

2005-06 UNIVERSITY OF MINNESOTA

MAY 4 2006

UNIVERSITY SENATE MINUTES: No. 5 FACULTY SENATE MINUTES: No. 5 STUDENT SENATE MINUTES: No. 6

The fifth meeting of the University Senate and Faculty Senate was convened in Coffman Theatre, Minneapolis campus, on Thursday, May 4, 2006, at 2:34 p.m., as a joint meeting of the bodies. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 21 academic professional members, 18 civil service members, 108 faculty/faculty-like academic professional members, and 19 student members. President Bruininks presided.

1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS Information

University Senate

Statement on the Regents Policy on Investments Social Concerns

Approved by the: University Senate April 6, 2006

Approved by the: Administration PENDING

Approved by the: Board of Regents PENDING

Resolution on a Vendor Code of Conduct

Approved by the: University Senate April 6, 2006

Approved by the: Administration PENDING

Approved by the: Board of Regents - no action required

Faculty Senate

Constitutional Amendment (Definition of faculty and faculty-like academic professionals)

Approved by the: Faculty Senate April 11, 2006

Approved by the: Administration PENDING

Approved by the: Board of Regents PENDING

2010-11 Crookston and Duluth Calendars

Presented for information to: Faculty Senate April 11, 2006

Approved by the: Administration – no action required

Approved by the: Board of Regents – no action required

Amendments to the 2007-08 and 2008-09 Morris Calendars

Approved by the: Faculty Senate April 6, 2006

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

2009-10 and 2010-11 Morris and 2010-11 Twin Cities Calendars

Approved by the: Faculty Senate April 6, 2006

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

2. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

George L. Adams
Professor
Otolaryngology
1941 – 2006

Kimberly M. Dippo
Adjunct Instructor
Family Medicine and Community Health
1972 – 2006

Marie J. Eller
Assistant Professor
Library Central Technical Services
1919 – 2006

Stuart W. Fenton
Professor
Chemistry
1922 – 2006

Heinrich Fleischer
Professor
Music

Michaeleen Fox
Director
Planning and Academic Affairs
1945 – 2006

Kamal Gindy
Professor
Psychology - Duluth
1929 – 2006

John L. Kroening
Professor
Physics - Duluth
1934 – 2006

STUDENTS

David T. Chung
College of Liberal Arts

3. CLERK OF THE SENATE REPORT Nominating Committee Election Results Information for the Faculty Senate

FOR INFORMATION:

In the recent election to fill one vacancy on the Nominating Committee, Professor Erdman was elected to a three-year term (July 1, 2006 through June 30, 2009). The members of the Nominating Committee for 2006-07 will be:

F. Ronald Akehurst, College of Liberal Arts
Arthur Erdman, Institute of Technology
Catherine French, Institute of Technology
Gary Gardner, College of Agricultural, Food, and Environmental Sciences
Judith Garrard, School of Public Health
Jean Quam, College of Human Ecology
Nelson Rhodus, School of Dentistry
Leslie Schiff, Medical School
W. Phillips Shively, College of Liberal Arts

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**4. CLERK OF THE SENATE REPORT
Electronic Vote Results
Information for the Faculty Senate**

FOR INFORMATION:

Following the April 6, 2006, Faculty Senate meeting, an electronic vote was taken to pass one proposed constitutional amendment (Item #18) and one proposed bylaw amendment (Item #19). At the end of the three working day voting period, Item 18 received 125 votes in favor of and 6 votes opposed and Item 19 received 127 votes in favor, 3 opposed, and 1 abstention. These motions were approved. Item 18, which is a Constitutional amendment, will now be presented to the President and the Board of Regents for approval.

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**5. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS
2006-07 Election Results
Information for the University Senate**

FOR INFORMATION:

In the recent election for executive committee members and senators, the following people were elected:

- Chair – Jacqueline Cottingham-Zierdt
- Vice Chair – Stacy Doepner-Hove
- Benefits and Compensation Committee Chair – Frank Douma
- Communication Committee Chair – John Borchert
- Professional Development and Recognition Committee Chair – Pam Stenhjem
- Representation and Governance Committee Chair – David Bernstein
- Senators – Lynn Burbank, Wendy Friedmeyer, Erin George, Jim Hildebrand, Barbara Jensen, Mary Laeger-Hagemeister, Colleen O’Neill, Jill Trites

**JACQUELINE COTTINGHAM-ZIERDT, CHAIR
COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS**

6. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS
Vacation Policy for Academic Professionals and 12 month Faculty
Information for the University Senate

FOR INFORMATION:

The Benefits and Advisory Subcommittee on the Council of Academic Professionals and Administrators would like to thank the Faculty Affairs Committee for their work this semester on the following vacation policy recommendations for academic professionals and 12 month faculty.

Vacation Policy Recommendations

Background

As stated in the draft Strategic Positioning Report, “The University of Minnesota: Advancing the Public Good: Securing the University's Leadership Position In the 21st Century” the goal for the University over the next decade is to become one of the three best public research institutions in the world. One of the five action strategies cited in the strategic plan is to “recruit, mentor, reward and retain outstanding faculty and staff”. Salary and benefits play an important role in the ability of the University to recruit a competitive work force.

CAPA believes the current vacation policy for full-time, academic employees is inadequate and must be revised for the following reasons:

1. The University is not as competitive as it needs to be in comparison to our peer institutions
2. The policy is outdated, as it was written for eleven-month appointments, although twelve-month appointments are the norm for P&A employees.
3. The policy does not fully support a healthy and rested work force. Employees may not accrue anything beyond the current cap of 22 days, unless at the discretion of individual departments or units. Increased workload and job requirements can interfere with employees being able to take time off from work. This results in an exhausted workforce and employees occasionally even “losing” their earned vacation days when they are near their accrual cap. This situation is counterproductive and seems to contradict steps the University has taken to promote a healthy and balanced workforce by investing in a Wellness initiative.

Recommendation

CAPA recommends that the vacation policy for P&A employees with 12-month appointments at 67% time or greater be changed to the following:

- Employees will accrue 24 days a year at the rate of 2 days/month.
- The maximum accrual will be 48 days.
- Upon termination from the University, employees will be paid up to a maximum of 24 accrued days.
- Notice of the vacation accrual and payout policy will be included in the employee's appointment letter.
- The waiting period for new employees to begin utilizing their accrued vacation will be one month.
- Employees will receive the standard university holidays plus one personal floating holiday a year.
- Tracking of vacation will be required and will be done using PeopleSoft.
- Vacation and sick time will remain separate and not combined into a Paid Time Off policy.

FRANK DOUMA, CHAIR
CAPA BENEFITS AND COMPENSATION SUBCOMMITTEE

7. EDUCATIONAL POLICY COMMITTEE
Collection and Reporting of Grade Data and Syllabus Requirements
Information for the University Senate

FOR INFORMATION:

On February 18, 1999, in adopting a policy on "Collection and Reporting of Grade Data and Syllabus Requirements," the Senate Committee on Educational Policy was required to provide to the Senate "data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and overall collegiate grade point averages . . . for grades awarded each Fall Semester." The policy also provides that "data should be reported for all undergraduate students."

COMMENT:

These data were distributed at the meeting.

RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE

8. SENATE/FACULTY CONSULTATIVE COMMITTEE REPORT

Professor Jean Bauer, Chair of the Senate and Faculty Consultative Committees (SCC/FCC), said that the FCC discussed the intellectual future of the University during its April meeting. The focus was on the need for continuing strategies of communicating and how the University ensures that one part of the University does not override another part in its current positioning environment.

The FCC has also deepened its engagement in administrative searches, and discussed administrative services transformation with Vice President O'Brien and the faculty culture task force report with Provost Sullivan.

In closing, Professor Bauer thanked Professor John S. Sullivan for his work as FCC Vice Chair, as well as the other elected, appointed, and ex officio members. She noted that next year's FCC Chair is Professor Carol Chomsky and the Vice Chair is Professor Scott Lanyon.

9. INTRODUCTION
Dean, Minnesota Extension Service

Professor Jean Bauer, Chair of the Senate Consultative Committee (SCC), introduced Beverly Durgan, Dean of the University of Minnesota Extension Service.

10. MINUTES FOR APRIL 6, 2006
Action by the University Senate

MOTION:

To approve the University Senate and Faculty Senate minutes, which are available on the Web at the following URL. A simple majority is required for approval.

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

DISCUSSION:

With no discussion, a vote was taken and the motion was approved.

APPROVED

11. PRESIDENT'S REPORT

President Bruininks reported that this has been a busy year in St. Paul promoting the agenda of the University and on campus working through the strategic positioning process. This process was launched last year in the University Senate. The debate and vote at that meeting was the finest example of debate and discussion in his 38 years at the University. He thanked senators for putting the correct issues on the table and framing the recommendations that were approved by the Regents. The issue was a great example of how governance can work well in a complex institution.

The year was started with 34 task forces and over 500 people working on them. Much of the success of this effort is due to the hard work of Provost Sullivan, senior officers, and faculty leaders. All task forces have now issued reports and serious attention is being paid to their recommendations.

This has been a spirited and active time for the University and President Bruininks is confident that the work done this year will lay a solid foundation for taking the University forward and improving the quality and impact of the University into the future.

Reports will soon be brought to the Regents and the University community that will synthesize the results of the task forces and the recommendations. The Regents will receive a preliminary report in July, with a more formal document presentation in September to the Regents and University community.

There are many ideas that are already underway, such as the new college names approved by the Regents. Integrating college cultures is also progressing successfully, but likely not without some problems to resolve. He has been pleased with the hard work and creative endeavors of the people who have worked on the collegiate integration.

The University is also announcing a new Institute on the Environment. There are only a few places in the United States that have interdisciplinary centers focusing on the environment, and many people at the University believe that it has unparalleled resources and opportunities in this area. This Institute will knit together current faculty and centers to work on issues as a whole. The Institute on Advanced Study was stated last year as part of the arts and humanities initiative, and he believes that its agenda needs to be expanded to other disciplinary fields.

Another cluster of activities that will make a difference in the long-term future of all campuses has to do with the improvement of undergraduate education. For the Twin Cities campus, this will include expanded honors opportunities, a writing initiative, major investments in academic advising and career services, and vast improvements in funding and providing scholarships and need-based financial aid. There will be close to a \$25 million University investment, matched

with private gifts, to catapult the University into a national position of leadership in providing aid and financial support to low-income students.

