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CLA NEWSLETTER

January 1980

College of Liberal Arts

University of Minnesota

Chambers' Report Emphasizes Undergrad Role

The Chambers' Report, a study of the bachelor's degree, calls for a reaffirmation of the College of Liberal Arts (CLA) commitment to undergraduate education that will demand more from both the student and the professor, according to Clarke Chambers, chairman of the committee.

The Chambers Committee which began its deliberations last January after being appointed by Dean Fred Lukermann released its final report in January. (See Synopsis, page 3. The complete report is available from 203 Johnston Hall, 373-0381.)

The report will be forwarded to the CLA Council on Curriculum, Instruction, and Advising for discussion and recommendation to the CLA Assembly, the legislative body of the College.

Chambers said he hoped the report would go to the CLA Assembly as a package and be accepted as a package.

He is quick to point out that while his name has been attached to it, it is the report of the members of his small committee, all of whom played major roles in shaping policy and drafting language.

The committee members are Marcia Eaton, Philosophy; Nils Hasselmo, Scandinavian and University vice president for administration and planning; Brian Job, Political Science; Marilyn Meiners, Student Intermediary Board; Walter Johnson, Physics, who replaced Rutherford Aris, Chemical Engineering and Materials Science, who is on leave; and Roger Page,

Associate Dean, an ex-officio member of the committee.

The report recommends several basic changes in CLA curriculum policies:

1. Requires completion of a project in the major program by each student;
2. Recommends that fewer courses be allowed to fulfill distribution requirements and those courses must introduce students both to subject matter and to modes of inquiry in a particular discipline and must be central to a liberal arts education;
3. Requires the addition of a composition course in the junior and senior years and the

deletion of one lower division composition course.

The report goes further in breaking up the distribution group "Individual and Society" into three separate areas with two courses recommended from each: individual and institutional behavior, historical perspectives, and social and philosophical analyses.

There is also a recommendation, Chambers said, that students should take two courses dealing with major aspects of cultures outside European and North American traditions.

The committee felt it was necessary for students to "avoid the parochialism of time and place," Chambers explained.

The final report was refined from

an interim report which was released last May following weeks of discussions with students and faculty members.

The committee backed off one suggestion in its interim report, a requirement for a cross-disciplinary course, Chambers said.

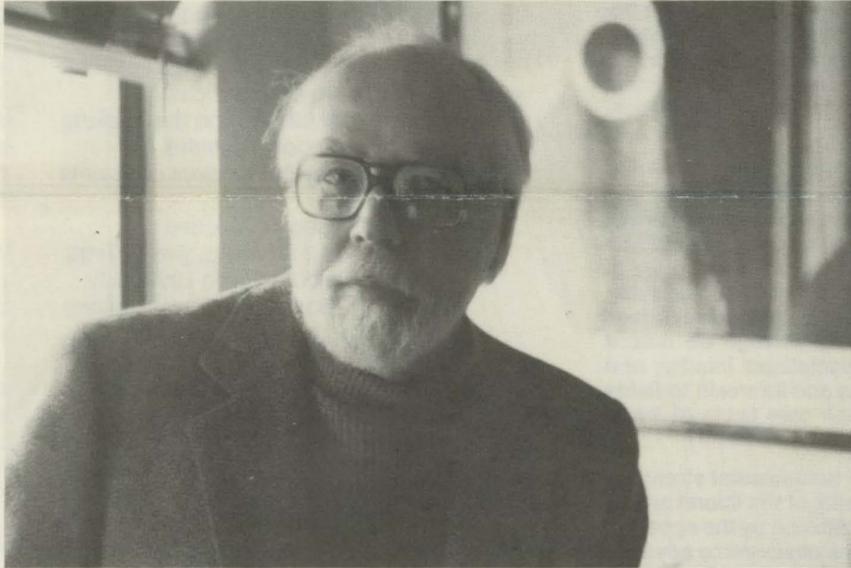
"We will suggest several ways it can be done," he added, however, "the report does not require it."

The practicalities of mandating integrative or cross-disciplinary sequences, particularly in a time of dwindling resources, was not feasible, Chambers said.

The report does imply, he emphasized, that faculty members will need to spend more time on the undergraduate mission, restructuring introductory courses, planning more coherent major programs, and advising students, particularly on the major project.

"Students must take more responsibility for their own education," under this type of program, Chambers said.

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Clarke Chambers, chair of CLA Committee on Undergraduate Education.

Photo by Bill Hoffmann

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CLA professors win 5 NEH summer seminars

Five CLA professors have been awarded directorships of 1980 Summer Seminars for college teachers from the National Endowment for the Humanities.

The five are Anatoly Liberman, German, Sheila McNally, Art History, Robert Moore, English, Mulford Q. Sibley, Political Science, and Rudolph Vecoli, History.

In past years, the College has had two summer seminars at the most, according to Anthony Zahareas, director of the CLA Office of Research Development. These awards follow the College's success

last year in winning eight Guggenheim Fellowships, more than any other liberal arts college in the United States and Canada.

Zahareas, whose office coordinates and encourages applications, attributes this year's success to the professors preparing more and better thought out, more competitive proposals.

The NEH Summer Seminars provides opportunities for teachers at undergraduate and two-year colleges to work in their areas of interest with distinguished scholars at institutions with libraries suitable for advanced

study.

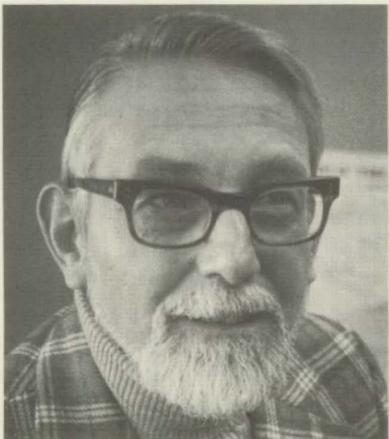
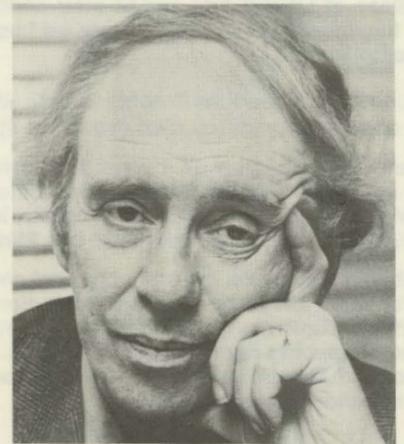
Each summer seminar grant includes twelve \$2,500 stipends for teachers to come for 8 to 10 weeks of study, salary for the seminar director, and direct and indirect costs to the institution.

