Then again in 1989 when you were involved.
- J) Well, in the end, the senate passed it by one vote, I think. It was one of those 51 to 49 votes.
- DJ) In terms of the initial decision to consider the study, who besides yourself was influential in promoting a study?
- J) The vice president definitely wanted to do it. The other administrators were involved but were not all in agreement. At that point in time, we did not have a Vice President of Student Affairs. That came later. The vice president. was for it, and I felt it important to support my staff.
- DJ) What do you recall were the primary goals and objectives for FSU to change to semesters?
- J) The fact that most universities and community colleges had gone to semesters. The academic vice president was a very strong advocate of it. I just finished up my first year, and, to have an Academic Vice President to want something; you cannot say no without looking at this.
- DJ) The senate report of the recommendation to convert indicated that they considered the timing was right. The accreditation was to come about in 1993, and the SIS in 1993.
- J) Although the accreditation does not matter if it was a semester or quarter. That was coming up. We did have to do something with General Education, for accreditation. So we were looking at General Education and semester transition and change in the overall student record system (SIS).

APPENDIX J

That was a combination that needed to be in place by the time of the North Central visit, maybe that is why we were looking at that so seriously.

- DJ) In terms of the people that were involved with the conversation process, were there any factors that were not widely stated that influenced the decision?
- J) No.
- DJ) How closely do you believe the Semester Feasibility Task Force and the Semester Transition Team committees acted in regard to the stated goals and objectives?
- J) Very successful. They did a wonderful job.
- DJ) How was the charge to the committees determined and communicated?
- J) The VP of Academic Affairs really took care of the details in setting up the committee structure and time lines.
- DJ) In the selection of the chairpeople on the two committees, do you recall how those positions were determined?
- J) No, I don't recall. I might have appointed them.
- DJ) In retrospect, as an executive level administrator, what would you like to have done differently in the conversion process and why?
- J) It went very well. I don't think I would change anything. We were very fortunate that Michigan State had just gone through the process and we were able to stay in touch with them. The faculty committees that looked at it did a superb job. It went through the process. There were plenty of public hearings. It was interesting, I think, the way people switched as we went through the process. I think the process was good.
- DJ) My last question deals with whether methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals and objectives?
- J) I don't think so. No. As we went through the process, we became more involved, as a university, in evaluating and assessment of the process. We were happy the way this was going. Sometimes, during the course of it, we decided to look at it. Let's see what we have done right, so we can do it again.
- DJ) Was there a formal intent to do a follow up study?
- J) No. We were very pleased with the outcome of the conversion process.
- DJ) May I thank you again for your kind assistance in answering the questions?

APPENDIX J**INTERVIEW K**

- DJ) Your assistance is appreciated by sharing your experiences of the change activities from quarters to semesters by Ferris. In the first section, I would like record your opinion by using a number one to five. Five being the highest level of effort dealing with the amount of influence and the amount of involvement with the conversion process. These questions deal with the actual conversion process of changing to the new calendar format. The questions are broken into two phases such as when the idea or discussion of changing was being considered and at a later time during the actual conversion process. The administration category is divided by vice presidents and other administrators such as program directors, deans, and department heads.

	INITIALLY		DURING CONVERSION PROCESS	
	Influence	Involvement	Influence	Involvement
Board of Control	3	1	1	1
President	5	5	3	1
Provost/VP's	3	5	3	3
Administrators	3	3	3	3
Faculty	1	1	5	5
Students	0	0	0	3
Community	0	0	0	0

- DJ) How did you personally influence the conversion process?
- K) I was involved a great deal. As a faculty member and also involved to some degree with administration, it was interesting to be part of the Semester Feasibility Task Force and the Semester Transition Team. It was very intensive over quite a long period, and my work carried over to the implementation team. The STT.
- DJ) The initial phase was to consider doing a study of the value of making a change. What factors during 1989 influenced the decision to consider changing the calendar? (question #3)
- K) Other schools were basically semester schools.
- DJ) It was a matter of compatibility with the other schools?
- K) Yes, that was the major factor, and there was a lot of concern about the way we broke at Thanksgiving for term break. We broke for two weeks then came back and broke again for Christmas. We wanted to bring the calendar in alignment with other institutions.
- DJ) In your opinion, who were involved, and what roles did they play in the decision to change? (question #4)
- K) I am trying to think—how they came about. Obviously the president at the time, who was Dr. Popovich. She has come from semester schools, and I think she kind of implied that was a better way of doing it. She probably gave us the push. I know in pharmacy we liked the idea of semesters. Particularly as it pertains to this process, the admissions process.
- DJ) In Phase two, during 1990, the Semester Feasibility Task Force was formed of which you were a member. What do you recall were the primary goals and or objectives for FSU to change to semesters? (question #5)

APPENDIX J

- K) **Compatibility with other institutions, as I recall. There were other concerns, but that was the primary one. There was a survey of the faculty, and it produced a mixed result of items from General Education requirements to Thanksgiving break and Christmas break problems.**
- DJ) **How closely do you believe the committee acted in regard to the stated goals and objectives? (question #6)**
- K) **We did the best we could as it was a very controversial issue to study and make a recommendation. We looked at what was happening at FSU and felt that semesters were the best for FSU, and the committee did its job.**
- DJ) **How was the charge to the committee determined and communication?**
- K) **Well, that came down from the president. It was communicated from her office. At one of the meetings we were given the charge. I don't remember, specifically. At the beginning we were given an idea of what to do, but I don't remember anything written down. It was rather obvious, at least to me, that we were just doing a study and no pressure was on but pressure on looking at the issues.**
- DJ) **How was the makeup of the steering committee and of each sub-committee determined? (question #7)**
- K) **They were basically all faculty or a good number. Even the academic affairs representative was a faculty member. Let me break the administrators down into categories such as executive level, like the vice president. None of these people are here anymore. Seems just like everybody is gone. The first group, the Semester Feasibility Task Force, was involved with looking at a change—we looked at it like it was a “hee ha whim.” They were not sure if they wanted to do it or not. And then the decision was made to go ahead after the Feasibility Task Force made the recommendation. Then we went ahead and put the Semester Transition Team together. Then we started to identify these problems that we thought we would have to deal with. We actually used information from Michigan State University, because they had gone ahead of us. Jim actually went down to Michigan State University and talked to people down there. Jim brought back examples of literature that came from MSU. Lake Superior State was also in the process, North Western Community College as well. Michigan Tech was looking at it. They have not gone yet. We surveyed the Michigan area to get whatever extra piece we could. Who has gone before, and what problems have they encountered. We tried to work from there backwards. There were no guidelines for the process; we put it together as we went along.**
- DJ) **Were the members appointed or volunteers? How did you arrive on the committee?**
- K) **If I remember, I was asked to serve because of my work on curriculum. Each person had some special interest or experience. I guess the colleges were asked to supply representatives.**
- DJ) **How was the chairperson selected for the steering committee and for each sub-committee?**
- K) **They were designated by the administration. I think the vice president., but I'm not sure. The sub-committees were by area of experience or knowledge or interest. I was a chair of a sub-committee but don't recall how I was specifically appointed. Then we broke up into sub-committees to look at the specific angles. I was involved with curriculum levels.**

APPENDIX J

- DJ) What methodologies were used by your committee in making decisions?
- K) Mostly consensus. We just talked about something until something came out of it.
- DJ) Was that the same on both committees? The steering committee and the sub-committee?
- K) Yes. We kind of just talked it over. These were some of the most truthful and conscientious committees I have ever been on. No one had a secret agenda. We were all in a different arena. We just looked at all different avenues, and we all came from different directions. We all had different ideas, and we able to put things together. No egos got in the way. Not everyone agreed but did seem willing to go along for the good of the students.
- DJ) In your opinion, which methodologies were most effective?
- K) As I mentioned, the talking it over to hear each person's perspective view and then see what is best in the long run.
- DJ) In your opinion, which methodologies were least effective? (question #12)
- K) Not sure. It had to work; we did not have any that failed. When people did not agree, it was difficult to reach conclusion, so we talked about it. Obviously, some things we kind of voted, or at least by expressing our view we voted, and the chair could see which direction we were headed but did not tell anyone what was going to happen or force a decision if it did not seem right for the group.
- DJ) Please describe the most controversial issue encountered and how it was resolved? (question #13)
- K) There were some problems. The union was the major one. It was resolved by several administrators sitting down with the union and talking it out. Developing some alternatives to the contracts. It shifted the calendar and moved the vacation time. It had a lot of secondary impacts we did not necessarily foresee when we dealt with it in an academic way. In an academic way it impacted the work situation. The work situation was defined by contracts. We left ourselves out of that. We made the recommendation and left the administrators and union to work the impact on the contract.
- DJ) Did you take a vote?
- K) It was always a close vote. It was not a mandate to do it. Go to semesters.
- DJ) So the Feasibility Task Force, the original committee, was not totally agreed after you did the study, but the vote was close?
- K) Yes. It was always close. One of the guiding forces was President Popovich. She thought it was going to be cheaper. It would cut the registration supplies in half. It was thought that a quarter system was fine for the Technology Department just the way we had it. When we did the feasibility study, one of the observations was the conclusion that we didn't need as many entree points currently as we needed in the past. A lot of the programs indicated they enter a new class every three months. That was a major issue for a while. Then we realized that most programs were not doing that any more. They did not have four classes in progress, maybe two.