Much more work needs to be done on all the ideas generated by the strategic positioning process, but there will be a much more complete picture in the fall.

Turning to the legislative session, three University bills remain unapproved and there are only 17 days remaining until adjournment. The University has an ambitious capital bill and it is in a good position at this time. He is hoping for a good compromise bill between the House and Senate to fund all the major building initiatives.

The President said that several people will be testifying tonight before the Senate on the biomedical sciences bill, which asks the state to make a ten-year capital investment in the future of the University. It would lead to a strong position for the University in the global economy of research and development.

The most interesting bill to watch deals with the on-campus stadium. The vote from the House was very bipartisan, while the debate in the Senate has been along political lines. He is optimistic that this bill will be approved in this session.

12. QUESTIONS TO THE PRESIDENT

NONE

13. UNIVERSITY SENATE OLD BUSINESS

NONE

14. UNIVERSITY SENATE NEW BUSINESS

NONE

15. EDUCATIONAL POLICY COMMITTEE

**Policy on Student Evaluation of Instruction
Action by the Faculty Senate**

MOTION:

To supercede current Policy on Student Evaluation of Instruction with the revised version that follows.

Draft Policy and Protocol on the Evaluation of Instruction

February 15, 2006

PREAMBLE

The University of Minnesota seeks to achieve instruction of the highest quality so that students learn to their maximum potential. The evaluation of instruction is one way to help ensure excellence in instruction, so the Faculty Senate adopts the following policy and protocol on evaluation of instruction.

There are at least three reasons to evaluate instruction: (1) to improve instruction, (2) to provide information for (a) salary and promotion decisions based on merit and (b) faculty tenure decisions, and (3) to assist students in course selection. This policy and protocol is intended to meet all three objectives. With respect to the second, the purpose of this policy and protocol is to define what shall constitute adequate documentation for student and peer review of faculty and instructional staff teaching contributions.¹

The required evaluation of teaching for tenure and promotion decisions must have two major components, peer review and student evaluation of teaching. Academic units must make provisions for peer review for faculty being considered for tenure, promotion, and salary increases, and for other instructional staff being considered for reappointment, promotion, and salary increases. The peer review information for individuals is to be supplemented by information from student evaluations of all their courses.

Students must be made aware that their ratings will be used in making personnel decisions. A small number of questions, common to all courses throughout the University, will be used in the student evaluations of instruction. The use of common questions provides one means of making judgments on teaching effectiveness University-wide and allows calculation of statistical norms. This type of information can be used with other types to identify very good instructors who deserve rewards as well as instructors who may need assistance in improving their classroom effectiveness. This information does not have the resolution necessary to allow fine discrimination between instructors in intermediate categories. In addition to questions that request a numerical response, survey forms must include provisions for written comments by students.

POLICY

--Every course with a University course number shall be evaluated by the use of student rating forms every time it is offered, except that thesis-only credits, directed or independent study, internships, and classes with fewer than five students shall not be evaluated using such forms. **[Note: The Senate Committee on Educational Policy will appoint an ad hoc subcommittee to develop guidelines for departments to evaluate small classes, internships, directed/independent study, and so on. Those guidelines do not have to be in place to adopt this policy.]** A department that wishes permanently to exempt a course or courses from use of the standard student evaluation form must receive written approval from the Senate Committee on Educational Policy.²

Data and information from student evaluations shall not be used in isolation from peer evaluation and (for faculty) research and service in evaluating faculty and instructional staff.

The directions for students written on the student rating forms should stress the three purposes of the form: evaluation of instructors, improvement of teaching, and assistance to future students in selecting courses (the "student release" questions). The instructions should be written in a

¹ In this policy and protocol, the term "instructor" includes all who deliver instruction regardless of academic rank, appointment status, and so on. At some points in the policy, there will be a distinction between (1) tenured and tenure-track faculty, and (2) all others who deliver instruction; in the latter case, the language will refer to faculty and instructional staff.

² This policy and protocol shall apply to student evaluation of courses having no more than two instructors. In other cases departments and/or colleges that wish to develop alternative evaluation procedures must seek written approval from SCEP. SCEP is open to discussion with units in which student evaluation procedures must meet national accreditation standards.

manner that will motivate students to complete the forms. The instructions should explain why demographic data are being collected.

The student rating forms shall be anonymous. Instructors may require students to participate in course evaluations but any system for gathering student evaluations, whether paper or electronic, shall include an opt-out provision allowing students to decline to respond to questions,

--Students may not be required to fill in a student rating form for any course. This provision applies to all courses at the University, including multiple-instructor courses that are otherwise covered by a different evaluation protocol.

--The teaching performance of all instructors, regardless of their academic rank or tenure status, is subject to evaluation. This policy and protocol applies to all instructors regardless of whether they are tenure-track/tenured, term/P&A, or adjunct faculty or hold any other kind of teaching appointment at the University. Specific provisions are noted for tenured and tenure-track faculty.

--Personnel decisions (e.g., merit and salary reviews, promotion, tenure for tenure-track faculty) for all faculty and instructional staff whose salary is based in any part on teaching shall include review by appropriate department, college, and University officers, as set forth in pertinent rules and policies, all numeric data from the teaching evaluation forms from their courses.

--For tenured and tenure-track faculty, faculty peers must evaluate course objectives and syllabi, handouts, assignments and tests, theses and dissertations, and examples of graded student work in order to measure their quality and appropriateness. Faculty and instructional staff must do the same for all other instructors who are not tenured or tenure-track faculty. Peers must also assess the instructor's knowledge of the subject matter, contributions to departmental teaching efforts, and any other teaching contributions, such as development of new courses or innovative instructional materials, authorship of texts or laboratory manuals, or publications on discipline-specific teaching techniques. Peer review could also include assessment of student performance on certification exams (if appropriate to the discipline), survey of the extent of mentoring and participation in other activities related to instruction, or assessment of an instructor's classroom performance via personal visit or videotaping of the class.³

--The information collected pursuant to this policy to evaluate teaching effectiveness for personnel decisions remains confidential.⁴ The results must be shared with the faculty member being reviewed. Access to information on a specific instructor must be restricted to those responsible for decisions on reappointment (where applicable), promotion, tenure (where applicable), and salary adjustments.

--Faculty must always be allowed to respond to student rating results when those results are used for performance evaluation; faculty members must be permitted to add written comments to their files

--All student evaluation data used in personnel decisions must be accompanied by the response rates for the data.⁵

³ It is to a faculty member's benefit to prepare and regularly update a teaching portfolio that contains materials that will be considered during his/her evaluation. This policy is not meant to exclude continued use of other mechanisms for peer review that may already be in place in academic units, such as classroom visitation.

⁴ As required by Minnesota state law at the time this policy is adopted.

⁵ The Senate Committee on Educational Policy is concerned about the very low response rates when students are asked to fill out evaluation forms on the web, outside of class.

--Responsibility for implementing the provisions of this policy and protocol rests with the Senior Vice President for Academic Affairs and Provost, the Senior Vice President for the Health Sciences, deans and department heads, all of whom must clearly convey to faculty the emphasis being placed on teaching in decisions regarding promotion, tenure, and merit-pay increases.

--Department heads and chairs should be evaluated in part on the extent to which they effectively implement this policy and protocol.

PROTOCOL

--Department heads and tenure and promotion review committees will be provided with comprehensive information on the interpretation and use of student rating data (including questions of reliability and validity) in making personnel decisions, and information on practices of peer evaluation of instruction.⁶

--The student rating form shall contain the following questions, with the verbal anchors as identified:

How would you rate the instructor's overall teaching ability?

1	2	3	4	5	6	7
Very Poor		Satisfactory			Exceptional	

How would you rate the instructor's knowledge of the subject matter?

1	2	3	4	5	6	7
Very Poor		Satisfactory			Exceptional	

How would you rate the instructor's respect and concern for students?

1	2	3	4	5	6	7
Very Poor		Satisfactory			Exceptional	

How much would you say you learned in this course?

1	2	3	4	5	6	7
Almost Nothing		Amount Expected			An Exceptional Amount	

--All student rating forms shall have spaces for two questions permitting open-ended comments: "Describe things about the course that you found helpful" and "What suggestions do you have for improving the course?"

--The disposition of written comments on student evaluation forms shall be decided by each college or campus.

Faculty and departments are free to add additional open-ended questions to the required form, but such questions will be in addition to rather than replace the required questions.

--Directions given on student evaluation questionnaires will include the following statement:

"Your responses to this questionnaire are important because they will be used in tenure, promotion and salary decisions for your instructor. Your thoughtful written comments are especially requested, and may help your instructor improve future course offerings. The

⁶ Responsibility for providing this information rests with the Senior Vice President for Academic Affairs and Provost, the chancellors, and the deans. Training for new department heads/chairs and for deans should include this information as well.

results of this evaluation (including the evaluation forms) will not be returned to the instructor until after the final grades are submitted for this course."

--The evaluation form will ask for information on the student's major, GPA and class year, as well as whether or not the course is in the student's major and whether the course is required or elective for the student. There will also be a request, marked optional, for information on the student's age, gender, and race or ethnicity. [Note: Information about the class size and type (lab, lecture, seminar, etc.) will be included, but this information will be compiled elsewhere.]⁷

--The following question shall be included in the demographic section of the student evaluation form. The data from this question shall be linked to specific building and room numbers and the summary data by room number shall be provided to the chief academic officer and appropriate classroom management office on each campus to help guide decisions on facilities resource allocation.⁸

How would you rate the physical environment in which you take this class, especially the classroom facilities, including the effect of the environment on your ability to see, hear, concentrate, and participate?

1	2	3	4	5	6	7
Very Poor		Satisfactory			Exceptional	

-- The instructions on the evaluation forms shall state that harassing comments or comments on irrelevant factors are not helpful for evaluation of instruction. Faculty should be provided with guidelines on how to process and interpret open-ended student comments, particularly those that are inappropriate.