The program is "considered one of the most successful programs of the NEH," Zahareas said.

The seminars will attract 60 teachers from prestigious schools, he said, and those teachers, in turn, can send the College good graduate students.

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Mulford Q. Sibley



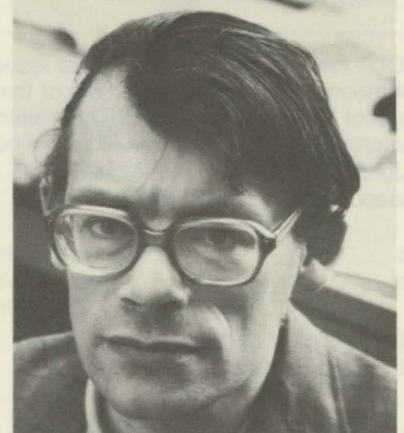
Rudolph Vecoli



Sheila McNally

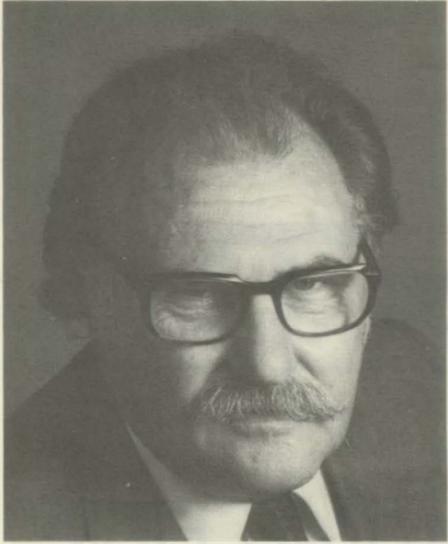


Robert Moore



Anatoly Liberman

Photos by Tom Foley



Dean Fred Lukermann Photo by Tom Foley

The Dean's List

Like the proverbial road to somewhere, a Dean's way is paved with good intentions. Believe it or not, two of those intentions have come to some fruition: a long-range planning process and a systematic review of our undergraduate program. This issue of the *Newsletter* introduces you to both reports and we invite your comments.

Ahead of us in collegiate councils lies a thorough discussion of each report, a strategy and schedule of deployment and implementation to be devised for each, and somewhere not far down the road a convergence and joining of both in a broader and better way for the College.

We have already inter-bedded earlier drafts of each report in the two final reports now available. Both reports are grounded in the same basic context—the "liberal arts experience." Both reports concentrate on the same basic assumptions, the same basic questions—the talent pool: students, faculty, and community; and the learning situation: the college mission, the curriculum, and the institutional structure.

Both reports emphasize coherence of programs, grounding in both subject matter content and the modes of inquiry, and an insistence on quality in the work of both students and faculty. To illustrate these points I can do no better than quote some excerpts from the **Report on Undergraduate Education** (the Chambers' Committee report).

"...whatever the shape of the curriculum, whatever the requirements for the B.A. degree, whatever departmental and collegiate strategies demand in way of concentration and distribution—the learning experiences that occur in the classroom, the laboratory, the library, in individual conversations of faculty and students, and in group tutorials are of primary and ultimate importance. We have kept that simple fact always in mind.

"...We believe it is important for students, whatever their likely career patterns, to master the arts of communication, to be able to take apart and to put together, to write simple and clear prose. We deem it valuable to break out of the parochial limitations of time and place and to seek to understand cultures other than our own. We believe that students graduating with a Bachelor of Arts degree should have enjoyed the experience of designing and carrying through successfully sustained projects appropriate to their major areas of study. In an era of accelerating social and cultural change we hold it essential that students learn different modes of disciplined inquiry, and that they acquire the capacity to relate their concerns and interests to fields and methods both proximate to and remote from their own fields of major concentration.

"...The recommendations we propose rest upon the fundamental strengths of this College and what we perceive to be the centrality of the liberal arts to the whole educational enterprise. We have not been seduced by the apparent desire of many students to pursue academic programs designed to advance narrow vocational objectives, for we are convinced that grounding in the fundamental disciplines that compose the liberal arts provides the soundest, as well as the most practical, preparation for careers, which typically change over the years, and for the shaping of one's life.

"...Our strategy finally was to begin with what was given and to suggest ways to modify and to extend commitments already deeply rooted in the traditions of the College. Our aim is to reaffirm the undergraduate mission in the College of Liberal Arts and to offer concrete proposals for its renewal during the decade of the 1980s. There are important tasks of rejuvenation to be accomplished.

I would commend these sentiments to your attention and conclude this column with some observations of my own (from last spring's *Newsletter*).

"The rethinking is upon us. I want this coming decade to become one of faculty activism, to show the way, to take hold and lead, and to relate to a changing future those standards of inquiry, teaching, research, and service that have served my generation and this State so well.

"...In the final analysis, the test of a great college is what it does to and for students when they are here. No institution should be judged by whom it admits—or how many it eliminates. The rulling question is how well we succeed in opening doors, not closing them. Can we provide students with real choices? That is, can we maintain the learning situation here and insure its continuation out there?

Planning document sets broad goals for CLA

The first round of planning in the College of Liberal Arts which has taken nearly all of the past year has entered its final phase with the delineation of a broad set of goals for the College of Liberal Arts which will include a programmatic review process, an expanded "transfer of effort" procedure, and a renewal and revision of the liberal education mission.

The second revision of the CLA Planning Report was sent to the University central administration the beginning of January.