APPENDIX J

- DJ) What influenced this very close vote with the task force? Any outside influence?
- K) The vote of the faculty was against it at first. The committee kept pushing for it, with the administration behind it. It got pushed through. It was uphill. The committee felt it was the right thing to do even though the faculty were against it. Not much, just enough to make it an awkward situation.
- DJ) Describe constraints on the committee that influenced committee action, positively or negatively. Such as time, finances, or support staff. (question #14)
- K) We were given a deadline to make the recommendation. This was good as it was a target and provided energy. The costs of travel and visits to other institutions were handled all right, I think. No problem, and we used our own secretarial staff and the academic senate support if it was needed. There were no negative situations that I'm aware of.
- DJ) In retrospect, as a member of the Feasibility Task Force committee, what would you like to have done differently in the conversion process and why?
- K) Can't think of a thing as the people we worked with were very professional and, in spite of the differences, seem to be effective. Probably wished there was less dissension or concern from each side of the issue to change. Not many people changed their mind about changing to semesters.
- DJ) In the next part of the conversion process, the Semester Transition Team (STT) was formed to follow-up the recommendation of the Feasibility Task Force. You served on this committee also, and I would like to ask similar questions of you as to how this committee participated in the process. First of all, we talked about the goals and or objective that FSU had in going to semesters. How closely do you think the STT committee acted in being consistent with the stated goals and objectives? (question #17)
- K) Completely in-line from my point of view. Jim Maas was an excellent chairperson, and we met the deadlines and objectives.
- DJ) What role or functions did the STT perform that influenced the implementation process?
- K) Well, we had to do the organizing to figure out the tasks, plan what needed to be done and when. There was no roadmap—this was done as needed or as problems surfaced. We got information from other sources and tried to use that which fit. The STT took responsibility for the complete implementation procedures.
- DJ) How was the charge to the STT committee determined and communicated? (question #19)
- K) From Jim Maas, the chairperson who was in regular contact with upper administration, the president, and the vice president., I think.
- DJ) How was the makeup of the steering committee and of the sub-committee determined? (question #20)
- K) They had representatives for each of the schools. I don't think they had anything to do with the number of people who were involved from each school. They did bring in the senate, FFA as there was concern about labor contracts. How would changes resulting from conversion be dealt

APPENDIX J

with at the contract level. We were in the middle of a contract revision. There were going to be some changes in the statement of the workload. Some of these people that were on the committee were basically part-timers. John Alexander was a department head. There was a couple of students that had trouble making the meetings. Mr. Tom Colladay was in Optometry but was also an administrator. I was just a faculty member curriculum coordinator. Paul was an administrator, the registrar. The system of selection was about hitting all the various colleges to get some representative, and there were the other levels, who volunteered.

- DJ) How was the chairperson selected for the steering committee and for each sub-committee?
- K) We did that ourselves, as a group. They were all picked by us.
- DJ) Both the steering committee and the sub-committees?
- K) No, Jim was appointed to that, the Semester Transition Team. The chair for the Semester Feasibility Task Force and the STT were appointed and were given a time to do it. To get the assignment done. The sub-committees were picked by us or at least volunteered.
- DJ) What methodologies were used by your committee in making decisions?
- K) Much the same as the Feasibility Task Force. We talked most things through until there was agreement. We used everyone we could as a resource to get the facts and evaluate each side until it was clear which would be best for the students and FSU.
- DJ) In your opinion, which methodologies were most effective?
- K) I think we liked agreement. Votes, particularly when they were close. In sub-committees it was mostly consensus. Ultimately we had some votes. Same as the Feasibility Task Force committee.
- DJ) How about methodologies that were least effective? (question #24)
- K) None that I seem to remember. Jim Maas was such a well organized person; he kept us focused on the task at hand. When we had problems, he tabled the issue, and we researched it some more and came back to the steering committee.
- DJ) Please describe the most controversial issue encountered and how it was resolved?
- K) Only the situation I described earlier plus perhaps the polarization feeling people had. I don't think it was totally polarized. Perhaps it was a fear of the unknown, rather than people speaking from positions of knowledge. There was a comfort level, and people were used to quarters. People were looking at this as a leaving of quarters rather than a movement to semesters. That's what the problem was. We put an exam period back in. That was another problem. The academic schools were for that. That changed the calendar to an extra week. That's about the most controversial. We just researched the alternatives and got enough information to get agreement on the best way.
- DJ) Would you describe the constraints in the committee that influenced committee action, positively or negatively? Such as time constraints, finances, or support?

APPENDIX J

- K) We had time lines that were established. We had ideas were we wanted to be at certain times. We just moved to meet those dates. Those time constraints that were imposed had an impact on how many people participated. I would say the deadlines were positive most of the time.
- DJ) Financial constraints?
- K) I did not have any. Pharmacy is different because we have some resources that we can use outside of the university. Jim had a budget for the committee, and we had no difficulties that I'm aware of at least that were negative on the process.
- DJ) How about the support staff?
- K) Here again that was not a problem.
- DJ) In retrospect, as a member of the Semester Transition Team, what would you like to have done differently in the conversion process and why?
- K) I cannot think of anything. Committees were a little big. That is it.
- DJ) For the last question, #28, what methods were placed in the conversion process to evaluate the results of the calendar format change with reference to the stated goals?
- K) We continued to meet after the implementation. Jim Maas still had some released time for implementation follow-up. We kind of became secondary. He was monitoring the difficulties, and we would address any difficulties. Then we would meet periodically—and then he would bring any operations to our attention. After the actual classes were being offered during the semester, it became “who's going to show.”
- DJ) Has there been a follow up study?
- K) No. I think people are afraid to ask. The students who experienced quarters are gone. For one thing, we got the transition in place, and now it was no longer a transition. So now pretty much all students come from semesters into a semester school, and they do not notice.
- DJ) Thanks very much for your assistance in answering the questions about the conversion process.

APPENDIX K

APPENDIX K**RECOMMENDED CONVERSION PROCESS (Walz et al., 1977)**

PHASE 1 **DECISION TO CONSIDER CHANGING CALENDAR FORMAT**

PHASE 2 **(4 MO)**

ESTABLISH A COMMITTEE (ADMINISTRATION/FACULTY/STUDENTS)
ESTABLISH A FACT-FINDING PROJECT
CONCURRENCE OF TOP ADMINISTRATORS
OBTAIN STUDENT INPUT
SECURE FACULTY SUPPORT
DEVELOP POSITION PAPER
CONDUCT OPEN DISCUSSION SESSIONS
PUBLICIZE MAJOR ISSUES
CARRYOUT A FACULTY VOTE (COUNCIL/SENATE)

PHASE 3 **(4 MO)**

ORGANIZE IMPLEMENTATION TEAM
IDENTIFY TASKS
DEVELOP POLICIES & GUIDELINES
ESTABLISH A TIME TABLE FOR PROCEDURES
COLOR-CODE FORMS & DOCUMENTS

PHASE 4 **(12 MO)**

REVIEW GENERAL EDUCATION REQUIREMENTS
DEVELOP PROGRAM DEFINITIONS
SUBMIT NEW ACADEMIC COURSES
CODIFY THE COURSE NUMBERING SYSTEM
ESTABLISH GRADUATION REQUIREMENTS
APPROVE THE CALENDAR FORMAT
APPROVE THE SUMMER SESSIONS
APPROVE THE NEW ACADEMIC STANDARDS
APPROVE THE TRANSITION COURSES
DEVELOP THE COMPUTER SYSTEM PROCEDURES
ESTABLISH NEW TEACHING PROGRAMS
APPROVE THE ARTICULATION AGREEMENTS

PHASE 5 **(4 MO)**

PUBLICIZE INFORMATION ABOUT THE NEW CALENDAR
ESTABLISH WORKSHOPS FOR STUDENTS, FACULTY-ADVISORS AND
ADMINISTRATORS
DEVELOP MINI-CATALOG
ESTABLISH A PREVENTATIVE ADVISING PROGRAM
ESTABLISH AN ACADEMIC APPEALS COMMITTEE