-- Administering student evaluations will be the responsibility of each instructional unit. Student evaluations used in promotion and salary decisions will be administered at the beginning of a class period, during the last two weeks of instruction for the term. The instructor may give instructions but must not be present while the forms are being completed and collected. The evaluations will be handed out, completed, and collected without the instructor being present. Once collected, evaluations will be put in a sealed envelope or box. It is suggested that a student be asked to hand out and collect the forms. Each instructional unit shall develop its own practices for ensuring that the completed forms are delivered to the appropriate office. If the forms are delivered to the department office, the department should deliver the envelopes to the data processing center without opening the envelopes. The instructor must never touch or see completed forms until after grades are turned in.

--Each campus will determine the appropriate manner of administering and evaluating student evaluation forms. To facilitate tabulation of the results of standardized questions on the student evaluation forms, each campus administration will provide the instructor and the unit chair/head with a summary of the data; the original questionnaires will be returned to the instructor. This summary will include appropriate statistical characterization of the responses to each question and, where a statistically meaningful data base exists, comparison to the responses for the same question on a campus, college, department, and program basis. To make comparative analysis more meaningful, there will also be comparisons on the basis of class type (e.g., large lecture,

⁷ Age/gender/ethnicity information shall be requested because the information obtained can be useful to instructors in demonstrating how different groups respond to his/her teaching; problems with different race/gender/age groups can be identified and addressed. Other personal information--class year, GPA, major, and whether the class was elective or required--will be requested (not marked optional) because these factors have been shown in prior research to have an effect on student evaluations.

⁸ Variants of this question should be developed for classes that use multiple rooms, for field study class, for on-line classes, and for other classes that differ from the lecture-in-one-room format.

small discussion, laboratory, upper or lower division, elective, needed to meet university or major requirements). As resources permit, other types of statistical processing and comparisons may be added at the request of faculty or instructional units.

-- Every instructional unit shall have a policy on peer review of faculty and instructional staff teaching efforts and contributions to teaching, both for purposes of promotion decisions and for teaching-based salary increases. Each unit shall determine what documentation will be used for peer review, and (for faculty) how to evaluate theses and dissertations as well as (for all instructors) samples of graded student work. The documentation is to be used as a basis for evaluating the instructor's knowledge of the subject matter as well as the quality of the instructor's instructional activities. Each unit shall determine who shall have access to the documentation for purposes of peer review, and which materials will be retained for future reference.

The documentation shall reflect what each unit determines to be an appropriately cumulative record of the instructor's contributions to the instructional mission of the University. It is the responsibility of the instructor to update the documentation regularly. It is the responsibility of the unit to retain appropriate portions of this material, including cumulative summaries of student evaluations of the instructor's courses. Each unit shall assume responsibility for maintaining the confidentiality of commentaries or conclusions based on the contents of the documentation.

The documentation for each instructor shall contain an appropriately cumulative listing of courses taught by the instructor, a comprehensive syllabus for each course, and examples of exams, assignments and handouts prepared by the instructor. Units may also wish to include, where appropriate, a listing of undergraduate and graduate students undertaking independent study under the supervision of the instructor, information about student performance on certification exams, and a listing of other activities that pertain to the teaching mission of the unit (e.g. participation in teaching-related committee work or curriculum development, publication of textbooks or study guides, participation in educational development programs, etc.) Documentation may also include a one- to-two page self-assessment of the instructor's teaching strengths and weaknesses. Instructors have the option of adding any other materials they believe are indicative of their contributions to teaching.

--Instructors are encouraged to adopt a mid-semester course evaluation process so that the course can be improved as it is delivered.

--The student evaluation form shall also include the following questions, the responses to which shall, with the consent of the instructor, be made available to students.⁹ The responses to these questions may not be used in any reappointment, promotion, salary, or (for tenure-track faculty) tenure decisions.

[NOTE: The Senate has delegated to the Senate Committee on Educational Policy final authority to approve new questions to be used; they will be inserted here.]

--In addition to the questions required by the preceding sections of this policy, a question bank will be provided for the student evaluation process.¹⁰ The questions would be supplemental to the required questions, would be selected by the instructor, and would be used primarily for improving teaching. Because the supplemental questions from the question bank are to be used for improving teaching, summary results should go to the instructor only. Use of supplemental

⁹ On the web, for instance.

¹⁰ The University administration will provide the question bank on a website.

questions from the question bank is optional. Provision will be made for instructors, should they choose, to add a reasonable number of custom questions that are not included in the bank.

Departments or schools may also require questions from the question bank or from other sources to be used on all forms used in their area. These additional required questions could be used either for evaluation of instructors or for improving teaching, courses or programs. If for the evaluation of instructors, summary results should go to the department. If for improvement of teaching, courses, or programs, summary results should go to the instructor only if the results are to be used by the instructor, or to curriculum committees if the results are to be used for program improvements. Data from questions that are to be used only for improving teaching should not be released by the University to anyone other than the instructor . Data from questions that are to be used for program improvements may be released to department heads and curriculum committees.

--Departments shall develop and make available to instructors a written policy that defines (1) which data from student rating forms will be used for personnel decisions and available to department heads and committees charged with reviewing instructor performance, and (2) which data will be made available to curriculum committees for improving courses and programs. (It is assumed that all information from the four required questions will be used for personnel decisions; the written policy required by this section refers to any additional questions that a unit may require on the evaluation forms.)

--Department and college administrators should be held accountable for timely assessment of the evaluative materials assembled for each faculty member. However, for peer review of the documentation for the purpose of promotion or of teaching-related merit pay increases, the faculty in each unit should be free to decide whether they want their dean or head or chair to take responsibility for assessing the quality of teaching, on the basis of the materials, or whether they prefer that the evaluation be done by an advisory group from within the unit or college.

--Each semester, an appropriate University administrator should send a message to every instructor who is receiving data from a course evaluation with a request to make the release questions available to students.¹¹

When adopted, this policy and protocol replaces all earlier policies, protocols, and questions approved by the University or Faculty Senates.

COMMENTS:

Following discussion at the December 1 and March 2 Faculty Senate meetings, this policy is being brought today for action.

**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

DISCUSSION:

Professor Richard McCormick, Chair of the Educational Policy Committee (SCEP), said that this item has been presented to the Faculty Senate three times this year for information and discussion. The policy itself reconciles two separate policies on evaluation from the early 1990s.

¹¹ Reminders each semester coupled with a very easy method to grant permission should increase the number of instructors who choose to release their data. The course release information should be cataloged by course along with instructor and should have a link at the entry for the course in the on-line Course Guide. This will make it easier for students to find information about a course.

In December, the discussion focused on the distribution of written comments and the majority of senators felt that the decision should be made at the unit or department level, as is currently the practice. Therefore no change was made to the policy, even though recent newspaper articles have implied that access to these comments would be restricted.

A discussion in December also focused on the mandated questions that are part of the evaluation and the need for them to be updated. Since that meeting, SCEP and the Faculty Affairs Committee (SCFA) have established a joint subcommittee to reconsider the questions. The membership will be: four faculty – two from SCEP and two from SCFA, two students – one undergraduate and one graduate, one faculty-like academic professional, and two staff members – David Langley from the Center for Teaching and Learning Services and Thomas Dohm from the Office of Measurement Services. The members will be appointed soon and work will commence in the fall.

A senator commented that she appreciated the inclusion of a faculty-like academic professional representative on this subcommittee.

Another senator then said that some faculty-like academic professional solely have teaching responsibilities and therefore are heavily governed by this policy, since it is the only factor that determines their merit pay increase. While the policy calls for the use of both evaluations and peer review, there is the question of what constitutes peer review for faculty-like academic professional.

A senator noted that this policy contains many positive elements, but the package as a whole is flawed since the implied driving force is to identify poor teaching and institute consequences. The vast majority of faculty care deeply about the quality of their teaching and do a fine job. The proposed solution to identify a small percentage of poor teachers is to impose a large administrative burden on all faculty. This change will require substantially more peer review and he is convinced that it will be effect since negative peer reviews are extremely rare. While this package contains constructive elements, it cannot be supported as a whole because it will not improve the quality of teaching.

Professor McCormick said that the provisions for peer review in this policy are not a change from in previous versions of the policy.

With no further discussion, a vote was taken and the motion was approved.

APPROVED

**16. REPORT OF THE NOMINATING COMMITTEE
FOR THE COMMITTEE ON COMMITTEES ELECTION
Action by TC Faculty and Academic Professional Members**

MOTION:

That the Twin Cities Faculty Delegation approve the following slate of nominees to fill four 2006-09 Twin Cities faculty vacancies on the Committee on Committees. A simple majority is required for approval. Once the slate is approved, a ballot will be distributed for voting.

FIRST PAIR

KUMAR BELANI: Professor of Anesthesiology, Medical School. University Senate member: None. Senate/Assembly Committee participation (past and present): None.

J. MICHAEL OAKES: Assistant Professor of Epidemiology, School of Public Health. University Senate member: 2004-07. Senate/Assembly Committee participation (past and present): None.

SECOND PAIR

CLAUDIA NEUHAUSER: Professor of Ecology, Evolution, and Behavior, College of Biological Sciences. University Senate member: None. Senate/Assembly Committee participation (past and present): Educational Policy, 2005-08.

MICHAEL SADOWSKY: Professor of Soil, Water, and Climate, College of Agricultural, Food, and Environmental Sciences. University Senate member: 1995-98. Senate/Assembly Committee participation (past and present): Faculty Affairs, 1192-95; Judicial, 1996-2002, 2003-06.

THIRD PAIR

PRISCILLA GIBSON: Associate Professor of Social Work, College of Human Ecology. University Senate member: None. Senate/Assembly Committee participation (past and present):.

ALLEN LEVINE: Professor of Food Science and Nutrition, College of Human Ecology. University Senate member: None. Senate/Assembly Committee participation (past and present):.

FOURTH PAIR

KATHLEEN KRICHBAUM: Associate Professor of Nursing, School of Nursing. University Senate member: None. Senate/Assembly Committee participation (past and present): AHC Faculty Consultative, 1998-00, 2003-2006 (Chair, 2004-06).

TOM SCOTT: Professor of Political Science, College of Liberal Arts. University Senate member: 1982-85, 1995-96. Senate/Assembly Committee participation (past and present): Committee on Committees, 1987-90 (Chair, 1988-90); Consultative, 1990-92 (Chair, 1991-92); Judicial, 2003-09; Facilities Management, 1985-88 (Chair, 1986-88); Finance, 1981-84, 1986-88.