It is expected, according to James Garity, assistant to the deans, that one more draft may be required in the next few months.

The CLA report will be incorporated into the University's planning document, a draft of which will be issued early in 1980.

The all-University document will "establish a formal, institutional planning process which can lead, not follow, budgetary decisions," according to the initial charge made by President C. Peter Magrath when the planning process began last March.

Among its goals, the CLA Planning Report calls for biennial programmatic review of all budgetary units within the College to begin by Fall, 1981, possible redesign of budgetary units so they may respond more flexibly to changing program demands, the expansion of transfer of effort (the cross-over teaching of a professor from one curricular program to another), and the seeking of ways to support essential but relatively costly per student programs of the College.

Under the section entitled counseling and advising, the College wants recognition by the University of the CLA "port of entry" obligations in counseling and advising, more cooperation with other units to serve CLA students who eventually transfer to those units, and integration of counseling and advising activity into the rewards structure for faculty.

In order for the College to reach as wide as possible a range of student populations, the document sets as a goal that the state legislature provide full funding and benefits for evening and summer instruction and then calls for the progressive incorporation of evening

and summer instruction into the normal curricular planning and workload of the faculty.

The report also calls for the elimination of redundancies in course offerings both within the College and within the University.

Other goals covered in the document include CLA outreach to the community, affirmative action, and faculty enrichment. (A copy of the revised CLA Planning Report may be obtained by calling the Editor's office, 373-0381.)

The planning process, which caused Lukermann to call 1979-80 "the year of THE PLAN," has been through several stages.

The instigation for formal planning came from the central administration in its attempts to produce an all-University mission statement and planning document.

Lukermann has said that given the "predicted enrollment trends and limited resources, a critical self-examination starting at the department/program level is almost mandated."

Even before the University's planning process began, Lukermann established the Chambers' Committee last January to prepare a report on the undergraduate program. The final report which was just issued (see p. 1 and p. 3) will be the foundation for the College's general mission statement.

The first draft of the CLA planning document, which was issued in July 1979 and revised in September, was an attempt to analyze the College and to establish an agenda of issues for the Council on Policy and Planning to discuss.

The first document raised controversial questions with the central administration over how the student load of the College is measured.

A major problem, Lukermann said, is the lack of acceptable measures and statistics to account for counseling and advising work loads in the departments, the College, and the University.

"The 'core' college role of CLA in the University must not only be recognized, it must be adequately measured and accounted for."

In a November 2 letter, President Magrath responded that the *continued on page 6*

Letter to the Editor

To the Editor:

I am taking advantage of your invitation in the CLA *Newsletter*, Volume I, No. 1, to comment on issues raised therein. First of all, however, my congratulations on the format and content of the first issue.

Dean Lukermann's expression of official support for innovation in programmatic development—and especially those with interdisciplinary scope—is most welcome. The current budget crunch must not be allowed to stifle flexibility and prudent experimentation now and in the future. Indeed, the Dean's encouragement of faculty "transfer of effort" may turn out to be the salvation of struggling programs that have had to depend on their survival mainly or entirely on un-remunerated faculty support and participation.

As director emeritus of the Graduate Center for Ancient Studies, I felt a proprietary pleasure in seeing the prominent place accorded our Center as an example of a promising interdisciplinary enterprise. The information on the Center's organization and program was generally accurate. But, readers may have been somewhat misled by the information concerning student progress toward advanced degrees. The statement that "several master's degree candidates and one Ph.D. candidate are currently studying through the Center" should be amended as follows:

Active Students in Program	27
MA degrees earned	11
MS degrees earned	4
Ph.D. prelims passed & thesis in work	4
Ph.D. degrees earned	1

Sincerely, William McDonald, Professor

The CLA Newsletter intends to raise issues. It is not meant to be the official voice of the College of Liberal Arts. Opinions are welcome. Comments should be addressed to the editor, 203 Johnston Hall, 101 Pleasant St. S.E., Minneapolis, Minnesota 55455.

Dean Fred Lukermann
Editor Joyce Wascoe
Staff Bill Hoffmann

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Vol. 2 No. 1



Photo by Bruce Borich

Homecoming Bonfire, 1979

Chambers' Report: a design for the 1980s

(Editor's Note: The following is a summary of the Chambers' Report on Undergraduate Education which was completed winter quarter for official release. A copy of the complete report is available from the CLA Editor's Office, 203 Johnston Hall, 373-0381.)

The Report of the Chambers' Committee on Undergraduate Education provides recommendations for strengthening the undergraduate mission of the College during the 1980s, an era that will be marked by new conditions and new challenges.

The Committee considered many factors in shaping its proposals. Student enrollments will soon begin to decline and by the mid-'80s the College will be substantially smaller than it is at present. The faculty, largely tenured, will enjoy the opportunity of providing a more intensive learning environment, assuming that resources remain relatively stable.

It is likely, moreover, that many undergraduate students will continue to have interrupted academic careers—that they will "stop out" from time to time to work, to travel, to pursue other interests and then return to full- or part-time matriculation. The Report estimates that a significant and probably an increasing proportion of the undergraduate body will consist of students transferring to CLA from other public and private institutions of higher learning.

In response to these factors, the Committee sought ways to provide a more coherent set of graduation requirements, to introduce an upper division English composition requirement, and to strengthen upper division work in the major by the initiation of a requirement that an individual project appropriate to the student's major concentration be completed before graduation.

GROUP DISTRIBUTION, SECOND LANGUAGE, AND ENGLISH COMPOSITION

The Committee recommends that the system in which *all* courses are certified to satisfy *some* group distribution requirement be replaced by a system in which only a limited number of specially designed courses be certified as fulfilling these requirements. We further recommend that each department, program, or instructional unit of the College identify present courses, modified courses, or new courses that it believes appropriate for use in satisfying distribution goals. Such courses should introduce students to the methods of a particular discipline and to the content or subject-matter agreed upon as being central to that discipline. All proposals should be subject to review as recommended below in the section dealing with implementation.