PHASE 6 **IMPLEMENTATION AND EVALUATION**

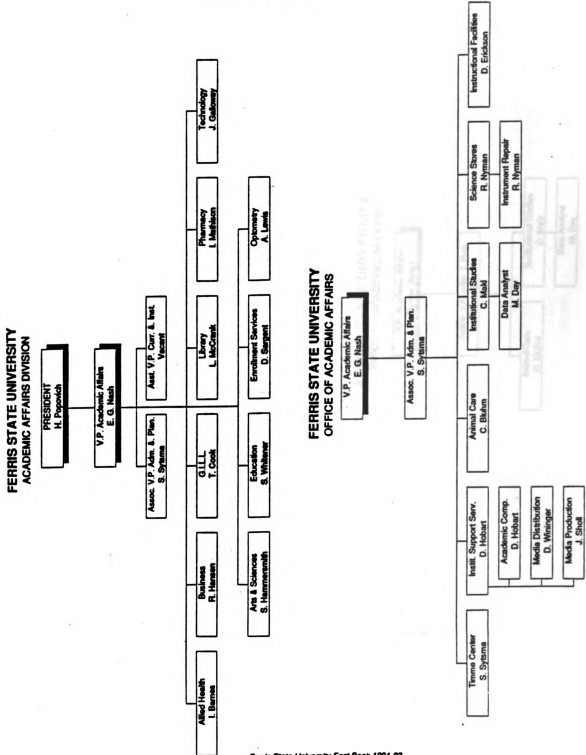
APPENDIX L

APPENDIX L

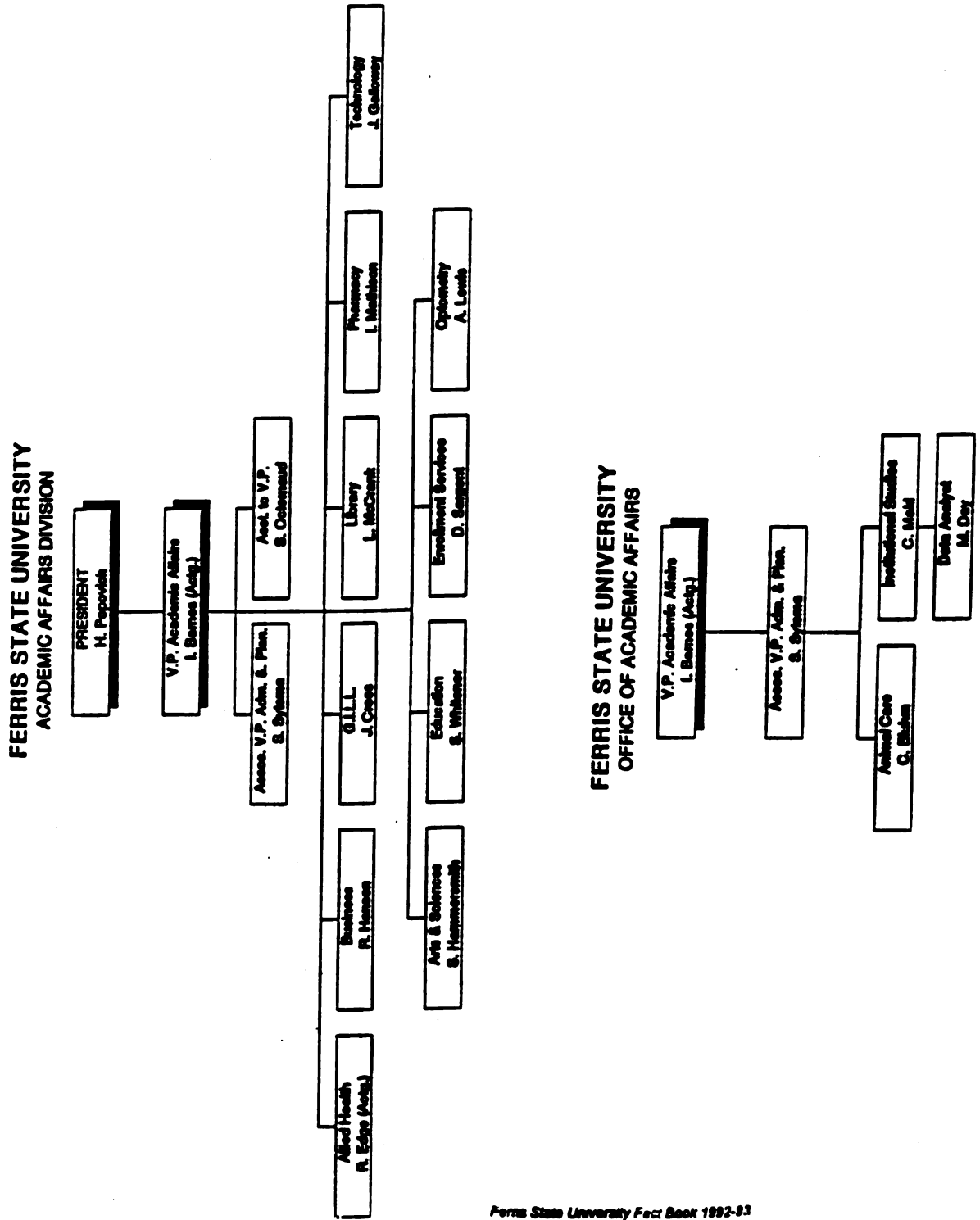
ORGANIZATIONAL CHARTS

Academic Affairs Division and Office of Academic Affairs

1991 to 1994

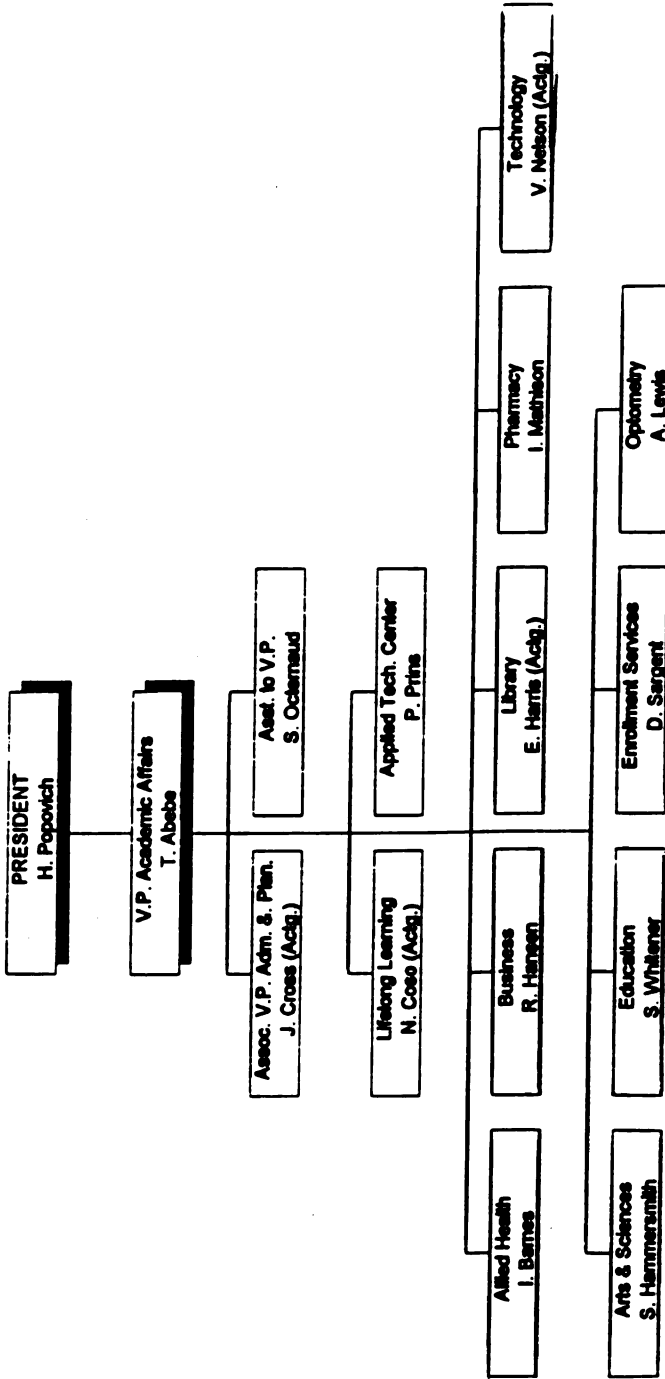


APPENDIX L

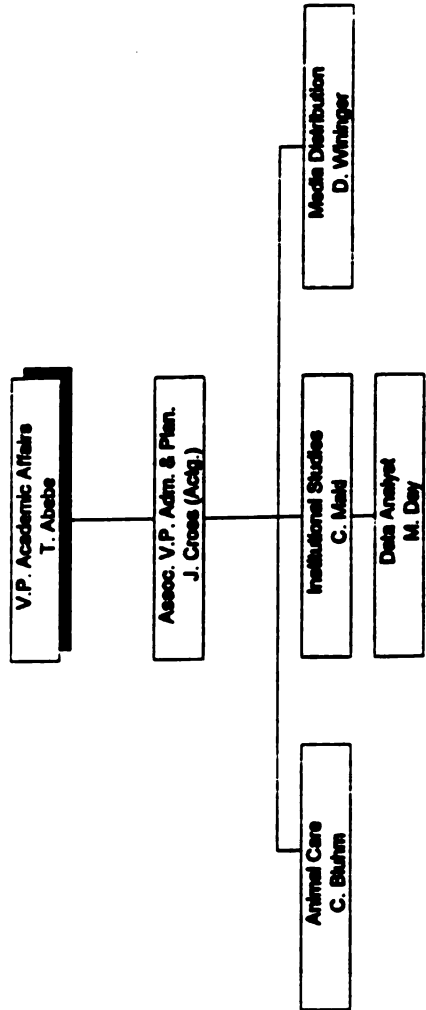


APPENDIX L

**FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION**



**FERRIS STATE UNIVERSITY
OFFICE OF ACADEMIC AFFAIRS**



APPENDIX M

APPENDIX M***FAST' 93*****FERRIS APPROACHING SEMESTER TRANSITION -1993**

Semester Transition Office - 204D IRC - Ferris State University

WHAT YOU SHOULD DO?