FOR INFORMATION:

The Faculty Senate Bylaws specify that the Twin Cities Faculty Delegation shall elect by written ballot faculty/academic professional members to fill vacancies on the Committee on Committees from a slate of candidates provided by the Nominating Committee. Other candidates may be nominated by petition of 12 members of the Twin Cities Faculty Delegation. Petitions to nominate candidates not on the slate must be in the hands of the Clerk on the day before the meeting at which the election is to be conducted. The elected Twin Cities faculty members of the committee whose term continue at least through 2006-07 are:

David Born, School of Dentistry
Anna Clark, College of Liberal Arts
Robert Gehrz, Institute of Technology
Gordon Hirsch, College of Liberal Arts
Joan Howland, Law School
Mary Jo Kreitzer, School of Nursing
Perry Leo, Institute of Technology
Carl Rosen, College of Agricultural, Food, and Environmental Sciences

**W. ANDREW COLLINS, CHAIR
NOMINATING COMMITTEE**

DISCUSSION:

With no discussion a vote was taken and the motion was approved. Ballots were then distributed and Professors Priscilla Gibson, J. Michael Oakes, Michael Sadowsky, and Tom Scott were elected to the Committee on Committees.

APPROVED

17. FACULTY LEGISLATIVE LIAISONS REPORT **Discussion by the Faculty Senate**

Professor Martin Sampson, Faculty Legislative Liaison, said that there are two key priorities for the University at the legislature. One is the capital investment bill and the other is the biomedical sciences building bonding authority proposal. The capital investment bill is in conference committee and the two houses are separated by the amount of one building, the replacement of the Science Classroom Building.

The bonding authority bill is also in committee and there is speculation about what will happen. There is some opposition from people who feel that there should be a rough parity between MnSCU and the University. There is also opposition on the basis that this is expensive for the state. Lastly, there is a significant amount of support which considers this bill a must-do for the session. He said that this is a moment in which contacting legislators is absolutely crucial.

A third bill deals with the stadium. The bill has been overwhelmingly approved by the House, and the debate in the Senate currently focuses on different philosophies of how to fund the stadium.

In closing, he asked that any faculty interested in serving as a legislative liaison for next year should contact the Faculty Consultative Committee Chair.

18. FACULTY SENATE OLD BUSINESS

NONE

19. FACULTY SENATE NEW BUSINESS

NONE

20. ADJOURNMENT

The meeting was adjourned at 3:32 p.m.

Rebecca Hippert
Abstractor

2005-06 UNIVERSITY OF MINNESOTA

THURSDAY, MAY 4, 2006

STUDENT SENATE MINUTES: No. 6

The sixth meeting of the Student Senate for 2005-06 was convened in Studio C, Rarig Center, Minneapolis campus, on Thursday, May 4, 2006, at 11:35 a.m. Coordinate campuses were linked by ITV. Checking or signing the roll as present were voting student members. Chair Josh Breyfogle presided.

1. MINUTES FOR APRIL 6, 2006

Action

MOTION:

To approve the Student Senate minutes, which are available on the Web at the following URLs. A simple majority is required for approval.

<http://www1.umn.edu/usenate/ssen/060406stu.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

DISCUSSION:

Due to the minutes not having been posted to the web, the item was withdrawn.

WITHDRAWN

**2. STUDENT SENATE/ STUDENT SENATE
CONSULTATIVE COMMITTEE CHAIR REPORT**

Josh Breyfogle, Student Senate/Student Senate Consultative Committee (SSCC) Chair, thanked the senators and alternates that were present at the last meeting of the year. He said that he will continue to working on the issue of student binge drinking over the summer.

3. ASSEMBLY/ASSOCIATION UPDATES

MSA – Rick Orr said that MSA has elected new SSCC and executive board members.

GAPSA – Tony Kouba reported that GAPSA’s president recently resigned due to other time commitments, but next year’s board members have been elected.

Morris – Nathan Hilfiker stated MCSA held elections two weeks ago, which includes the students who will serve on the Activities Fee Review Committee. The Chancellor’s farewell was on Monday. Lastly, MCSA has submitted its report on who MCSA would like as the next chancellor, and is hoping for an answer from the administration within the next few weeks.

Crookston – Dion Sturgeon stated that the CSA board was elected in April and there are five more student senators in the fall.

Duluth – Josh Breyfogle noted that UMDSA has finished elections and the new congress started Monday. The Chancellor’s graduation party is at Glensheen tonight

4. STUDENT AFFAIRS COMMITTEE UPDATE

There was no update.

5. UPDATE ON SPRING STUDENT SENATOR PROJECTS Discussion

Josh Breyfogle, Student Senate/Student Senate Consultative Committee (SSCC) Chair, said that he is still looking at student binge drinking.

Rick Orr, Student Committee on Committees Chair, said that the committee recently met and decided to appoint students to two-year terms on committees so that not all student members rotate off each year. The appointment process will also start earlier in the fall.

6. STUDENT SENATE CONSULTATIVE COMMITTEE Student Senate Bylaws Amendment

MOTION:

To amend Article V, Section 1 of the Student Senate Bylaws as follows (language to be added is underlined; language to be deleted is ~~struck-out~~). As an amendment to the Student Senate Bylaws, the motion requires either a majority of all voting members of the Student Senate (22) at one regular or special meeting, or a majority of all members of the Student Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

...

D. STUDENT CONSULTATIVE COMMITTEE

...

Membership

The Student Consultative Committee shall be composed of:

- one student from the Crookston campus
- one student from the Duluth campus
- one student from the Morris campus
- five students from the Twin Cities campus, as follows:
 - In 2004-05, and every other year thereafter, there shall be three undergraduate students and two graduate/professional students. In 2005-06, and every other year thereafter, there shall be four undergraduate students and one graduate/professional student.
- the chair and vice chair of the Student Senate

Student members shall be elected and/or appointed in accordance with procedures determined by the respective campuses’ student constituencies, subject to the following provision: at the time of

their election, Twin Cities undergraduate students shall be members of the University Senate. A student member will relinquish their seat in the University Senate upon election to the Student Senate Consultative Committee.

Student vacancies shall be filled in accordance with procedures determined by the respective campuses for the balance of any unexpired term until the next regular election.

The chair of the Student Senate shall also serve as the chair of the Student Consultative Committee. The vice chair of the Student Senate shall also serve as the vice chair of the Student Consultative Committee. Chair and vice chair elections should be subject to the following provisions:

- If either the chair or vice chair has already been elected to the Student Consultative Committee as a regular member, he or she must concede his or her prior position to another student, to be chosen as soon as possible by the appropriate student constituency.
- The chair and vice chair shall not be from the same campus. In the event that no one is nominated for the vice chair position from a separate campus, the position will be open to all qualified members of the Student Senate.
- The chair of the Student Senate shall be elected by the Student Senate in accordance with the Senate Constitution, Article 5, Section 3 (a).
- The vice chair of the Student Senate shall be elected by the Student Consultative Committee in accordance with the Senate Constitution, Article 5, Section 3 (a).
- The chair and vice chair are eligible for re-election to these positions.

The seven members who serve on the Senate Consultative Committee shall be composed of:

- one student from the Crookston campus
- one student from the Duluth campus
- one student from the Morris campus
- three students from the Twin Cities campus, as follows:
In 2004-05, and every other year thereafter, there shall be one undergraduate student and two graduate/professional students. In 2005-06, and every other year thereafter, there shall be two undergraduate students and one graduate/professional student. The undergraduate students shall be elected by the committee from the eligible members.
- the chair Student Senate

...

COMMENT:

Last year the Student Consultative Committee approved this procedure to determine which students would serve on the Senate Consultative Committee. This procedure was used to allocate students this year. This motion just incorporates this procedure into the charge for the committee.

**JOSHUA BREYFOGLE, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

Q: Is this procedure already being done and for how long?

A: This practice is already in place, but has been done for only one year.

Q: What was the prior practice?

A: There was no previous practice since prior to the Senate reorganization all Student Senate Consultative Committee (SSCC) members served on the Senate Consultative Committee (SCC). With the reorganization, the number of students was reduced from 10 to seven, and therefore a procedure was needed to chose these students.

A senator made a motion to suspend the rules to amend the proposal to change the composition of the SSCC from five Twin Cities students and one Duluth student to four Twin Cities students and two Duluth students to have the total Twin Cities composition equal to the total coordinate campus composition.

The motion was seconded and a vote was taken. The motion failed with only 6 in favor, 16 opposed, and 3 abstentions.

With no further discussion a vote was taken on the original motion and the motion was approved with 24 in favor, one opposed, and one abstention.

APPROVED

7. STUDENT SENATE CONSULTATIVE COMMITTEE Student Senate Bylaws Amendment

MOTION:

To amend Article V, Section 1 of the Student Senate Bylaws as follows (language to be added is underlined; language to be deleted is ~~struck-out~~). As an amendment to the Student Senate Bylaws, the motion requires either a majority of all voting members of the Student Senate (22) at one regular or special meeting, or a majority of all members of the Student Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

ARTICLE V. STUDENT SENATE MEMBERSHIP, ELECTIONS, AND OFFICERS (Changes to this article are subject to vote only by the Student Senate)

1. Membership

For the purpose of electing representatives and alternate representatives, if any, to the Student Senate, qualified students shall vote within each of the following units of the University:

TWIN CITIES: ~~Agricultural, Food, & Environmental Sciences; Architecture and Landscape Architecture;~~ Biological Sciences; Continuing Education; Dentistry; Design; Education and Human Development; Food, Agricultural, and Natural Resource Sciences; ~~General College;~~ Graduate School; ~~Human Ecology;~~ Law; Liberal Arts; Management; Medical School; ~~Natural Resources;~~ Nursing; Pharmacy; Public Health; Technology; Veterinary Medicine

CROOKSTON

DULUTH: Business and Economics; Education and Human Service Professions; Fine Arts; Liberal Arts; ~~Medicine; Pharmacy;~~ Science and Engineering;

MORRIS

...

COMMENT:

The Twin Cities collegiate changes are being proposed based on the results of the Strategic Positioning process. The Duluth changes are being proposed based on the fact that these colleges have been merged with the colleges in the Twin Cities. Representation for these programs has been assured through changes with GAPSA.

**JOSHUA BREYFOGLE, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

With no discussion a vote was taken and the motion was approved with 23 in favor, none opposed, and five abstention.