The Report states that the group distribution guidelines and the second language Route II suffer from diffuseness because of the large number of courses acceptable for fulfilling the requirements. Critical review by the departments is also meant to encourage instructional reform and to develop new ways of interaction between faculty and students and among students.

"Our goals are to sharpen critical thinking, to enlarge esthetic appreciation, and to promote learning experiences that transcend the mere learning of facts, methods, and theories," the Report states.

Most courses used to fulfill group distribution requirements will be 1xxx level courses, the Report recommends, but 3xxx level courses

should also be developed as part of a sequence or as independent courses specifically suited to this purpose. The 3xxx level courses would also be available to transfer students who may have missed the 1xxx level courses.

The Report recommends, further, strategies for making more rigorous and more logical the work to be accomplished within each of the groups.

In Group B, for example, the Physical and Biological Universe, the Report recommends that two instead of one of the three courses required in this area provide a basic and solid foundation in the natural science fields, and that one of them have an approved laboratory.

Group C, the Individual and Society, which presently can be satisfied by the taking of four courses from an enormous range of courses in nearly every department in the College, has been divided into three divisions requiring six courses—the Individual and Institutional Behavior (the empirical study of psychological, economic, social, cultural, and political phenomena), the Historical Perspective (courses dealing with societies and cultures temporally removed from the present); and Social and Philosophical Analysis (courses dealing with social, moral, philosophical, or religious thought).

These categories, which are congruent with those outlined by the Council on Liberal Education, represent an effort by the Committee to impose some order on the present Group C requirement in recognition of the widely diverse disciplines and methods currently encompassed by that rubric.

Implementation of Changes in Group Distribution

The Committee recommends that during a transitional period the review of courses proposed by departments for fulfilling group distribution requirements be entrusted to an ad-hoc committee appointed by the Dean.

The ad hoc committee would be responsible for developing guidelines for course categorization and would review courses proposed by departments. After establishment of guidelines and a set of courses, the responsibility would revert to the Divisional Curriculum Committees.

The Second Language Requirement

The Committee recommends that the B.A. Second Language Requirement be maintained as now defined but that the criteria now being imposed on new courses approved for Route II be applied in review to all courses now classified for Route II.

Studies in World Cultures

The Committee recommends that B.A. candidates be required to include somewhere in their curriculum at least two courses (8 to 10 credits) from a list of courses dealing with cultures other than those dominant in Europe and North America.

Students need to go beyond the boundaries set by the major European and North American traditions, the Report says, and disciplinary or interdisciplinary courses should be established which deal with major aspects of a culture.

During a transition period a special College Committee should be appointed to establish a list of appropriate courses, drawing from new courses and courses already offered for fulfilling this requirement.

English Composition Requirement

The Committee recommends that the English Composition

Requirement remain at two quarters but that the second quarter be a 3xxx level course taken during the junior or senior year; this course should focus on writing in the context of a specific discipline or set of related disciplines.

The Report states that most writing research reveals that only a limited number of skills can be taught successfully to freshmen and that more complex skills cannot be taught until students have more educational experience. Three Big-10 universities and many other universities and colleges have gone to such a split requirement.

THE MAJOR

The Committee recommends that departmental and College advising offices coordinate their activities more closely in order to facilitate students' transition into major programs in a more informed and orderly manner.

Students make choices of majors on an uninformed basis, the Report states, and students need better information regarding majors.

The Committee recommends that departments undertake investigations to discover the nature of preparation of transfer students in their major programs. Inquiries of, and liaison with, faculty at community colleges and other institutions in the state could prove useful.

The Report expresses the concern that departments may erroneously assume the existence of certain backgrounds of knowledge, particularly among transfer students.

dissatisfaction with insufficient advising by departmental advisers about logical and appropriate design of majors.

The Committee recommends that departments provide better information to students involved in double majors and that they seek to coordinate their curricula, where appropriate, with such students in mind.

The Committee recommends that whenever possible, major programs and courses be designed and taught in ways likely to preserve the advantages and features of separate graduate and undergraduate instruction, and when courses are combined, to gain the full benefits of such combination for both student constituencies.

Requirement of a Major Project

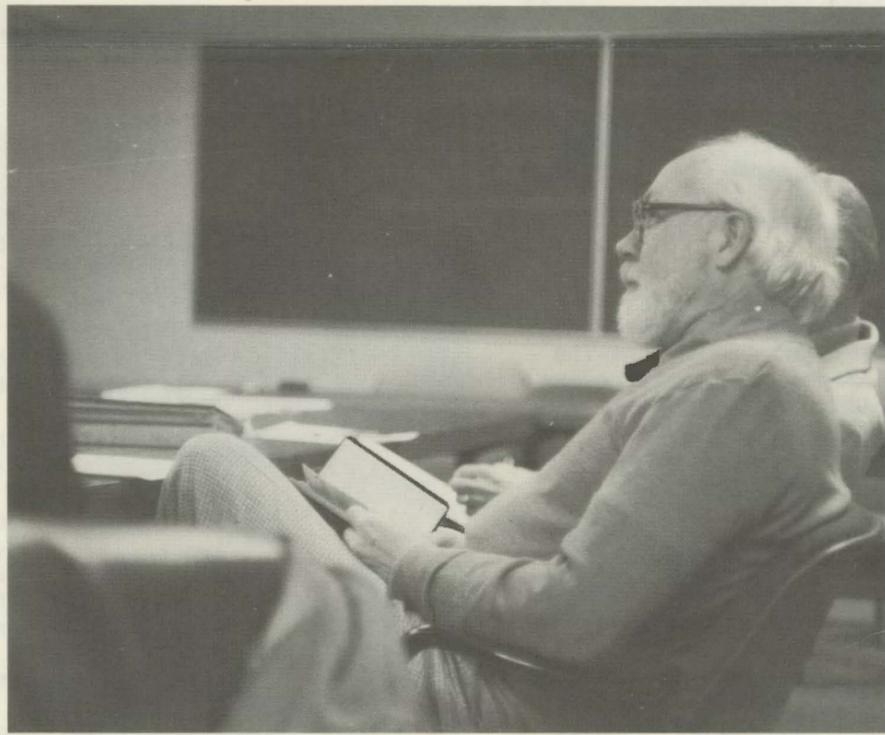
The Committee recommends that B.A. candidates be required to complete a special project appropriate to the major.