Read the pages that follow. The changes brought on by the conversion to semesters will be explained. You will be provided with advice for the 1992/93 academic year so you can be better prepared for semesters in Fall 1993.

This insert was prepared by the Semester Transition Team, chaired by Dr. James Maas. This 19 member committee of faculty and students is implementing FSU's conversion to the semester system.

What will happen when Ferris State University switches from the quarter system to the semester system in Fall 1993?

A whole lot will change!
Credits will change, General Education will change, Degree requirements will change, Courses will change, The academic calendar will change.

What Is the difference between the quarter system and the semester system?

Currently, there are 10 instructional weeks each quarter. This means that during the Fall, Winter and Spring quarters, there are 30 instructional weeks. With the semester system, the same 30 instructional weeks are split between two semesters, with 15 instructional weeks in each semester.

Will tuition be higher under the semester system?

Although you can expect tuition to increase each year that you attend FSU, you will not find the yearly charges under the semester to be greater than what you would have paid under the quarter system.

What type of calendar do the other State Colleges and universities use?

Almost all other Colleges and Universities are already using the semester system. When Ferris State University converts to the semester system in 1993, the only Michigan State Schools that will remain on the quarter system will be Michigan Tech and Northwestern Michigan College.

How will the change to semesters affect my academic career?

If you do your part, you should find the transition to semesters to be a smooth process. In the future, you will be given further instructions indicating what you should be doing to ensure that you do graduate on time. It is the intent of the Semester Transition Team to make this process as pleasant as possible for you.

Will all the courses I take in the quarter system count toward my degree in semesters?

Yes! Every quarter course that would have counted toward your degree in quarters will also count toward your degree in semesters.

WHAT YOU CAN READ

While the university is doing everything it can to make sure that you are not disadvantaged by the transition to semesters, you have several important responsibilities as well:

Read The Semester Corner featured in The Torch.
Read semester articles in The Torch and other publications.

Read the Student Guide due out Spring 1992.
See your academic advisor in Spring 1992 to assist in schedule planning.
Read Ferris State's Transition Blue Book due out Fall 1992.
Read your department's Academic Program Completion brochure due out Fall 1992.

APPENDIX M

Follow the enrollment advice provided by your advisor and read the above publications. The more you understand about the Semester Transition, the less anxiety you will feel about it and the fewer problems you will encounter.

WHAT YOU CAN DO

What's the relationship between a semester course and a quarter course?

During the 1992/1993 academic year, the university recommends that you: Try to finish required course sequences. The reason is quite simple: You may have problems picking up in a semester course where you left off in a quarter sequence. This may make it necessary for you to take additional semester hours to complete a course sequence started on the quarter system term.

Try to complete any General Education categories possible:

- English (9 hours)
- Humanities (12 hours)
- Behavioral Science (12 hours)
- Natural Sciences (12 hours)

Delay taking elective courses if they interfere with completing course sequences.

If necessary, use the 1993 Summer Quarter to finish course sequences and General Education category requirements.

If you choose to repeat a course, do so while on quarters. Begin to work out a plan, with the guidance of your academic advisor to complete your course requirements.

All quarter system courses will be dropped after Summer 1993. They will be replaced with new semester courses Fall 1993. This does not mean that the content of these courses will be dropped. For the most part, the content will be continued in new semester courses. Here are some possible relationships between quarter courses and their replacement semester courses:

The content of a quarter course may be nearly identical to its semester replacement, under the same or a different course number. A sequence of three quarter courses may become a sequence of two semester courses.

A group of quarter courses may be replaced by a smaller group of semester courses. The content of a quarter course may be dispersed into several semester courses.

The content of a quarter course may be dropped completely.

The content of a semester course may be entirely new.

CREDIT CONVERSION AND DEGREE REQUIREMENTS

How will credits be different on semesters?

When FSU converts to semesters, your quarter credits will be reduced by one-third. Your hard earned 115 quarter credits will become 77 credits on the semester system. But wait. Before you despair, remember that the total number of credits needed to graduate on semesters will also be reduced by one-third. If your program requires completion of a minimum of 192 quarter credits to earn a baccalaureate degree, then, the semester requirement becomes a minimum of 128 semester credits.

The quarter credits you have earned for your degree will be multiplied by two-thirds to convert them to semester credits.

The formula is: number of quarter credits \times $\frac{2}{3}$ = number of semester credits. For example, 180 quarter credits \times $\frac{2}{3}$ = 120 semester credits. Multiplying quarter credits by two thirds does not always result in a whole number. In converting quarter credits, the semester credits are rounded up to the nearest whole number to benefit you.

For example: 110 quarter credits \times $\frac{2}{3}$ = 73.33 semester credits. 73.33 is rounded up to 74 credits.

The university will automatically convert your quarter credits to semester credits as of Fall 1993. Similarly, the university will automatically calculate your official grade point average (GPA). Your grade point average will not change because of the conversion to semesters! Your honor points, credits earned, and credits carried will all be multiplied by $\frac{2}{3}$. If you have a 3.4 GPA at the end of your last term on quarters, then you will have a 3.4 when you begin semesters in Fall

APPENDIX M

Will my degree requirements be different on the semester system?

It depends on where you are in your program. You will be able to complete your major in two different ways after the transition to semesters.

Option Q: This option is appropriate for students who are close to finishing the course work in their major. Students using this option are simply completing the course work on their quarter check sheet using semester courses

Option S: This option is appropriate for students who are in the earlier stages of their curriculum, and have taken few courses in their major. With this option, students are placed on a "new" semester program check sheet. The previous quarter courses they took are evaluated in light of the "new" program. This option should cause fewer problems for a student who still has most of the major courses to complete, since in many programs, the major courses in Option Q no longer exist and the new courses will not be equivalent to the old ones.

Each Program will develop an Option Q and an Option S for its majors. These options will be part of the Academic Program Completion Brochures due out Fall 1992.

Academic Program Completion Brochure are a department's guidelines for how students in it's majors will complete degree requirements.

To earn a degree, you have to take a certain number of General Education courses, major courses, courses in other categories, and electives. The Academic Program Completion Brochures will tell you what combination of quarter and semester courses/credits will fulfill these requirements. These brochures will be available Fall 1992.

THE ACADEMIC CALENDAR:

What will the academic calendar be like for 1992\93 and 1993/94?

The 1992/93 academic year will be the last year that FSU will be on the quarter system. In the 1993/94 academic year, we will be converted to the semester system. The calendars for these two years are listed below.

Note that when we move to semesters, there will no longer be "full" summer sessions. Students may attend one or both of the six week summer sessions. This will permit students to complete courses in an accelerated format. A typical student load would be two classes during one of the summer sessions.

Also note that there will be a Final Exam week during the Fall and Winter semester. Under the quarter system, there are many four credit classes, and the typical student load is four classes. With the semester system, we will have a large number of three credit classes, and the typical student load will be five classes. It would be unfair to a student to have all five exams in a one or two day period. Under semesters, you will never have to take more than two exams on a single day. So, when we go to the semester system, Ferris will spread final exams throughout an exam week, like the other Michigan universities do.

A Final Word

This supplement to the spring schedule does not have all the answers to the questions you might have about semesters. The university strongly urges you to read all materials and attend any student meetings about the semester transition during the forthcoming year.

If you have any questions about the semester transition, ask your advisor, a professor, or an administrator. If they can't help you, call the Semester Transition Office at 592-3567.

APPENDIX M

1992\93 SCHEDULE

Fall quarter 1992

Sep. 10-11	Registration
Sep. 14	Classes begin
Nov. 20	Classes end

Winter Quarter 1992-93

Nov. 30	Registration
Dec. 1	Classes begin
Dec. 20-Jan 3	Winter Recess
Feb. 23	Classes end

Spring Quarter 1993

March 8	Registration
March 9	Classes begin
May 18	Classes end

Summer Quarter 1993

June 7	Registration
June 8	Classes begin
Aug. 17	Classes end

1993/94 SCHEDULE

Fall Semester 1993

Aug. 26-27	Registration
Aug. 30	Classes begin
Dec. 13-17	Final Exams

Winter Semester 1994

Jan. 6-7	Registration
Jan. 10	Classes begin
Mar. 5-13	Spring Recess
May 2-6	Final Exams

First Summer Session 1994

May 16	Registration
May 17	Classes begin
June 2-6	Classes end

Second Summer Session 1994

June 28	Registration
June 29	Classes begin
Aug 10	Classes end

APPENDIX N

APPENDIX N

COURSE MAPPING FORM

College of Business - Baccalaureate Programs
Directions for Using Quarter to Semester Course Mapping Form

Each student in the College of Business will be forming a **Course Completion Agreement** with a program advisor. For each program, advising hints specific to that program are placed on the program's **Course Mapping Form**, which also serves as the **Course Completion Agreement**. The following procedures will be used to determine which courses a student will need to take to graduate with a baccalaureate degree from the College of Business.