APPROVED

**8. STUDENT SENATE STIPENDS
Action**

MOTION:

The Student Senate Stipend Review Committee has reviewed the performance of the following stipend-receiving students: Matt Painschab, Student Affairs Committee Chair; Joshua Breyfogle, SSCC/Student Senate Chair; and, Rick Orr, SSCC/Student Senate Vice Chair. The recommendation from the committee is that:

- Matt Painschab receive \$515.00 of the \$515.00 spring semester portion of his stipend
- Joshua Breyfogle receive \$257.00, which combined with what he received fall semester would fund his position at the Vice Chair level
- Rick Orr receive \$1802.00, which combined with what he received fall semester would fund his position at the Chair level

The Student Senate Stipend Review Committee felt that the effort exhibited by Joshua Breyfogle, the SSCC/Student Senate Chair, was more equivalent to the role of the Vice Chair, and that the effort exhibited by Rick Orr, the SSCC/Student Senate Vice Chair, was more equivalent to the role of the Chair. The committee therefore recommended switching the total stipend amounts for these two people.

**TIMOTHY TANGEN, CHAIR
STUDENT SENATE STIPEND REVIEW COMMITTEE**

DISCUSSION:

Will Kusch, member of the Student Senate Consultative Committee (SSCC), took over as chair for this motion since both the chair and vice chair wanted an opportunity to speak on this item.

Joshua Breyfogle stated that the Stipend Review Committee appeared to assign arbitrary numbers to the stipends for himself and the Vice Chair. While he acknowledged the excellent job that Rick Orr did this semester, Rick Orr did not do the full job of the chair and he did the work that was specified for the duties of the chair position. He knows that he made errors this semester, but feels that a better resolution would be to award him only 80 percent of this semester's stipend, and not switch stipend amounts with Rick Orr.

A Stipend Review Committee member said that figures being proposed are not arbitrary, but instead award Josh Breyfogle a total yearly stipend equal to the vice chair position and Rick Orr a total stipend equal to the chair position. The Committee felt that Rick Orr fulfilled the duties of the chair position, above that of the vice chair position, by attending all the meetings and giving extra effort. The Committee did ask each person to answer a series of questions, and the responses from Joshua Breyfogle were disappointing to all members.

A vote was then taken on the motion and it was not approved with only 5 in favor, 6 opposed, and 14 abstentions.

NOT APPROVED

Due to the large number of abstentions, Will Kusch asked senators what other information they would need to make a decision, since the body needs to approve the stipends before they can be awarded.

A senator moved that the questions and responses, as well as position descriptions, from the Stipend Review Committee, as well as new responses to the same questions, be forwarded to all senators and that an electronic vote then be taken on the current motion. If the Student Senate does not approve the stipends, the motion be referred back to the Stipend Review Committee for final vote.

The motion was seconded.

A senator noted that the electronic vote will only produce a yes or no answer, but will not allow for discussion if senators feel that the numbers being proposed are not accurate. How can this message be conveyed to the Stipend Review Committee?

Another senator then proposed that senators vote against the motion and instead authorize SSCC to make the final decision.

A senator noted that the Student Senate did not vote against the motion, but refused to take action due to the lack of information available.

A motion was made to call the question and a vote was then taken. The motion was approved by a majority vote.

APPROVED

9. STATEMENT ON GRADUATE AND PROFESSIONAL STUDENT HOUSING Action

MOTION:

To approve the following statement.

Statement on Graduate and Professional Student Housing

The Student Senate recognizes that there is a lack of graduate and professional student housing on both the Twin Cities and Duluth campuses.

The Universities of Minnesota has a responsibility to its graduate and professional students to provide an adequate amount of graduate and professional Student housing that is accessible to campus. This housing should be developed in a way that fosters community, which in turn will improve the culture of the University of Minnesota graduate and professional schools.

Therefore, be it decided that the Student Senate supports any efforts by the Graduate and Professional Student Assembly (GAPSA) and the University of Minnesota – Duluth Student Association (UMDSA) to urge the University of Minnesota Administration to create more graduate and professional student housing on both the Twin Cities and Duluth campuses.

**RICK ORR
AUTHOR**

DISCUSSION:

Rick Orr said that this item was withdrawn from the March agenda because a senator had some issues with the resolution, but those issues have not been brought forward since, so there has been no change in the language.

A senator said that the resolution focuses on on-campus housing, but the issue for graduate and professional students is affordable housing.

A senator proposed a friendly amendment to change ‘on’ in both the first last paragraphs to ‘for.’ This was accepted as a friendly amendment.

Q: Has UMDSA already taken action on this issue, as GAPSA has?

A: UMDSA has held discussions on housing for professionals in the city of Duluth, but no action has taken place.

With no further discussion, a vote was taken and the motion was approved in 25 in favor, none opposed, and no abstentions.

APPROVED

**10. RESOLUTION TO CREATE TEST-OUT PROCEDURES FOR CLASSES
FOR WHICH IS IT FEASIBLE
Action**

MOTION:

To approve the following resolution.

**RESOLUTION TO CREATE TEST-OUT PROCEDURES FOR CLASSES
FOR WHICH IS IT FEASIBLE**

Whereas, many students are required to enroll in classes which cover material that the student already has a proficiency in; and

Whereas, very few courses give students with the above mentioned proficiency the ability to “test out” of courses which provide no progress in education; and

Whereas, some students do not attend lecture and suffer falling grades because of it, often because they can't learn what they already know and don't want to waste their valuable time; and

Whereas, many students are double majors with similar required classes and often have difficulty making one of two of the classes count for both requirements; and

Whereas, this addition should be helpful in lowering loans from taking fewer semesters, raising the four-year graduation rate, and gives those students without access to AP or PSEO the opportunity to be released from classes (though without getting credit); and

Whereas, the acquisition of knowledge is the essential goal of every University course; therefore be it

RESOLVED, Student Senate will lobby the University administration and University Senate to end the continued practice of unnecessary class enrollment by aiding departments in the creation of a "test out" process similar to the process of the Language Proficiency Exam (LPE).

**KEVIN WENDT
AUTHOR**

DISCUSSION:

Rick Orr began by yielding his time to Kevin Wendt, Speaker of Forum in MSA and author of this resolution.

Kevin Wendt said that this resolution works in companion to item 11 to address student concerns on this issue.

Q: In the second whereas, how will one define what courses 'provide no progress in education?'

A: This would be defined as classes that students are required to enroll in but for which the student already has a proficiency.

A senator noted that different perspectives are presented in all classes and that is the purpose of a liberal arts education. Course material may be similar, but no course imparts the exact same knowledge.

Another senator then stated that this resolution does not require that a student test-out of classes, but it simply asks that an option be created. With the price of attending increasing each year, some students may not want to pay for class content that they have already learned.

A senator said that while he agrees with the general spirit of the resolution, he feels that the way the resolution plans to carry out its intended purpose is misguided. It is not up to each student to design his or her own curriculum; this is decided by the faculty. Faculty should decide which courses should be eligible for a test-out, not students. This resolution also does not take into account the different levels of courses in different disciplines. These procedures would only appear to work for a small percentage of all classes.

Another senator said that this resolution would not affect a student's total tuition since the University still requires a minimum number of credits to be eligible for graduation. The resolution also has an organizational problem. How would some departments conceptualize

benchmarks for testing-out of a course? This process would create a greater burden on departments, which are funded by total enrollment in their courses. The resolution is not clear about who the Student Senate is asking and what is actually being requested.

A senator noted that this resolution does not state that students should have the ability to choose what courses they wish to test-out of in a department. The decision is being put to the departments to decide which of their courses would be eligible for testing-out. The concern of this body should be what is in the best interest of students, not the burden to departments.

A senator then said that Morris has a scholastic committee that can approve test-outs for courses. The University should not lower its standards by approving this resolution

Another senator commented that the resolution does not lower University standards but allows students to test-out of courses for which they already know the material.

Kevin Wendt proposed an amendment to the resolution, to add 'for which a test is applicable' to the end of the resolved clause. This was accepted as a friendly amendment.

Kevin Wendt then noted that for some classes, discussion is the integral part of the class and this resolution is not tailored to allow testing-out of these classes. This resolution is meant for courses in which a test is easily created and easily given to students. Departments would decide which courses would have a test available, and then be responsible for creating the content of the test.

Q: Currently, students can petition a department to be released from taking a course. How is this different?

A: A policy is currently in place, but only for CLA courses, and since it is by special request, departments can turn down the request. This resolution would institute the CLA policy for the entire system.

A senator said that even if a petition process is in place, this resolution might make the procedure easier for all students.

With no further discussion, a vote was taken and the motion was approved with 16 in favor, nine opposed, and one abstention.

APPROVED

11. RESOLUTION TO REMOVE LECTURE ATTENDANCE REQUIREMENTS Action

MOTION:

To approve the following resolution.

RESOLUTION TO REMOVE LECTURE ATTENDANCE REQUIREMENTS

Whereas, students understand that they are expected to know all pertinent material presented in lecture or assigned readings; and

- Whereas, students understand that all pertinent material presented in lecture or assigned readings may be legitimately included in all evaluation tools (homework, testing, etc.); and
- Whereas, students understand that evaluation of their performance is not based on the actual reading of a required reading, but upon the student's knowledge of the material contained within that reading, regardless of how that knowledge is obtained; and
- Whereas, many students are required to enroll in classes which cover material that the student already has a proficiency in; and
- Whereas, current policy allows evaluation to be based on participation in or attendance at lecture rather than simply on the knowledge and mastery of material presented in lecture; and
- Whereas, pop-quizzes are regularly used as a measurement of attendance, not a measure of grasp of the quizzed material; and
- Whereas, many classes have a better mechanism for un-scheduled mid-semester quizzing by announcing quizzes on specific material one lecture prior, a practice well-received by students of all learning styles; and
- Whereas, some student do not attend lecture and suffer falling grades because of it, often because they can't learn what they already know and don't want to waste their valuable time; and
- Whereas, dropping the attendance requirements can not hurt these students more than they are already hurting themselves; and
- Whereas, students possess many diverse learning styles; and
- Whereas, students understand that courses heavily reliant upon the discussion of course material contain discussion sections which may be a suitable tool for evaluation; and
- Whereas, students understand that discussions, laboratory sections, and the other section classifications are often a necessary component of courses separate from lecture sections; therefore be it
- RESOLVED, in the absence of such a "test out" process being implemented, Student Senate will lobby the University administration and the University Senate to support student rights and diverse learning styles by disallowing evaluation based on lecture attendance or participation for those student maintaining an A or B grade; and be it further
- RESOLVED, this resolution applies only to lectures sections with designations LEC or LET; and be it further
- RESOLVED, courses which rely heavily on discussion as the process of learning and understanding be appropriately labeled as seminars (SEM) or colloquium (COL).