The Report states that all students should be capable of competent inquiry or performance in the subject matter of the major, at the baccalaureate level, and that "it is unacceptable that students be allowed to graduate without having been called upon to demonstrate this competency."

A major project that involves a written document could tie in closely with the upper division composition requirement.

Advising of Students in Major Programs

The Committee recommends that faculty members be more directly



Clarke Chambers

Photo by Bill Hoffmann

The Major as a Coherent Program of Study

- The Committee recommends:
- Departments undertake review and redesign of their major program offerings with the goals of integration and cumulation in mind.
 - Departments identify or design clusters of related courses within their undergraduate offerings, these clusters to be composed of courses that logically fit together and build upon each other, so that individual students will be encouraged to design major programs that are more coherent and that fit their needs more clearly.

The Report states that students and faculty express dissatisfaction with major programs that lack integration, that are mere "strings of courses" without coherence and

involved in advising students concerning the selection of major programs, the design of coherent major programs of study, the coordination of work outside the major, and the completion of the major project.

INTEGRATIVE STUDY

The Report states that faculty and students feel that the opportunity to synthesize work done in different courses is generally missing. The major project may help to provide a focus within the major program and may draw on work done in minor or related fields, but, the Report concludes, this is not enough.

The Report states, however, that at this time such a requirement is not feasible, but that the exploration of "ways to enable sound initiatives in integrative learning should be assigned a high priority in College deliberations over the next several years."

Chambers'

continued from page 1

"If students don't do it, it won't happen so well."

It is important that students "be nimble and know varieties of ways of learning" to be ready for social developments that are bound to come, Chambers said.

During the last 25 years, he said, "the pace of historical change has moved dramatically. There has been an exponential growth," he said. "There is a special need for all students to be able to learn how to learn."

Students need a capacity to analyze, to learn different language forms and modes of communication, and to be able to synthesize, he added.

Changes recommended in the report are needed, he said, because we need to reaffirm and redefine our basic mission. We want to graduate literate persons and we need to try to do that better, he added.

A YEAR-LONG STUDY

When Fred Lukermann became dean in the summer of 1978, the bachelor's degree had not been studied for 11 years, Chambers explained.



Brian Job

"Fred wanted a document that would affirm the liberal arts within the University and within the state. The Dean saw the liberal arts giving way to vocationalism," according to Chambers.

"The committee was not meant to be representative of the whole College," Chambers said. "That would mean a committee of 25," he added, "but it was intended to be a 'small working committee sensitive to all the nooks and crannies of the College.'"

Lukermann urged them to reach out and talk to all the interests, Chambers said, and the committee has done that almost one day every week since last January.

During January, February, and March the committee met weekly to define issues and survey the reports of others, including the Carnegie Report on Higher Education.

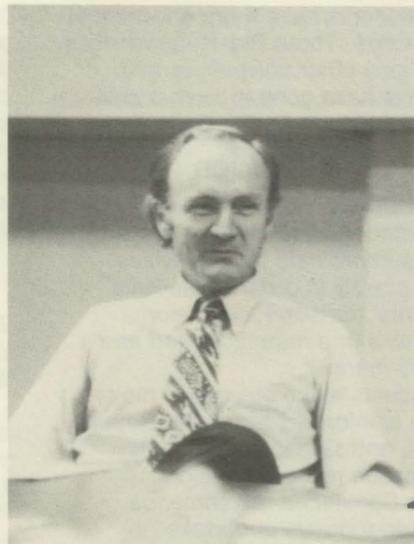
The Chambers Report doesn't follow the example of any one college's report such as Harvard's, Chambers said.

The committee found the reports from the universities of Michigan and Indiana most useful, he explained, because those institutions are similar to the University. For instance, the University of Michigan has already tried an upper division composition requirement.

The interim report released in May generated the kind of response they wanted to their initial ideas, Chambers said. He received 25 thoughtful, unsolicited letters on the subject, he said, and the committee heard from two or three persons each week during June and July who commented on the interim report.

Since September, the committee has met weekly to confer among themselves and occasionally with others to put the report in its final form.

Even if the report wins a recommendation from the Council on Curriculum Advising and Instruction and the Council on Policy and Planning with final approval by the CLA Assembly, "the work is not



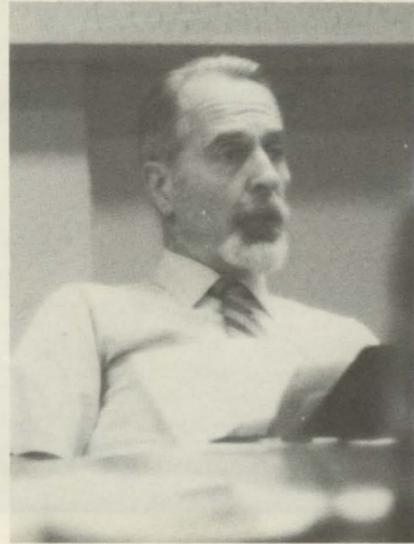
Nils Hasselmo

over," Chambers said, there is "still a lot of refinement to be done."

"There is always a transition period," he explained. Much of the structure for major projects, distribution requirements, and composition requirements would not be in place right away. He said it might take until the fall of 1981 before it is fully implemented.

COMMITTEE MEMBERS COMMENT

Almost all members of the Chambers Committee commented on the amount of time and effort they



Roger Page

expended on the report and each had comments on the final result.

NILS HASSELMO—A major concern of Nils Hasselmo is "what can we do to substitute for peer group interaction that seems to be an important part of liberal arts education."

The report points out that the clientele of the College, the nearly 17,000 students, do not comprise a typical, cloistered, small liberal arts college.

CLA is not only a commuter college, the report said, but students average only 20 hours per week on campus. Most students do not live in University residences, according to a recent CLA study, but all around the metropolitan area, 35% of them with their parents. Seventy-five per cent are working parttime, 30% more than 20 hours per week.