The Dean's Office of the College of Business will provide a mapping form to the program advisor which will include the following:

- A. For each course taken at FSU *that applies toward the degree*, the grade for the course and the quarter credits for the course will be placed in the **QC earned** column.
- B. For each course transferred to FSU from another college *that applies toward the degree*, TR will be written in the **QC Earned** column along with the quarter credits for the course.
- C. For each course the student is currently enrolled in *that applies toward the degree*, a checkmark will be placed in the **QC Earned** column along with the quarter credits for the course.

The program advisor will complete the following steps in arriving at a **Course Completion Agreement**.

1. Project which other quarter courses the student will take prior to Fall 1993 *that will apply toward the degree*, and place a check mark and the quarter credits for the course in the **QC earned** column.
2. Sum the quarter credits that have been placed in the **QC earned** column and place the result at the bottom of the column. This total represents the total number of quarter credits that will have been earned toward the degree prior to Fall 1993. **QC earned = _____.**
3. Calculate the number of semester credits that the student will need to complete in order to graduate. To do this subtract the result of step 2 from the quarter credit degree requirement. Multiply this result by 2/3, and drop any fractional credits.

_____ QC required - _____ QC earned = _____ QC remaining x 2/3 = _____ SC remaining.

4. To obtain a baccalaureate degree, the student is required by the University to complete 54 quarter credits of General Education courses offered by the College of Arts and Science. Included in the 54 QC, must be a minimum of 9 QC of English, 12 QC of Humanities, 12 QC of Behavioral Sciences and 12 QC of Natural Science/ Mathematics, including one Laboratory Science Course. In order to calculate how many semester credits must be earned to complete a General Education category requirement, subtract the number of General Education QC earned in that category before Fall 1993 from the category QC requirement. Multiply the result by 2/3 and round down if the result includes a fraction. The rounded total is the number of additional semester credits to be completed in that category. **If the student is within one semester credit hour of completing a category, the category requirement may be considered fulfilled.**

a. English (9 QC): Each student in the College of Business is required to complete ENG 111, ENG 112 and ENG 113. Strongly urge each student to complete this sequence prior to Fall 1993. If they have not completed the sequence, there will be an opportunity to take a special sequence completion course that will be offered during Fall semester 1993. However, it is advantageous to complete the sequence beforehand.

9 QC - _____ QC earned = _____ QC remaining x 2/3 = _____ SC remaining. Minimum: _____ SC.

b. Humanities (12 QC): Each student in the College of Business is required to complete 12 QC of Humanities. The courses may be selected from ART, DRM, ENG 322, FRE, GER, HST, HUM, LIT, MUS, SPA, or SPC 231. Activities classes do not apply to this requirement.

12 QC - _____ QC earned = _____ QC remaining x 2/3 = _____ SC remaining. Minimum: _____ SC.

APPENDIX N

c. Behavioral Science (12 QC): Each student in the College of Business is required to complete 12 QC of Behavioral Science. These courses must include ECN 221, ECN 222, and PSY 221. The other course may be selected from ANT, ECN, GEG (except 111), P-S, PSY, SSC, or SOC.

12 QC - ____ QC earned = ____ QC remaining x 2/3 = ____ SC remaining. Minimum: ____ SC.

d. Natural Sciences and Mathematics (12 QC): Each student in the College of Business is required to complete 12 QC of Natural Sciences and Mathematics, including at least one laboratory science course.

12 QC - ____ QC earned = ____ QC remaining x 2/3 = ____ SC remaining. Minimum: ____ SC.

e. Other Requirements (4 QC): Each student in the College of Business is required to complete a speech communications class.

4 QC - ____ QC earned = ____ QC remaining x 2/3 = ____ SC remaining. Minimum: ____ SC.

f. General Education Credit Requirement (54QC): Each student must complete a minimum of 54 QC from College of Arts and Science courses. From the mapping form, total all QC earned in 100 level or above courses taken from the College of Arts and Science. Total = ____ QC earned.

5. Complete the following calculations to determine how many additional semester credits must be earned from courses offered by the College of Arts and Science after Fall 1993.

54 QC - ____ QC earned = ____ QC remaining x 2/3 = ____ A/S SC remaining.

6. Select the remaining semester courses in your program from the College of Arts and Sciences that the student **must** take to satisfy University category requirements and write "R" and the semester credits for each course in the **SC needed** column. Sum the SC for the "R" courses. "R" sum = ____ SC.

7. Subtract the result of step 6 from the result of step 5.

____ A/S SC remaining - ____ "R" sum = ____ A/S SC electives.

8. Using your best judgment, select the remaining elective A/S semester courses the student **must** take to fulfill the 54 SC University requirement and write "R" and the semester credits for the course in the **SC Needed** column. This completes the University General Education requirements.

9. Select the remaining courses the student **must** take in the program and write "R" and the semester credits for the course in the **SC Needed** column. Sum the semester credits for all "R" courses. "R" total = ____ SC.

10. Subtract the result of step 9 from the result of step 3.

____ SC remaining - ____ "R" total = ____ SC electives.

11. The step 10 computation indicates the remaining number of SC the student must complete. Using your best judgment, select the most appropriate semester courses from the **Semester Equivalent** Column to fulfill this requirement. In the **SC Needed** column, place an "R" for those courses to be required and an "S" for suggested courses that may be taken to fulfill the total credit requirement, along with the semester credits. When necessary, place any clarifying remarks in the section entitled **Notes by Advisor**.

12. Sign the form, have the student sign the form, and make two copies of the form. Send the original to the Dean's Office in the College of Business. Give one copy to the student and keep one copy for your records.

13. If the student wishes, help place the remaining quarter courses and semester courses on a **Tentative Course Sequence Form**. This will serve as the student's checksheet.

Student _____

Student Number: _____

Date _____

APPENDIX O

APPENDIX O

COURSE COMPLETION AGREEMENT (CCA)

Professional Golf Management (Baccalaureate) QUARTER TO SEMESTER COURSE MAPPING FORM and COURSE COMPLETION AGREEMENT <i>(used by advisors of all PGM transition students)</i>

Student Name _____ Student Number _____ Date _____

GENERAL EDUCATION COURSES (60 quarter credits) QC earned SC needed

A. English requirements (9 quarter credits)					
9 ENG 111, 112, 113	6 ENGL 150, 211 or 250	<u> </u>	<u> </u>	<u> </u>	<u> </u>
B. Humanities requirements (12 quarter credits)					
3 Humanities El. _____	3 Cult Enr. El. _____	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3 Humanities El. _____	3 Cult Enr. El. _____	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3 Humanities El. _____	3 Cult Enr. El. _____	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3 Humanities El. _____	3 Cult Enr. El. _____	<u> </u>	<u> </u>	<u> </u>	<u> </u>
C. Behavioral Science requirements (18 quarter credits)					
4 ECN 221	3 ECON 221	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 ECN 222	3 ECON 222	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3 PSY 221	3 PSYC 150	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3 PSY 310	3 PSYC 310	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 (SOC 221)	3 (SOCY 121)	<u> </u>	<u> </u>	<u> </u>	<u> </u>
D. Natural Science/Mathematics requirements (17 quarter credits)					
5 BIO 105	4 BIOL 109	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 OIIT 132	3 BIOL 115	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 OIIT 133	3 HORT 133	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MTH 121	3 MATH 115	<u> </u>	<u> </u>	<u> </u>	<u> </u>
E. Other General Education Requirements (4 quarter credits)					
4 SPC 105 or SPC 121	3 COMM 105 or COMM 121	<u> </u>	<u> </u>	<u> </u>	<u> </u>

FREE ELECTIVES (12 quarter credits)

Free Elective _____	Free Elective _____	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Free Elective _____	Free Elective _____	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Free Elective _____	Free Elective _____	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Free Elective _____	Free Elective _____	<u> </u>	<u> </u>	<u> </u>	<u> </u>

MAJOR (48 quarter credits)

4 ADV 222	3 ADVG 222	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 ADV 385	3 ADVG 385	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MKT 229	3 RETG 229	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MKT 231	3 MKTG 231	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MKT 322	3 MKTG 322	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MKT 337	3 RETG 337	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MKT 339	3 RETG 339	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 (MKT 341)	3 (MKTG 341)	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MKT 425	3 MKTG 425	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MKT 438 or MKTG 338	3 RETG 438	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 MKT 473	3 MKTG 473	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4 (P-R 340)	3 (PREL 340)	<u> </u>	<u> </u>	<u> </u>	<u> </u>