**KEVIN WENDT
AUTHOR**

DISCUSSION:

Rick Orr began by yielding his time to Kevin Wendt, Speaker of Forum in MSA and author of this resolution.

Kevin Wendt said that this resolution works in companion with the previous one and was originally part of the previous item, but was then separated into its own resolution. This resolution is meant to be in place when test-out procedures are not present for a course. The focus of this resolution is that students have different learning styles. If a student can prove that he or she has the knowledge, the student should not be forced to attend a lecture if the student will not learn anything by attending.

A senator commented that the fourth-to-last whereas clause is a non sequitur and should be removed. And in the first resolved clause it refers to a test-out procedure, but that procedure has not been mentioned anywhere else in the document. In this same resolved clause, the resolution being asked for is unenforceable and therefore the entire clause should be deleted as well.

Kevin Wendt proposed a friendly amendment to the first resolved clause to remove ‘such’ since then it does not imply a previous reference. The remainder of the resolved clause is enforceable because of the issuance of mid-term alerts to students who are not earning an A or B grade. The fourth-to-last whereas is meant to respond to concerns that students will be hurt by a lack of attendance requirements, not by a lack of course knowledge. He suggested a friendly amendment to reword the clause to read, ‘dropping the attendance requirements cannot hurt these students more than having students who understand the information and successfully pass examinations failing a course based on attendance.’

There two amendments were accepted as friendly amendments.

A senator said that there is an assumption embedded in this resolution that lecture is being used in place of class, and the assumption is that lecture style is always being used during the class sessions. Most course lecture sessions are not just lecture, but also incorporate small groups and discussion. This resolution also seems to be a back-door way of getting at courses for which a test-out procedure will not be created. She suggested focusing on students for whom the material is germane and would learn if in attendance. Another assumption of this resolution is that a student’s absence only hurts that student, but absences can also affect the students and faculty who do attend each class. She felt that this resolution should not be approved.

Kevin Wendt said that the resolution explicitly states in the last two resolve clauses that it should only apply to lecture classes. Colloquia or seminars are not meant to be included in this resolution. The resolution would force all courses to be reclassified using the current guidelines that are in place to label courses for how they are actually taught.

A senator noted that students should not assume they know a course’s pedagogical style just by it being labeled as a lecture course.

A motion was then made and seconded to extend debate five minutes. A vote was taken and the motion to extend debate was approved with 17 in favor, eight opposed, and no abstentions.

A senator then noted that it is impossible to limit a class to one style for the entire semester.

Q: How many classifications are used by the University?

A: There are 12 classifications.

Another senator said that the decision about the course style is made by the department, but any change is an appeal made to the college. It will not be possible to file appeals each semester based on who is teaching the course.

Kevin Wendt stated that the reclassification process should then be made easier so that the notation can be changed and accurately reflect the course to students each semester.

A senator said that a new reclassification process is in line with other changes being promoted by students, such as revised student evaluations. The University is also trying to better clarify courses to students so that the best decisions are being made.

A senator stated that grade level should not be referred to in the first resolved clause and made a friendly amendment to have 'for those student maintaining an A or B grade' removed from the clause. This was accepted as a friendly amendment.

Another senator then questioned the deference that should be given to faculty as to what should and should not be mandated of their students. One way to accomplish this is to force faculty to post all course syllabi on-line prior to the start of registration. If the syllabus states that the course requires lecture attendance, then students have assumed the responsibility to attend lecture when registering for the course.

Kevin Wendt agreed with the point made, but it does not help students who need a particular course to graduate, and this course is only taught by one person each year, so the student has no choice in registering for another course or section.

With no further discussion, a vote was taken and the motion was not approved with only 11 in favor, 15 opposed, and no abstentions.

NOT APPROVED

**12. ELECTION OF 2006-07 STUDENT SENATE/
STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR
Election by 2006-07 Senators Only**

Joshua Beiningen, a student senator from the College of Natural Resources, was elected Student Senate Chair.

**13. ELECTION OF 2006-07 TWIN CITIES UNDERGRADUATE
COMMITTEE ON COMMITTEES MEMBERS
Election by 2006-07 Twin Cities Undergraduate Senators Only**

John Faustgen and Ron Miller were elected 2006-07 Twin Cities undergraduate Committee on Committees members. The final position will be elected at the first fall meeting.

14. OLD BUSINESS

NONE

15. NEW BUSINESS

NONE

16. ADJOURNMENT

The meeting was adjourned at 1:10 p.m.

**Rebecca Hippert
Abstractor**

APPENDIX A MEMORIAL STATEMENTS

Jill Barnum

Jill Barnum, professor, literature and writing, General College; died in October 2006, at age 59.

Barnum joined the General College faculty in 1978, after receiving a Ph.D. in 19th Century American literature from the University of North Dakota. Barnum was recognized with the Morse-University Alumni Distinguished Teaching Professor of Literature and Writing and received the 2006 College of Continuing Education Distinguished Teaching Award. Barnum was director of graduate studies for the College of Continuing Education's master of liberal studies program. Among her many scholarly works are three books on Herman Melville and the literature of the sea.

Margarita F. Billings

Margarita F. Billings, emeritus professor in the Department of Food Science and Nutrition, University of Minnesota, died in St. Paul, Minnesota, on January 23, 2006 at the age of 90.

Margarita earned a Bachelor's Degree in Dietetics from Iowa State University in 1936. She worked as a dietician in various hospitals in the United States before she joined the WAC's in 1942. Margarita rose to the rank of captain and company commander and served at Walter Reed Medical Center in Washington, DC.

In 1964 she joined the faculty of the University of Minnesota in the Nutrition and Food Service Administration Division of the School of Home Economics which later became the College of Home Economics. In 1972 the Food Department and the Nutrition and Food Service Administration Department from the College of Home Economics combined to become the Department of Food Science and Nutrition. Margarita became tenured in the Department of Food Science and Nutrition as an Assistant Professor and taught for 15 years. Upon her retirement in 1979, she became emeritus professor and continued in that position until her death.

John M. Dolan

John M. Dolan, Professor of Philosophy at the University of Minnesota, Twin Cities, died September 14, after an eight-year long courageous battle with cancer. He was 68 years old.

John was born in New York City in 1937. He earned his undergraduate degree in mathematics and philosophy at Brooklyn College in 1959. (While earning his degree, he also worked full-time for three years on the Brooklyn waterfront as a member of the International Longshoreman's Union.) He earned his Ph.D. in Philosophy from Stanford University in 1969; his thesis was "Translation and Meaning: An Examination of Quine's Translational Indeterminacy Hypothesis." His supervisor was the late Donald Davidson.

He was co-founder (with Dr. Hymie Gordon, M.D., of the Mayo Clinic, and Professor Elizabeth Anscombe of Cambridge University) of the Program in Human Rights and Medicine in the Department of Obstetrics, Gynecology, and Women's Health at the University of Minnesota. He held the Morse-Amoco Award for Distinguished Contributions to Undergraduate Teaching and was a member of the Academy of Distinguished Teachers. The John M. Dolan Professorship of Philosophy was endowed in his honor by a grateful and highly successful student, Asher

Waldfoegel, the founder of Redback Networks, Inc. The endowment provides research funds for a faculty member.

Before joining the faculty of the University of Minnesota, Professor Dolan held positions in teaching (of mathematics, computer science, and philosophy) and in research (into computational linguistics, meteorology, and philosophy) at Brooklyn College, MIT, the University of Chicago, the Rockefeller University, and Swarthmore College. He served for three years as associate editor of the MIT journal *Computational Linguistics and Mechanical Translation* and for seven years as co-editor of *The Thoreau Quarterly*. He taught medical ethics at the Mayo Medical School; he taught and served as course director for courses in medical ethics at the Medical School of the University of Minnesota.

He was a force in creating the series of talks by distinguished speakers for the Program in Human Rights and Medicine. The list of speakers is at a link at the Program's website, at <http://www1.umn.edu/phrm/index.html>. Until his medical-related retirement, he occasionally co-taught a course in medical ethics, "Our Obligations toward Various Forms of Life," in the University of Minnesota's Law School. His publications include a logic book, *Inference and Imagination* (Archimedean Point Press, 1994), with an exceptionally memorable and witty chapter on fallacies, and articles on medical ethics, philosophy of language, moral philosophy, media studies, pedagogy, and epistemology in various medical, legal, and other scholarly journals.

Two publications that particularly represent his intense convictions are, "Is Physician Assisted Suicide Possible?," *Duquesne Law Review* 35 (1996) and "Death by Deliberate Dehydration and Starvation: Silent Echoes of the Hungerhäuser," *Issues in Law and Medicine* 7 (1991). Some equally expressive online publications of his are his obituary notice for G.E.M. Anscombe in *First Things: the Journal of Religion, Culture, and Public Life* (May 2001) and an abstract of his Inaugural Address, "On Stewardship," in 2001 at the Chuo Research Institute for Global Environment at Chuo University in Japan. The latter can be located via the search terms, "magistrogenic stupidity."

Some of his success as an inspiring teacher must be credited to his entirely unearned qualities of imposing physical presence and voice, lightning-quick wit, and a talent as a mimic that was equal to that of the best stand-up comedians. But most of that success came from the dedicated effort he gave to his teaching, his genuine appreciation of his students, and his deep feeling that teaching was a solemn responsibility. In one of his essays, "On Learning to Teach," he asks for "respect for the intelligence and unfathomability of your student, a strong sense of his possibilities for growth." Included below is a statement of his approach to teaching that he wrote at the invitation of the Academy of Distinguished Teachers in 2000.

The academic appointment in which he took most pride, he liked to say, is the position he held as Headmaster of "Kenwood Academy," the home school he and his wife conducted for their children from 1975 until 1993.