The average age for graduates is 24, the study pointed out, and there

is much "stopping out" in any given year.

Over 40% take more than the typical 4 years to graduate. About half of the graduates are transfer students, the report said, one-quarter of whom come from community colleges, one-eighth from the state university system and one-half from Minnesota private and out-of-state institutions.

Changing group distribution requirements so that particular courses are set up to meet liberal arts objectives will mean the students will have coherence in terms of objectives, at least, Hasselmo said.

He said he hoped it might foster the kind of interaction that went on among students when he was an undergraduate in Sweden.

We should "not toss a lot of requirements at them," he said, "but do it in such a way that it becomes a learning experience."

He added that he hopes students will see the underlying educational rationale beneath those requirements.

MARCIA EATON—Marcia Eaton also commented on the difficulties of structuring an undergraduate education when there are so many transfer students.



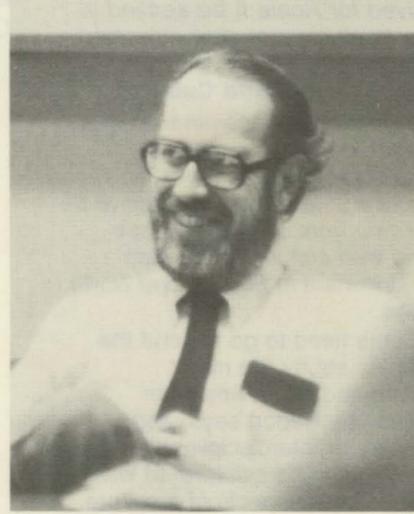
Marcia Eaton

You have to "try to make a coherent program for people here for two, and four, or twelve years."

The report will give students a more logical and appropriate plan, she said.

"The faculty will have to pay a lot more attention to undergraduate education than in the past," according to Eaton. "The faculty may find it unacceptable for exactly that reason," she predicted.

"I hope that faculty members in the College will realize how important



Walter Johnson

this report is and give it close attention," she said. She added that she wants Dean Lukermann to request all departments to discuss it and report "so we can correct glaring errors."

ROGER PAGE—Roger Page, Associate Dean, emphasized that the

report is "calling on faculty to make a rededication to the undergraduate enterprise."

"We have to be even more careful that we acknowledge and reward various undergraduate faculty responsibilities—teaching and advising," he stressed.

"The projected decrease in our enrollment gives us an opportunity to improve educational opportunity for our students," he commented, but added that would be true only if the present number of faculty was maintained.

BRIAN JOB—Brian Job's main interest in the report and the section he was assigned to write during the committee's deliberations was on the role of the major.

It is the defining aspect of the degree, Job said, and represents one-fourth of the coursework.

In reports from other colleges, Job said, "the major received virtually no attention."

"I didn't want to see students graduate from this institution without writing a term paper."

There will have to be more student-faculty contact and better availability of advising of students, Job said, particularly on the major project.

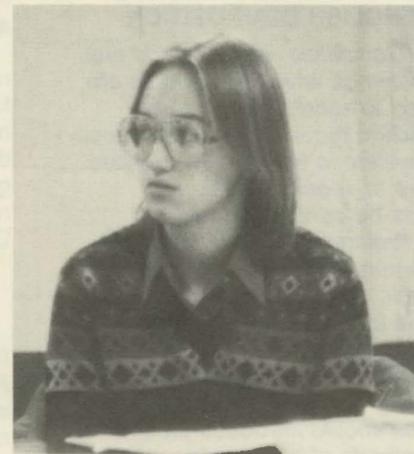
WALTER JOHNSON—Walter Johnson says his comments on the report are made from a "unique five week perspective." He had been a member of the committee for that long at the time he was interviewed, replacing Gus Aris, who was on sabbatical.

He said he thinks a junior or senior English course would solve a lot of problems.

"I'm convinced you can teach writing if you get the students to write," he said.

"The thing that struck me was the developmental problems of the student," he said.

According to the composition experts who spoke to the committee, a student can only learn so much in the freshman year, the rest depends



Marilyn Meiners

on maturity and experience in college, he said, so a second course in the junior or senior year could be more beneficial.

MARILYN MEINERS—Marilyn Meiners, former president of the Student Intermediary Board, and the only student representative on the committee, is a senior who lives in an apartment close to campus.

"Maybe I'm not adequately representative of some of the students," she said, the ones who arrange their classes so they can go to school 9 to 12 Monday, Wednesday, and Friday.

"I think the opportunities are there to get what you want out of the University. But, sometimes you learn too late about an opportunity or don't have the incentive," she said, "like the writing lab. Few professors refer students to the service."

The report should help students "see things tying together more," she said. "It will be more explicit. Sometimes that's all you need."

New deans bring research interest with them

Schneider:

Marilyn Schneider's life is steeped in her specialty contemporary Italian literature and in the humanities, interests she intends to carry over into her new appointment as Dean of the Humanities and Fine Arts.

"Research is very high on how I see my professional life," she said, and even before she accepted the deanship last fall, she negotiated a little time off to continue her research in Italy for her book on Italian writer Giorgio Bassani.

Schneider, 46, a small person with a bushy head of gray hair and big round glasses, speaks quietly, but intently about her ideas, as though she's thought them through carefully and speaks from a deep conviction.

One of her colleagues describes her as a person who pushes herself and sets high standards for herself in her field.

The Italian influence began when she was "fascinated by Italy" on her first trip as an undergraduate in the early 1950's.

She said she cannot understand why more people aren't interested in Italy.

Italian influences have been more vital to the development of our own culture than any other, according to Schneider. After all, she added, the Renaissance began in Italy.

A painting by her architect husband Herbert of an imaginary Italian city hangs on one wall of her spacious Folwell Hall dean's office. The Schneiders have visited Italy several times and they plan to return in March for a month of research on writer Bassani in Ferrara, a northern Italian city.

Bassani, who is probably best known for his novel *The Garden of the Finzi-Contini*, brought his native Ferrara a contemporary audience with his fictionalized description of the city during the Fascist period. Schneider wants to return to Ferrara to take a closer look at historical documents.