APPENDIX O

PGM COURSES (25 quarter credits)		QC earned		SC needed	
1 PGM 101	1 PGMG 101	_____	_____	_____	_____
16 PGM 170, 170, 270, 270, 370, 370, 470, 470	10 PGMG 192, 292, 392, 492, 493	_____	_____	_____	_____
2 PGM 172	1 PGMG 172	_____	_____	_____	_____
2 PGM 272	1 PGMG 272	_____	_____	_____	_____
2 PGM 372	1 PGMG 372	_____	_____	_____	_____
2 PGM 472	1 PGMG 472	_____	_____	_____	_____

BUSINESS CORE (42 quarter credits)		QC earned		SC needed	
8 ACT 201, 202	6 ACCT 201, 202	_____	_____	_____	_____
4 D-P 202	3 ISYS 202	_____	_____	_____	_____
4 FIN 322	3 FINC 322	_____	_____	_____	_____
4 LAW 321	3 BLAW 321	_____	_____	_____	_____
3 MGT 261	3 MGMT 301	_____	_____	_____	_____
3 (MGT 262)	3 (MGMT 302)	_____	_____	_____	_____
4 MKT 321	3 MKTG 321	_____	_____	_____	_____
4 MKT 491	3 MKTG 499	_____	_____	_____	_____
4 O-A 210	3 OSYS 300	_____	_____	_____	_____
4 Q-M 321	3 STQM 321	_____	_____	_____	_____

OTHER REQUIRED CLASSES (5 quarter credits)		QC earned		SC needed	
2 II-E 125	2 HLTH 125	_____	_____	_____	_____
3 P-E 338	3 PHED 338	_____	_____	_____	_____
		QC Total:	_____	SC Total:	_____

ADVISING HINTS

1. Complete the ENG 111, 112, 113 sequence prior to Fall 1993, if possible.
2. Do not enroll in ACT 201 unless you are able to complete ACT 202 prior to Fall 1993.
3. All Business Core courses must be completed, with the possible exception of MGT 262.
4. All Major courses must be completed, with the possible exception of MKT 341 and P-R 340.
5. If you must repeat a quarter course, do so while on the quarter system.
6. For maximum flexibility with the Humanities requirement, it is best to take 3, 6 or 12 quarter credits of Humanities courses.
7. Take required courses not in parentheses. Do not enroll in elective courses unless advised to do so.
8. To graduate, you must have a 2.0 GPA over all courses, a 2.0 GPA in the Business Core, and a 2.0 GPA in your Major.

NOTES BY ADVISOR

R" = Required Course, "S" = Suggested Course

192 quarter credits needed for graduation. 192 QC - _____ QC earned toward degree = _____ QC remaining x 2/3 = _____ semester credits remaining.

Student _____

Program Advisor _____

APPENDIX P

APPENDIX P**EXPLANATION OF TERMS**

TRANSITION STUDENTS: Transition students are (1) continuing students fall, 1993, (2) readmitted students (1993/94 or 1994/95) who have earned 39 or more quarter credits, or (3) transfer students (1993/94 or 1994/95) who have earned 26 or more semester credits. They will complete their coursework using either Option Q or Option S, both of which are found in the student's Academic Program Completion Brochure.

NON-TRANSITION STUDENTS: Non-transition students are (1) freshmen beginning their coursework Fall 1993, (2) readmitted students (1993/94 or 1994/95) who have earned fewer than 39 quarter credits, or (3) transfer students (1993/94 or 1994/95) who have earned less than 26 semester credits. They will complete their coursework using a semester checksheet.

PROGRAM EXPERT - Each program has one person designated as a program expert. This person is responsible for (1) developing the Academic Program Completion Brochure, (2) instructing program advisors so that they will understand the university-wide principles that will be used in making decisions regarding course completion agreements, and (3) educating academic advisors, so that students will receive proper guidance prior to forming a course completion agreement with their program advisor.

PROGRAM ADVISOR - A program advisor is one given the authority to form course completion agreements with the students in that program. Students will not meet with program advisors to form course completion agreements until winter or spring quarter of the 1992-93 academic year.

ACADEMIC ADVISOR - Each student has been assigned an academic advisor. The academic advisor will guide the student until the student meets with a program advisor to form a course completion agreement. In some cases, a student's academic advisor may be the student's program advisor.

COURSE COMPLETION AGREEMENT - Each student will meet with a program advisor to form a course completion agreement. The Academic Program Completion Brochure, available fall, 1992, will serve as a guide in forming this agreement. Essentially, the course completion agreement will indicate to the student what remaining quarter and semester courses the student needs to take to graduate. One copy of the agreement will be kept by the student while other copies will be sent to the student's academic advisor and to the student's dean's office.

ACADEMIC PROGRAM COMPLETION BROCHURE - For each program at FSU, a brochure is prepared by a program expert to guide the students in the program through the remainder of their coursework. The brochure will also serve as a guide in forming the course completion agreement. These brochures, available fall, 1992, are used by the students and their academic advisors.

APPENDIX P

OPTION Q - A course completion plan for transition students who are close to finishing the coursework in their major. Students using this option are simply completing the coursework on their quarter checksheet using semester courses.

OPTION S -A course completion plan for transition students who are in the earlier stages of their curriculum and have taken few courses in their major. Students using this option will have the quarter courses they took evaluated in light of the "new" program, which will contain the "old" General Education requirements.

CLASS STANDING:

When Ferris State University converts to the semester system, the following standards will be used to determine class standings. These will put FSU in line with other Michigan universities and will meet the requirements needed for state reporting.

Class	Credit Hours Earned
Freshman	0 sc. to under 26 sc.
Sophomore	26 sc. to under 56 sc.
Junior	56 sc. to under 86 sc.
Senior	86 sc. or more

GRADUATION REQUIREMENTS**(1) TRANSITION VS. NON-TRANSITION STUDENTS**

Transition students are (1) continuing students fall, 1993, (2) readmitted students (1993/94 or 1994/95) who have earned 39 or more quarter credits, or (3) transfer students (1993/94 or 1994/95) who have earned 26 or more semester credits.

Transition students will complete their coursework using either Option Q or Option S, both of which are found in the student's Academic Program Completion Brochure.

Non-transition students are (1) freshmen beginning their coursework fall, 1993, (2) readmitted students (1993/94 or 1994/95) who have earned fewer than 39 quarter credits, or (3) transfer students (1993/94 or 1994/95) who have earned fewer than 26 semester credits. Non-transition students will complete their coursework using a semester checksheet.

(2) CONTINUING STUDENTS

General Education Requirements - Continuing students will be considered transition students and may complete the General Education requirements that were appropriate under the quarter system.

Major Requirements - Continuing students at Ferris State University during fall, 1993 will consult with a program advisor to determine if they will continue their program using the quarter system major requirements (Option Q or the new semester system major requirements (Option S). This decision will be influenced by how many courses they still have to complete in their major.

APPENDIX P**(3) READMITTED STUDENTS**

General Education Requirements - During the 1993/94 and 1994/95 academic years, readmitted students who started their programs on the quarter system and who have earned 39 or more quarter credits will be considered transition students and may complete the General Education requirements that were appropriate under the quarter system. Readmitted students who have earned fewer than 39 quarter credits will not be treated as transition students. These students will be placed on a semester program checksheet and will complete the General Education requirements that are appropriate under the semester system.

Major Requirements - During the 1993/94 and 1994/95 academic years, readmitted students who started their programs on the quarter system and who have earned 39 or more quarter credits must consult with their program advisor to determine whether they will be placed on Option Q or Option S. Readmitted students who have earned fewer than 39 quarter credits must complete semester program major requirements.

(4) TRANSFER STUDENTS

General Education Requirements - Students transferring to Ferris State University during the 1993/94 and 1994/95 academic years who have earned 26 or more semester credits will be considered transition students and may complete the General Education requirements that were appropriate under the quarter system. Students transferring to FSU during the 1993/94 and 1994/95 academic years who have earned fewer than 26 semester credits will not be considered transition students. These students will be placed on a semester program checksheet and will complete the General Education requirements that are appropriate under the semester system.

MAJOR Requirements - All transfer students entering fall, 1993, and thereafter will complete the semester system requirements for their major, unless otherwise approved by their program advisors. This means that transfer students who have earned 26 or more semester credits will be placed on transition Option S. Those who have earned fewer than 26 semester credits will be placed on a semester program checksheet.

COMPLETION OF VARIOUS REQUIREMENTS

Transition students must complete university requirements, college requirements, and the requirements for their academic programs (majors). Requirements not completed by fall, 1993, will be completed with semester courses.

All transition students will use the following guidelines for completing (1) credit requirements, (2) General Education requirements, and (3) program requirements, regardless of whether they are placed on Option Q or Option S.

(1) COMPLETION OF CREDIT REQUIREMENTS FOR GRADUATION

Each program has a published quarter credit graduation requirement. In order to calculate how many semester credits must be earned to complete this requirement, subtract the number of quarter credits earned (that

APPENDIX P

apply to the quarter system degree) before fall, 1993, from the number of quarter credits required for graduation in that program. Multiply the result by 2/3 and round down if the result includes a fraction. The rounded total is the number of additional semester credits which must be completed.