He is survived by his wife Rosemarie, daughter Elizabeth, son Sean, daughter Emily, and four grandchildren.

Stanley Erlandsen

Stanley L. Erlandsen, age 64, Professor in the University of Minnesota Medical School, passed away peacefully on December 5, 2005.

Stan was internationally recognized for research on the intestinal parasite Giardia, and for electron microscopy expertise. His collaborations triggered seminal contributions in microbiology, leukocyte and platelet biology. Stan loved interacting with medical students, he touched many lives and freely shared his knowledge and skills, and he will be deeply missed.

He is preceded in death by mother Helga, father Kingo, sister Ella Hansen and brother Earl. Survived by wife Carol Wells, daughter Dana and son-in-law Dana Derryberry, son Craig, son Robert (Chris Moreau) and grandsons, Johannes, Niels, Luke, stepsons Brian and Tony (Kellie) Wells. Stan was a support in crisis and a driving force in family outings. His humor was infectious. Stan was a sport enthusiast, especially football, golf and fishing.

Memorials preferred to Science Equipment Fund, Dana College 2848 College Drive, Blair, NE 68008

Stuart W. Fenton

The Department of Chemistry and the University lost a friend and dedicated colleague when Professor Stuart W. Fenton passed away on February 4, 2006 at the age of 83, from heart valve complications.

Fenton was born on April 29, 1922 in London, Ontario. He was descended from Scottish Tories who emigrated from the United States to Canada during Revolutionary War time. During World War II he worked as a Dominion of Canada Wartime Fuel Technologist from 1942-45 while working for his B.S. degree, which he received in 1945 from Queen's University, Kingston, Ontario. From 1945-46 he worked for an M.S. degree at Queen's University under the supervision of Dr. J. A. McRae while also working as a Research Officer at the National Research Council of Canada in Ottawa, under Dr. Leo Marion, a noted alkaloid chemist. He then went to the Massachusetts Institute of Technology (MIT) in Cambridge, Massachusetts and worked for his Ph.D. under Dr. Arthur C. Cope. Stuart completed his Ph.D. in 1950, but was awarded an Arthur D. Little Postdoctoral Fellowship, which allowed him to continue his work at MIT for an additional year.

Stuart joined the Chemistry Department of the University of Minnesota in 1951 as an Assistant Professor, a position which he held for the period 1951-57. He was awarded an Alfred P. Sloan Foundation Fellowship for the period 1956-60. He was promoted to Associate Professor in 1957 and Professor beginning in 1960 and continuing to June 1986, for a total of 35 years. Stuart served as thesis adviser to recipients of 11 M.S. degrees and 20 Ph.D. degrees. Six of the Ph.D.'s became university or college professors. He served the Department of Chemistry as Vice Chairman during the years 1955-60 and then as Chairman for seven years, until 1967.

Stuart Fenton was a dedicated teacher, and clearly felt that teaching was a very important part of the academic enterprise. He taught second and third quarter organic chemistry for many years, but particularly enjoyed teaching Organic Qualitative Analysis, a laboratory course with unknowns where students learn about a lot of organic reactions on a small scale, the precursor of the modern microscale organic chemistry laboratory. For many years, Stuart taught, with Bryce Crawford and later John Overend, the Infrared Summer Course, which drew chemists from all over the country to learn about new and more refined applications of this useful form of spectroscopy. On May 27, 1981 he was awarded the George Taylor/I.T. Alumni Outstanding Teaching Award.

Stuart was very active in external and University affairs. These included the MPCA Committee on Hazardous Waste, the Advisory Committee for the Minnesota Department of Public Health Laboratory, an NSF Fellowship Panelist, an NSF Educational Equipment Panelist, the Joint

Committee on Atomic and Molecular Physical Data, the American Chemical Society (ACS) Committee on Chemical Education and as a Visiting Associate of the Committee, an ACS Congressional Science Councilor, Chairman of the Minnesota Section of the ACS and its Program Committee and a member of the Nominating Committee. He served on at least 17 University Committees, at least four as Chairman, and at the department level, as Chairman of the Safety Committee and representative on three major building planning committees: Kolthoff Hall, Smith Hall Rehabilitation, and the Science Classroom Building. On each of these committees he played a major role in the design of the undergraduate laboratories and classrooms in these buildings. Also noteworthy is his 18 years of service, including as Chairman, on the Committee on Residence Status and the Board of Review of Residence Classification. This committee was charged with determining, in difficult cases, whether or not students are eligible to pay resident tuition. He was a loyal member of the Campus Club (the faculty club) and served as President of the Board of Governors.

On Nov. 11, 1961, Stuart married Eleanor ("Sis") Salisbury, then Associate Dean of what is now the College of Continuing Education (CCE). She has deep roots in Minneapolis, since in 1877 her great grandfather founded the Salisbury Mattress Co., formerly located in St. Anthony Main, at 104 2nd St. S.E. Stuart had broad interests. He was a bridge player, an avid fisherman (including being a fly fishing purist), a skier (Utah), a photographer, a world traveler, a reader, and he loved his dogs. He loved to return in August to the family tract of timberland north of Buckingham, Quebec, which included several small lakes and shared frontage on a bigger lake with a major timber company.

Stuart Fenton devoted 35 years of his life to serving students at the University of Minnesota. He was a friend we shall miss, and he will live on in the appreciation of his many students. He is survived by his wife, his brother, Gerald, and several nieces and nephews. There was no service before cremation but there was a memorial in the Dale Shepard Room of the Campus Club at the University of Minnesota in Minneapolis on May 22, 2006.

Heinrich Fleischer

Heinrich Fleischer University Organist and Professor Emeritus of Music University of Minnesota 1912-2006

The musical world lost an important figure with the passing of the noted concert organist Dr. Heinrich Fleischer on 28 February 2006 at age 93. A direct descendant of Martin Luther, Rudolf Heinrich Fleischer was born on 1 April 1912 in Eisenach, Germany, J. S. Bach's birthplace, and attended the same Latin school as did Luther and Bach. Studies in Weimar, Jena, and Leipzig earned him a diploma in Church Music from the Leipzig Conservatory in 1934, and the Ph.D. in Musicology from the University of Leipzig in 1939.

Decisive influences on Fleischer's musical development include the organist and pedagogue Karl Straube (1873-1950), who held the position of Cantor at the St. Thomas Church in Leipzig, the same post J. S. Bach held in the eighteenth century.

In 1937 Fleischer was appointed to the faculty of the Leipzig Conservatory, and in 1941 he was drafted into the German Army. He served in the Signal Corps in the Soviet Union until 1943; a severe motor accident ending his military service.

In 1948 Fleischer left Leipzig and found asylum in Ravensburg, West Germany, and he subsequently emigrated to the United States at the invitation of Valparaiso University, where he held a professorship in music from 1949 until 1957. While at Valparaiso, Fleischer also served as organist of the Rockefeller Chapel at the University of Chicago.

He became an American citizen in 1957 and joined the University of Minnesota faculty in 1959, becoming the fifth University Organist in Minnesota's history. He taught in the Music Department and School of Music under directors Paul Oberg, Roy Schuessler, and Lloyd Ultan, until his retirement in 1982.

In Minneapolis, Fleischer served as the organist for Grace University Lutheran Church, and later for the First Unitarian Society. Fleischer's artistic reputation was principally dependent on his stature as a disciple of Straube, himself a friend and associate of the composer Max Reger (1873-1916), and considered one of the most important pedagogical figures in German church music in the early 20th century.

Through Fleischer's pedagogy, many American organists were exposed to performing and interpretive philosophies that were the direct consequence of customs and traditions of both the late Romantic era and the early 20th-century neoclassical movements in organ and church music reform.

An active editor and composer, Fleischer edited a series of volumes of liturgical organ music under the title *The Parish Organist* for Concordia Publishing House, as well as works of Bach, Handel, Mozart, Michael Praetorius, and Samuel Scheidt. A devoted scholar of the organ music of J. S. Bach, Fleischer's unpublished editions include one of Bach's *Art of Fugue*, as well as an organ instruction method.

In 1990 the Heinrich Fleischer Collection, consisting of Dr. Fleischer's books, scores, and papers, was established at the library of Martin Luther College New Ulm, Minnesota. In 2002, a festschrift entitled *Perspectives on Organ Playing and Musical Interpretation*, prepared by a committee of former students, was published by Martin Luther College in honor of Fleischer's 90th birthday.

On the occasion of the festschrift's presentation, the University of Minnesota School of Music designated a Centennial scholarship to be named for Fleischer.

Heinrich Fleischer is survived by his daughter and son-in-law, Monica and Eugene Kelly, and two granddaughters, Mia and Amy, of Plymouth, Minnesota; his son and daughter-in-law, Peter and Virginia Fleischer of Pass Christian, Mississippi; and his brother, Konrad Fleischer, together with a nephew and grandnephew, as well as nieces and grandnieces, all living in Germany. He is moreover remembered by countless students, colleagues, and friends. At his request, no services are being planned. A future memorial concert at the University of Minnesota will be announced.

David Fox

David Fox, a distinguished researcher and teacher who served the University of Minnesota's Computer Science & Engineering (CSE) department for 14 years, died Aug. 23, 2006. He was 77 years old.

Fox received his bachelor's degree in physics in 1951 and his master's of science in engineering and mechanics in 1952 from the University of Michigan. He earned his doctorate degree in mathematics from the University of Maryland in 1958.

Fox worked at Johns Hopkins University as a mathematician, professor and served as head and principal professional staff of the Research Group in Applied Mathematics. He also served as the director of Mathematical and Informational Sciences at the Air Force Office of Scientific Research before coming to the U of M. Fox was awarded a Washington Academy of Sciences

Achievement Award in Mathematics in 1964 and was awarded the Parsons Professorship at Johns Hopkins University in 1976.

Fox came to the U of M in 1985 and was a member of the faculty until 1999, serving as the CSE department head from 1985-1990. Fox retired in 1999 to pursue other interests, including his hobby of flying. He divided his time between his residence in South Carolina and a summer home in Michigan.

Fox, along with Norman W. Bazley, developed a rigorous theory for finding lower bounds for eigenvalues of operators while at the Institute for Fluid Dynamics and Applied Mathematics, at the University of Maryland. These methods, which allowed them to bracket desired eigenvalues of operators defined on Hilbert spaces, were sometimes referred to as the "Bazley-Fox method for lower bounds."