Her husband will photograph many of the city's locations cited in Bassani's works for possible use in her book.

Earlier articles she wrote on Bassani were reprinted in the Italian paperback editions of two of his books. She has also written recently on writers Luigi Malerba and Italo Calvino, both of whom she met when she was on sabbatical during 1977 and 1978.

The Italian influence in her life doesn't limit her broad interest in music, her major as an undergraduate at Brooklyn College in New York. She describes music as "as much a part of my life as anything could be—it's not a hobby."

She enjoys and plays many different composers on her Bösendorfer



Marilyn Schneider at home.

Photo by Tom Foley

grand piano. "There isn't a composer I don't like."

The Schneiders frequently invite string and wind quartets to play in their home for friends who like music.

"The city is just a glorious place," she added, for their regular visits to the St. Paul Chamber Orchestra, the Minnesota Orchestra, and the theatre.

She admits her research has slowed down since she took over the deanship, but she said, "I like it so far. Maybe this is the right time to ask. I like the view from a little higher up."

She doesn't intend to get bogged down in the bureaucracy of leading 20 humanities and fine arts departments with majors, she said. "Positive things mean more to me."

She already plans a two-day seminar May 15-16 for the Humanities and Fine Arts Division on Artful Dissonance and Resolution, which is described as an attempt "to identify areas of common scholarly and artistic interests."

Professors tend to be isolated in their own fields, she said, and she wants to gather those "who would like to know each other and who would benefit from an intellectual exchange of ideas ... perhaps even to think in terms of working together."

"We're forced to concentrate on day to day realities in this time of shrinking funding," she said ... "and we lose sight of really why we are here."

One of her main goals is to keep "our basic interests very much in the foreground. As dean, maybe I can do more about it."

The all-male heads of humanities and fine arts departments have already taken note that Marilyn Schneider has arrived at her deanship. She confronted them at their first meeting and told them of her "distinct and profound hostility toward the word 'chairman.'" She prefers "chairperson" and always uses it.

She is a strong feminist who objects to sexist language and sees the social imperative of changing it, she said.

"If I can help advance that cause, that will be a significant contribution."

Asked how she balances all her responsibilities which include the deanship, research, teaching again next year, a husband, and three children, two sons 19 and 14 and one daughter, 16, her answer is using a team effort at home and establishing a rhythm at work to carve out a morning for her research.

She and her husband find time to cultivate flowers in the back yard of their Kenwood home in Minneapolis. They like to take their coffee cups outside in the summer and "survey our estate," which can be done, she said, "in the wink of the eye."

Clark:

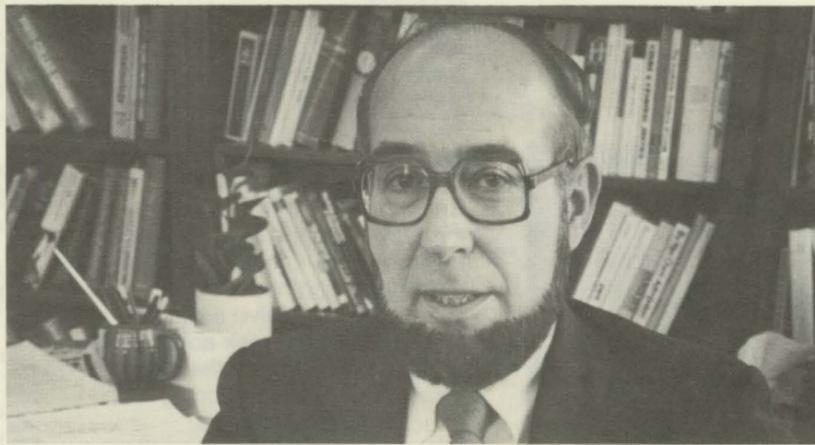
There is one situation in the College that John Clark wants to do something about now that he is Dean of the Social Sciences.

"Space is a real problem in this College and particularly in field research efforts," he said.

Clark, who has been involved with several large field research projects in his area of social control and social deviancy since he came to the College in 1968, said the lack of facilities does a "disservice to research."

The hassles of renting space, particularly close to campus, and of hiring staff for each project are so great, Clark said, that many professors shy away from large projects and only take on small research efforts that are sufficient to provide merit promotions within their departments.

The space and the staffs could be in place for such projects, he said, pointing to research space set up at the University of Wisconsin at Madison.



John Clark in Social Science Associate Dean's office.

Photo by Tom Foley

"I, along with several others, have been fighting this battle for many years—and we've lost," he said. "This is a problem I would like this office to address."

"The State shouldn't support the University" if it is merely a teaching school, he added. There should be an "interweaving of excellent research and excellent teaching."

The large field research project that he and Richard Hollinger, Sociology, have worked on for the past two years, "employee theft in work organizations," has recently brought them national publicity.

The project, which was funded by the Law Enforcement Assistance Administration, studied theft at all levels in 35 corporations. The study about who steals, why they steal, and what they steal is now into the second 18-month phase. Such scholarly concerns as worker dissatisfaction, employee perspectives on corporate ethics, deterrence, informal work norms, and organizational policy effectiveness are central to the study.

Clark and two other sociology professors, T. Michael Carter and Robert Leik, are just beginning to analyze data from a second study on organizational and household responses to warnings of natural hazards such as tornadoes, hurricanes, flash floods, and earthquakes.

In the early stage, he said, the study about people in the path of a natural disaster reveals that the "least experienced respond the fastest" to warnings; the old timers who have been through similar events need "confirmatory behavior and other indicators" before they will leave.

This kind of research is crucial, he emphasized, to determine how best to issue warnings, how many people can be evacuated from an area, and how fast.

It will be possible to continue his research projects through his deanship because of "the very fine qualities of my colleagues," and "working like hell."

Before his official appointment began fall quarter, Dean Clark got a head start on the dean's job sitting in on meetings and visiting departments.

"I would like to do more of that," he said, "I'd like not to be in my office very much."