For example, suppose that a student is required to complete 192 quarter credit hours in his program. Suppose that this student has already earned 142 quarter credits. Of these 142 quarter credits, only 136 quarter credits would have applied to the quarter system degree.

a) $192 \text{ qc} - 136 \text{ qc} = 56 \text{ qc}.$

b) $56 \text{ qc} \times \frac{2}{3} = 37.33 \text{ sc},$ rounded down to 37 sc.

c) The student must complete a minimum of 37 additional semester credits.

(2) COMPLETION OF GENERAL EDUCATION REQUIREMENTS

The minimum General Education requirements for graduation for a transition student are as follows:

1. For a baccalaureate degree, a student must complete a minimum of 54 quarter credits total in the four General Education categories. For an associate degree, a student must complete a minimum of 23 quarter credits total in the four General Education categories.

2. For a Baccalaureate degree, an Associate of Arts/Science, or an Associate °S Applied Arts degree, the student must complete the following minimum General Education category quarter credit requirements. Within each General Education category, a program may designate specific course(s) that the student must take.

Categories	Qtr. Cr.
English	9 qc.
Humanities	12 qc.
Behavioral Science	12 qc.
Natural Science	12 qc.

3. For an Associate in Applied Science degree, the student must complete the following minimum General Education category quarter credit requirements. Within each General Education category, a program may designate specific course(s) that the student must take.

Category	Qtr. Cr.
English	9 qc.
Humanities	3 qc.
Behavioral Science	3 qc.
Natural Science	4 qc.

All transition students who have not completed the above University General Education requirements prior to fall, 1993, must complete them with semester courses so that (1) the total credit requirement and (2) all General Education category requirements are fulfilled. In the following paragraphs, the procedure is explained.

Calculate how many additional semester credits the student must take in General Education. In order to calculate how many semester credits must be earned to complete the General Education requirement, subtract the number of General Education quarter credits earned

APPENDIX P

1. before fall, 1993, from the number of General Education quarter credits required for that type of degree. Multiply the result by $2/3$, and round down if the result includes a fraction. The rounded total is the number of additional semester credits which must be completed.
2. Calculate how many additional semester credit the students must take in each General Education category. In order to calculate how many semester credits must be earned to complete a General Education category requirement, subtract the number of General Education quarter credits earned in that category before fall, 1993, from the category quarter credit hour requirement. Multiply the result by $2/3$, and round down if the result includes a fraction. The rounded total is the number of additional semester credits to be completed in that category. If a student is within one semester credit hour of completing a category, the category requirement may be considered fulfilled.
3. Using these results, form a General Education Advising Plan for the student.

AN EXAMPLE

Suppose that a student who is earning a baccalaureate degree has completed the following General Education credits under the quarter system prior to fall, 1993. English (9 qc), Humanities (6 qc), Behavioral Science (9 qc), Natural Science (4 qc), for a total of 28 qc.

1. Calculate how many additional semester credits the student must take in General Education.
 - $54 \text{ qc} - 28 \text{ qc} = 26 \text{ qc}$.
 - $26 \text{ qc} \times 2/3 = 17.33 \text{ sc}$, rounded down to 17 sc.
 - The student must complete a minimum of 17 additional semester credits in General Education.
2. Calculate how many additional semester credits the student must take in each General Education category.
 - English: The student is required to complete 9 qc. He has completed 9 qc. The requirement is fulfilled.
 - Humanities: The student is required to complete 12 qc. He has completed 6 qc. $12 \text{ qc} - 6 \text{ qc} = 6 \text{ qc} \times 2/3 = 4 \text{ sc}$. The student may take a 3 semester credit hour humanities course, and the other credit may be waived.
 - Behavioral Science: The student is required to complete 12 qc. He has completed 9 qc. $12 \text{ qc} - 9 \text{ qc} = 3 \text{ qc} \times 2/3 = 2 \text{ sc}$. The student may take a 2 sc or a 3 sc Behavioral Science course.
 - Natural Science: The student is required to complete 12 qc. He has completed 4 qc. $12 \text{ qc} - 4 \text{ qc} = 8 \text{ qc} \times 2/3 = 5.33 \text{ sc}$, which may be rounded down to 5 sc. The student may take a 5 sc Natural Science course, or the student may take a 4 sc Natural Science course and the other credit may be waived.
3. Using these results, form a General Education Advising Plan for the student.

The student must complete a total of 17 additional semester credits in General Education. Of these, 3 must be in Humanities, 2 must be in Behavioral Sciences, and 4 must be in the Natural Sciences. The

APPENDIX P

remaining 8 semester credits may be selected from any of the four General Education categories.

COMPLETION OF PROGRAM REQUIREMENTS

Each department will adopt a plan for advising transition students who have declared a major in one of its programs. This plan will be detailed in an Academic Program Completion Brochure. As a part of the plan, each program will provide two options, Option Q and Option S. The program will determine the criteria that will be used to place a student into the appropriate option and will place the criteria in the brochure. Early in the process, the student should meet with his or her academic advisor to determine which option the student will probably be placed in. Later, when the student meets with the program advisor to form a course completion agreement, the student will be formally placed in the option that is more appropriate. The brochure will help to identify the quarter and semester courses and credits which the student needs to complete to fulfill program requirements.

Option Q - This option is appropriate for transition students who are close to finishing the coursework in their major. Students using this option are simply completing the coursework on their quarter checksheet using semester courses. This option shows a student how many semester credits and which semester courses are necessary to fulfill the quarter system requirements that will not be completed prior to fall, 1993. The General Education requirements for Option Q are the same as those for Option S.

Option S - This option is appropriate for transition students who are in the earlier stages of their curriculum and have taken few courses in their major. With this option, students are placed on a "new" semester program checksheet. The previous quarter courses they took are evaluated in light of the "new" program. This option should cause fewer problems for a student who still has most of the major courses to complete since, in many programs, the major courses in Option Q no longer exist and the new courses will not be equivalent to the old ones. The General Education requirements for Option S are the same as those for Option Q. During fall, 1992, students should pick up their Academic Program Completion Brochure. They should use the brochure as a guide, with the help of their regular academic advisor, in selecting remaining quarter courses until they meet with their program advisor. During the winter and the spring quarters of the 1992/1993 academic year, transition students will meet with a program advisor and form a course completion agreement based on college and departmental guidelines found in their academic program completion brochure. A copy of the course completion agreement will be sent to the student's academic advisor. It will provide guidance when selecting future courses. Students will not be permitted to register for semester courses until they have formed a course completion agreement.

APPENDIX Q

Appendix Q

COMPARISON OF FSU WITH THE "BENCHMARK" PROCESS

FERRIS STATE UNIVERSITY

CONCLUSIONS

RECOMMENDED CONVERSION PROCESS

PHASE 1 1989 - Decision to consider change. Feasibility Committee formed. Survey of faculty support.

PHASE 1
Consistent with "benchmark" process.

PHASE 2 Evaluation and Recommendations. Jan 12, 1990 Academic Senate formed the Semester Feasibility Task Force. Apr 16, 1990 Recommendation of the Semester Feasibility Task Force to convert to semester system. May 8 - 14, 1990 Open hearings for faculty, students, administrators and community. Sep 18, 1990 FSU Academic Affairs Office executive summary of calendar recommendation: Identified reasons for calendar conversion at this time.

PHASE 2 (4 mo)
Establish a committee of administration/faculty/students. Establish a fact-finding project. Obtain concurrence of top administrators. Obtain student input. Secure faculty support. Develop position paper. Conduct open discussion sessions. Publicize major issues. Carryout a faculty vote.

PHASE 2
Consistent with "benchmark" process.

PHASE 3 Planning Dec, 1990 Established Semester Transition Team, identified tasks and time table.

PHASE 3 (4 mo)
Implementation team; identify tasks; develop policies and guidelines; establish time table; color-code forms.

PHASE 3
Consistent with "benchmark" process.

Appendix Q

- | | |
|--|--|
| <p>PHASE 4 Organizing Semester Transition Team Mar 25, 1991 to April 4, 1992.
Tier one - tier four course proposals and program proposals to University Curriculum Committee. May 13, 1991 Academic calendar recommended by STT.
Sep 5, 1991 Academic Senate approved the semester transition curriculum procedures manual.</p> | <p>PHASE 4 (12 mo)
Review general education requirements.
Develop program definitions, new academic courses, codify course numbering system, establish graduation requirements.
Approve the calendar format, summer sessions, academic standards, transition courses.
Develop computer system procedures.
Establish new teaching programs.
Approve articulation agreements.</p> |
| <p>PHASE 5 Implementation process Semester Transition Team. Sep, 1992 Semester Transition Manual (student manual).
<u>Advising - course completion agreements.</u></p> | <p>PHASE 5 (4 mo)
Publicize the new calendar.
Establish workshops for students, faculty-advisors and administrators.
Develop mini-catalog.
Establish a preventative advising program.
Academic appeals committee.</p> |
| <p>PHASE 6 Aug 30, 1993 Incorporated conversion to semester calendar format.</p> | <p>PHASE 6 Consistent with exception of evaluation.</p> |

PHASE 4
Consistent with "benchmark" process.

PHASE 5
Consistent with "benchmark" process.

PHASE 6
Consistent with exception of evaluation.

REFERENCES

LIST OF REFERENCES

- Albrecht, Karl, (1978), Successful Management By Objectives, Prentice-Hall, Inc., N.J.
- Ary, D., Jacobs, L. Razavieh, (1972), Introduction to Research In Education, Holt, Rinehart and Winston, New York, Appendix, Table A.3.
- Anderson, Nels, (1923), The Hobo: The Sociology of the Homeless Man, University of Chicago Press, Chicago, Illinois.
- Becker, Howard S., Blanch Geer, Everett C. Hughes, and Anselm Strauss, (1961), Boys in White: Student Culture in Medical School, University of Chicago Press, Chicago, Illinois, Chapter 4.
- Cahow, Clark R., James A. Johnson, C. Louis Rasor, Ruth R. Trigg, Jeanette D. Brooks, (1973), Evaluation of Some Current Academic Calendars, College and University, Summer.
- Campbell, Angus, (1960), The American Voter, John Wiley and Sons, New York.
- Clark, Carol E., (1986), "Comparison of the student credit hours generated, average course loads, grades earned and withdrawals from courses accompanying change from the term to the semester academic calendar at Central Missouri State University," Paper presented at the MIDAIR conference, Kansas City, MO, October 9-11, ERIC ED 276 354.
- Coleman, D.R., J.R. Bolte, F. Franklin, (1984), Academic Calendar Impact on Enrollment Patterns and Instructional Outcomes, Research in Higher Education, 20(2), pp. 155-156.
- College of the Redwoods, (1976), California Study Committee Final Report, Eureka, California.

REFERENCES

- CRUE, 1989, Michigan State University, Council to Review Undergraduate Education, Opportunities for Renewal, Report of the Semester Study Group, Michigan State University, East Lansing, MI, p. 15.
- Davis, J.R., (1972), Changing College Calendars, Journal of Higher Education, 47, pp. 143-149.
- Dedmon, Donald, (1986), Quarter to Semesters, Association of Governing Boards of Universities, Vol 28, No 3, May-June, pp. 32-5.
- Denzin, Norman K., (1989), The Research Act, 3rd ed., Prentice-Hall, N.J.
- Ferris State University, (1986), Peer Institution Study, September 10, 1986, Office of Planning and Development, Ferris State University, Big Rapids, Michigan.
- Ferris State University, (1990), Academic Calendar Recommendations, September 18, 1990, Academic Affairs Office, Ferris State University, Big Rapids, Michigan.
- Ferris State University, (1990), Charge to the Chair of the Semester Transition Team and the Semester Transition Team, December 4, 1990, Academic Affairs Office, Ferris State University, Big Rapids, Michigan.
- Ferris State University, (1990), Final Recommendations of the Semester Feasibility Task Force, April 16, 1990, Academic Senate, Ferris State University, Big Rapids, Michigan.
- Ferris State University, (1991), Semester Transition Curricular Procedures Manual, Academic Senate, February 11, 1991, Ferris State University, Big Rapids, Michigan.
- Ferris State University, (1992), Semester Transition Manual, Spring 1992, Semester Transition Office, Ferris State University, Big Rapids, Michigan.

REFERENCES

- Ferris State University, (1994), Self-Study Report submitted to the North Central Association, NCA Self-Study Steering Committee, Ferris State University, Big Rapids, Michigan.
- Ferris State University, (1996), Quick Facts 1996, Admissions Office, Ferris State University, Big Rapids, Michigan.
- Galtung, Johan, (1967), Theory and Methods of Social Research, Columbia University Press, New York, N.Y.
- Hand, Carol A. (1983), Academic Calendar Systems: a cross-institutional analysis, Report No. 83-21, Atlanta Office of Institutional Planning, Georgia State University, Atlanta, GA.
- Hossler, Don, John P. Bean, (1990), The Strategic Management of College Enrollments, Jossey-Bass, San Francisco, California.
- Judd, Charles M., Eliot R. Smith, Louise H. Kidder, (1991), Research Methods in Social Relations, Holt, Rinehart and Winston, Fort Worth, Texas.
- Keating, Joseph P., (1988), Models for Campus Master Planning and Facility Development: A Comparative Case Study Analysis of Four Private Research Universities, PH.D. diss., Michigan State University, East Lansing, Michigan.
- Kidder, Louise H., (1981), Selltiz, Wrightsman & Cook's Research Methods in Social Relations, Holt, Rinehart and Winston, N.Y., p.84.
- Kitchens, Michelle Hughes (Ed.), (1995), 1994-95 Accredited Institutions of Postsecondary Education, American Council on Education, Washington, DC.
- Land, George, Beth Jarman, (1992), Breakpoint and Beyond, Mastering the Future--Today, Harper Business.
- Levine, Arthur, (1989), Shaping higher education's future, Jossey-Bass, San Francisco, CA., p.14.

REFERENCES

- Lipset, Seymour Martin, Martin Trow, and James S. Coleman, (1956), Union Democracy: The Internal Politics of the International Typographical Union, Free Press, Glencoe, Illinois.
- Lynd, Robert S., and Hel Merrell Lynd, (1929), Middletown: A Study in American Culture, Harcourt, Brace, New York.
- Nachmias, David, Chava Nachmias, (1976), Research Methods in the Social Sciences, St. Martin's Press, New York.
- Oleson, Loyd C., (1971), A Report on Academic Calendars, The American Association of Collegiate Registrars and Admissions Officers.
- Orum, Anthony M., Joe R. Reagin, Gideon Sjoberg, (1991), The Nature of the Case Study, A Case for the Case Study, The University of North Carolina Press.
- Munson, Glenn W., (1990), Variations On a Theme: The Semester Calendar, College University, Spring, 65: pp.177-202.
- Pennington, Darren C., Zvonkovic M. Anisa, and Sandra L. Wilson, (1989), Changes In College Satisfaction Across an Academic Term, Journal of College Student Development, Nov. 30, pp.528-35.
- Peterson, Iver, (1972), Flunking is Harder as College Grades Rise Rapidly, New York Times, March 13.
- Platt, Jennifer, (1992), Case Study in American Methodological Thought, Current Sociology, Spring, p.17.
- Puyear, Don, (1989), Semesters, Enrollment, and Retention: The Effect of Converting From Quarters To Semesters on Enrollment and Retention in the Virginia Community College System, Richmond: Virginia State Department of Community Colleges.
- Reeb, Richard H., (1980), Of Calendars and Education, Office of Instructional Services, Barstow College, California.

REFERENCES

- Rollins, Judith, (1985), Between Women, Philadelphia: Temple University Press.
- Rosselot, Max B., (1971), Academic Calendars: Revolution and a Revelation, AACRAO Newsletter, XIV, pp.22-23.
- Schramm, W., (1971, December), Notes on Case Studies of Instructional Media Projects, Working Paper, Academy for Educational Development, Washington, D.C., p.41.
- Semester Feasibility Study Committee, (1984), Report to the Chancellor Submitted by University of Tennessee, Knoxville, Semester Feasibility Study Committee, Tennessee University, Knoxville, Tennessee.
- Singleton, Royce, Jr., Bruce C. Straits, Margaret M. Straits, Ronald J. McAllister, (1988), Approaches to Social Research, Oxford University Press. New York.
- Sjoberg, Gideon, Norma Williams, Ted R. Vaughan, Andree F. Sjoberg, (1991), The Case Study Approach in Social Research: Basic Methodological Issues, University of North Carolina Press.
- Smith, F.A., (1975), A Study of Possible Calendar Variations For the San Diego Community College District, San Diego Community College District, San Diego, CA.
- Stack, Carol B., (1974), All Our Kin: Strategies for Survival in a Black Community, Harper and Row, New York.
- Walz, O.C., (1973), Why Have So Many Academic Calendars Been Changed?, The Journal of the Association of Collegiate Registrars and Admissions Officers, 48(4), pp.331-42.
- Walz, O.C., Leonard L Overturf, J.E. Frazier, R.D. Baker, L.J. Copple, (1977), The process of calendar conversion, The Journal of the Association of Collegiate Registrars and Admissions Officers, 52, pp.724-34.
- Wells, Warren D., (1961), The University Calendar, Washington, D.C.: Committee on the University Calendar of the American Association of Collegiate Registrars and Admissions Officers, p.5.

REFERENCES

- Whyte, William Foote, (1943), Street Corner Society: The Social Structure of an Italian Slum, University of Chicago Press, Chicago.
- Yin, Robert K., (1992), Case Study Method as a Tool for Doing Evaluation, *Current Sociology*, Spring, p.119.
- Yin, Robert K., (1994), Case Study Research: Design and Methods, Second Edition, Sage Publications, Thousand Oaks, California.
- Yin, Robert K., P.G. Bateman, G.B. Moore, (1983), Case Studies and Organizational Innovation: Strengthening the Connection, COSMOS Corporation, Washington DC, September.