A few months ago he invited all the chairs to his home for an informal get together. He was amazed, he said, that some of them didn't know each other, although they have to deal with similar problems and have been in contact over the phone.

His short beard gives Dean Clark, 51, or "Jack" as most of his colleagues call him, the appearance of a happy-go-lucky elf, but he doesn't describe himself quite that way. However, he said that getting hung up on ridiculous things, being mad at someone is inane and dysfunctional.

He added that he subscribes to the Buddhist-like philosophy of doing as much as possible, but leaving no trace of yourself as a person.

One of his staff described him as easy going, but extremely hard working. He said "his interpersonal skills are so good he puts people at ease, but at the same time his mind works very hard and goes in many different directions at one time."

Dean Clark admits he can't go home at night and forget about the job. "You can't divide professional life and private life," he said.

In fact, he claims with a slight smile that he and his wife talk mostly about sociology.

If that's true, there's a good reason for it. His wife is Shirley Clark, who just resigned as assistant vice president for academic affairs to return to her teaching position as professor of sociology in the College of Education.

In 1973, they co-authored a reader on *Youth in Modern Society*. They met at Ohio State University where he received his Ph.D. in 1960.

Gymnastics, waterskiing, and downhill skiing are avocations for Dean Clark. He took up gymnastics with his children, he said, because he likes to learn things along with them.

Survey shows 95% happy with Spectrum '79

Ninety-five percent of those returning questionnaires about their experiences at Spectrum '79 this fall responded enthusiastically to the program.

Over 300 people, including 78 sponsored by companies, registered for the College of Liberal Arts' second annual open house, more than double the 1978 attendance.

Considering the excellent comments and the increased attendance, the CLA Alumni Society intends to sponsor the event again next year, according to John Forney, president of the CLA Alumni Society Board.

The board wants to keep the cost at \$12.50 which was charged this

year, he said, and CLA has agreed to help with a portion of the expenses of the \$8,600 program.

"We will also be looking for corporate funding to help us," Forney said.

There is a possibility, he added, that the date of the event may be shifted to later in the year to avoid the crunch of fall activities.

The luncheon speaker Olivia Cole, Emmy Award winner for her role in "Roots" and a masters degree graduate of the Theatre Department, credited her education along with hard work and perseverance for her success.

Cole drew questionnaire responses of "great" and "speaker Olivia Cole all that I expected."

The afternoon session, following the theme set by Cole, was a reading of a play by Charles Nolte, Theatre, called "A Summer Remembered." It was performed by the Playwright's Lab.

During the morning sessions, those attending had a choice of hearing two of twelve distinguished CLA professors speak about their work, everything from the study of identical twins from Thomas Bouchard, Psychology, to "Excavations at Diocletian's Palace," by Sheila McNally, Art History.

Themes for future Spectrums, as suggested by those responding to this year's questionnaire, are music, the economy, environment, poetry, fine arts, dance, plus communications and health.



Photo by Jeff Wheeler

Olivia Cole speaks at Spectrum '79.

Professors

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"If I could get people to prepare proposals now instead of waiting till March or April," Zahareas said, there would be more time to refine the proposals and more chance for winning.

Anatoly Liberman, German, will give his seminar on "German Folklore": basic concepts of verbal folklore, the main genres of German folklore, with special attention paid to folktales, and the history and typology of the extant genres.

Sheila McNally, Art History, will examine "Dionysiac Themes in Art." The seminar will concentrate on examples drawn from Greece and Rome, but survivals down to the present day will also be considered. The depiction of Dionysiac themes in art is not parallel to that in literature, so the seminar will also appraise the role of art as evidence for the values of a culture.

Robert Moore, English, in his seminar on "English Literature and Art, 1660-1760," will pursue a comparative analysis of connections

between literature and major musical, architectural, and graphic works of the Restoration and eighteenth century in historical, thematic, and stylistic aspects.

Mulford Q. Sibley, Political Science, will examine the "Ideals and the Quest for Utopia." An effort will be made to show the relevance of "impossible ideals" for such areas as personal goals, city planning, social reform, scientific development, and political change.

Rudolph Vecoli, History, and director of the Immigration History Research Center, will explore "Ethnicity in 20th Century America: an Interdisciplinary and Comparative Approach." The emphasis will be on the internal development of ethnic cultures and communities from immigrant origins through processes of adaptation and integration to American society of selected ethnic groups originating in the immigrations from Eastern, Central, and Southern Europe.

Planning

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"difficulty of agreeing upon the appropriate statistical data to be used in examining the College must be resolved.

"Whether state officials would accept a change from student *credit* hours to student *contact* hours or a similar standard for gauging faculty work efforts is doubtful, but the possibility should nevertheless be pursued," Magrath said.

Lukermann has maintained throughout the planning process that "we are at the starting point of

creating a mechanism for setting priorities, but not at a point of listing goals and objectives in rank order." That must be done by the "faculty and staff and students of the College."

Several deep concerns remain, Lukermann said, and the Council on Policy and Planning will establish task forces to discuss issues such as curricular and program structure, counseling and advising, budgetary flexibility, teaching evaluation, and faculty development.

CLA NEWSLETTER

College of Liberal Arts

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Distinguished Teacher Award selection method changed

Nominations are open to anyone who would like to nominate for the Distinguished Teacher Awards this year, Dean Fred Lukermann has announced.

Departments will also be asked to provide dossiers on faculty members who have been nominated, he said, so that the College of Liberal Arts (CLA) Distinguished Teacher Award Selection Committee will have more background information on candidates to aid them in their decisions. In the past, selections were based solely on student nominations.

Nomination forms may be obtained beginning Feb. 6 from the CLA Editor's office, 203 Johnston Hall. Nominations will close for both the Distinguished Teacher Awards and for the CLA nominees to the all-University Horace T. Morse-Amoco Awards on March 1. The committee also selects up to six nominees from the College for the Horace T. Morse-Amoco Award.

Usually three outstanding teachers are chosen each year for the \$500 Distinguished Teacher Awards sponsored by the College of Liberal Arts Alumni Society.

University Archives
10 Walter Library