In recent years the linear algebra community essentially rediscovered a technique in this class and named it the method of harmonic values. In addition to his academic work, Fox was an energetic recruiter and facilitated the rapid growth of the University's CSE department.

Fox is survived by his wife, Lily; his sons Christopher and Clifford and several grandchildren.

Michaeleen Fox

Michaeleen Fox, a 36 year employee of the University of Minnesota in Space Management, died February 18, 2006 with family and friends supporting and caring for her at home.

She and her formidable organizing abilities will be forever missed by her family, friends, and colleagues across the University of Minnesota. Her work touched nearly every building on the Twin Cities campus. Michaeleen cultivated and nurtured countless relationships across the University. Her long-term commitment and deep loyalty to the University was exemplary.

Michaeleen was born in Chicago, Illinois, the first of four girls. Her unusual first name was chosen by her father in memory of his first patient, a girl whose life he was unable to save. The family moved to Colorado Springs and then to Des Moines, before arriving in Minneapolis. She graduated from Marymount College in Tarrytown, New York. Following graduation she traveled in Europe with friends, where she also attended the Alliance Française in Paris.

She joined the University of Minnesota in 1969 where she advanced through many levels of leadership and responsibility working for vice presidents and provosts. In 2004, she was promoted to University Director of Space Management. Michaeleen's responsibilities included managing 22 million square feet of University space across almost 300 buildings.

She choreographed many additions and new buildings on the Twin Cities campus including those of the Law School, the School of Architecture and Landscape Architecture, and the Cargill Building, among many others. She commissioned the public art that is now a landmark of the St. Paul campus: The bronze bulls on the southeast corner of the front lawn.

Michaeleen was very close to her expanding family. She was preceded in death by her father, Dr. LeRoy John Fox, and survived by her mother, Virginia Fox and her sisters Virginia (William) Naryka, Jacqueline (Fred Proett) Hoeft and Kathleen (Michael) Patneade, and nieces and nephews Adam and Allison Naryka, Peter (Jill) Hoeft, Heidi Hoeft (Josh) Boxx, Patrick Hoeft and Scott, Jeff and Ryan Patneade.

Leo C.T. Fung

Dr. Leo Fung, M.D., Associate Professor and Chief of Pediatric Urology at the University of Minnesota, died peacefully on Saturday, December 10th, at 9pm at the age of 42. He was diagnosed this July with an aggressive abdominal cancer.

Dr. Fung received his M.D. with honors at the University of Toronto in 1987. He stayed at the University of Toronto for his urology residency and did a two year fellowship in pediatric urology at the Hospital for Sick Children in Toronto under the tutelage of Drs. Bernard Churchill, Antoine Khoury and Gordon McLorie. In 1994 he went to Harvard where he did a second pediatric fellowship with an emphasis on stem cell research and its applications in pediatric urology. In 1996 he became an Assistant professor and Chief of Pediatric Urology at the University of Massachusetts. At the end of 2002 he was recruited to the University of Minnesota as an Associate Professor and Chief of pediatric Urology.

Dr. Fung was the quintessential academic surgeon. He advanced the field and always strived to make a difference. He was considered to be a “master surgeon.” He was the first to describe laparoscopic ureteral reimplantation and would tackle the most difficult pediatric urology cases. He was inspired to train residents, fellows and staff in the principles and finer techniques of the more difficult cases, as he felt society needed more advanced surgeons to care for children with rare and complex urologic problems. In this regard, he was not only a great surgeon, but passionate about teaching and the care of children. In addition to his research on stem cells, he was working on new methods of renal imaging and was designing new surgical instruments. Above all else, he was compassionate for his patients and their parents.

There were some hidden aspects to Leo that few knew about. He was a gifted artist, had a profound spirituality, and was grounded in ethics. He worked incredible hours because he loved academia. He died at a time when everything was coming together for him and for that we are sad. But he leaves us with significant contributions, the most important of which, is a model of what an academic physician is all about.

Dr. Fung is survived by his wife Cathy, and children Alex (age 10), Julia (age 7), and Andrew (6 months old). Memorials may be sent to the Leo C.T. Fung Memorial Fund; Minnesota Medical Foundation; P.O. Box 64001; St. Paul, Minnesota 55164

David Grant

University of Minnesota Professor David J.W. Grant, D.Phil, D.Sc., died Dec. 9 at age 68. He was the William and Mildred Peters Endowed Chair in the College of Pharmacy Department of Pharmaceutics.

“His passing is an enormous loss for the college and to his field of scientific discovery,” says Marilyn K. Speedie, Ph.D., dean of the College of Pharmacy. “He leaves a legacy of contributions to the science of developing safe and effective medications. He will be missed.”

Grant was an internationally known authority on the solid-state properties of drugs. His research enabled pharmaceutical companies to make safe and effective drug products with reproducible and predictable performance. Numerous Ph.D. students and postdoctoral researchers in Grant’s laboratory over the past four decades have taken important positions in academia and the pharmaceutical industry.

“David Grant was a superstar: A highly productive, engaging colleague whose research, writing and training of students had worldwide impact,” says Ronald A. Siegel, Sc.D., professor and head of the Department of Pharmaceutics.

Grant earned his master’s degree, D.Phil, and D.Sc., all at Oxford University. Before joining the University of Minnesota, he taught at the University College of Sierra Leone, the University of Nottingham and the University of Toronto, where he served as associate dean for graduate studies. He joined the University in 1988 and served as head of the Department of Pharmaceutics until 1991. He was also founder and director of the Drug Delivery Center in the college.

Grant earned the praise of colleagues from around the world.

“It is like the loss of a big brother, and the family of pharmaceutics will be diminished by his passing,” says Peter York, Ph.D., D.Sc., FRSC, CChem, FRSPGB, professor of physical pharmaceutics at the University of Bradford, UK. York spent three months at the University of Toronto with Grant. “David was my guide, mentor and close friend. He truly deserves the ultimate compliments in academia. He was a gentleman and a scholar.”

Grant’s research earned him numerous honors. He was the recipient of the 2004 Dale E. Wurster Research Award in Pharmaceutics—the highest award in his discipline—from the American Association of Pharmaceutical Scientists (AAPS)

That same year, he received an award from the European Society for Applied Physical Chemistry. In 2005 Grant received the Mettler-Toledo Award from the North American Thermal Analysis Society. At the beginning of his career, he received the 1969 Leverhulme Research Award in England. In 1999, he received the Pharmaceutics Award in Excellence from the Pharmaceutical Researchers and Manufacturers Association Foundation (PhRMA). Grant belonged to numerous scientific societies and was recognized as a fellow of AAPS, PhRMA, the American Association for the Advancement of Science and the International Union of Pure and Applied Chemistry.

Grant was the author of nearly 200 research articles and book chapters, and he mentored more than 40 graduate students and postdoctoral researchers. During his career, he received almost \$3.6 million in research grants. Grant served as associate editor of the Journal of Pharmaceutical Sciences since 1994 and was a member of the editorial board of several publications, including Pharmaceutical Development and Technology, and AAPS PharmSci.

Grant was described by fellow faculty and staff in the college as a kind, humble and brilliant man. Colleagues from outside the University called him one of the best in the pharmaceutics business.

“David Grant was a giant in his field,” says Stephen R. Byrn, Ph.D., professor of medicinal chemistry and head of the Department of Industrial and Physical Pharmacy at Purdue University. “His work on the thermodynamics of solids was groundbreaking and truly noteworthy. David was a gentleman and a great guy. He will truly be missed.”

Despite the international accolades, Grant preferred to leave the applause for others. “My graduate students did the work,” he said in an interview in 2004. “They deserve the credit for it. They did all the work over the years. It was team work.”

In addition to his research and teaching, Grant was a licensed radio amateur and was fluent in German and said he “could make (himself) understood in French.”

Frank D. Hirschbach

Professor Emeritus Frank D. Hirschbach passed away in his sleep on Monday, December 12, 2005, at the age of 84.

Hirschbach, who earned his Ph.D. from Yale University, joined the German Department (now the Department of German, Scandinavian & Dutch) in 1958. He was a pioneer in teaching and research on the culture and literature of the German Democratic Republic (East Germany) during his thirty-three years at the University of Minnesota. Hirschbach served as department chair for five years (1982-87) and was a great champion of study abroad. He played many roles for the department and played them with distinction.

Hirschbach was born in Berlin, Germany, and grew up during the era of the Weimar Republic and the early years of the Hitler regime. At his Gymnasium (high school), he was one of only two non-Aryans in a class of 25 and was forced by Nazi racial policies to leave school in November 1938. With his parents and his brother, Hirschbach left Berlin for New York in 1939. In 1943, he volunteered for the US Army and began graduate studies at Yale upon his return from military service. Hirschbach is survived by his partner of 44 years, David Sanford, who received his doctorate from the University of Minnesota and is a professor emeritus of German at Macalester College.

In accordance with his commitment to helping young people study abroad, the department established the Frank Hirschbach Scholarship for Study in German-Speaking countries in spring 2005.

Lucille J. Hoilund

Lucille J. Hoilund, age 91 of New Brighton, passes away on September 10, 2005 at Walker Methodist Health Center.

A graduate of the University of Minnesota Medical School and also University of Minnesota School of Medical Technology, served internship at Northwestern Hospital, Minneapolis. Training in pathology at St. Barabas Hospital Minneapolis and director of the University of Minnesota School of Medical Technology. Registered Medical Technologist of American Society of Clinical Pathologists.

She is preceded in death by her parents and sister, survived by aunt, LaVerne Maki and several cousins.

Memorials preferred to Minnesota Medical Foundation (to be used for women medical students) McNamara Alumni Center 200 Oak Street SE, Suite 300, Minneapolis, MN 55455

Miles Kersten

Miles S. Kersten, 92, loving father, grandfather, and great grandfather, Professor Emeritus of Civil Engineering, University of Minnesota, died on August 28, 2005, from complications from strokes. He was born August 12, 1913, in St. Paul and graduated from Minneapolis South High School in 1930. He received a BS in civil engineering (1934), MS (1936), and PhD (1945) from the University of Minnesota. Miles joined the faculty at the University as an instructor in civil engineering in 1937 and became a full professor in 1953. He was a professor at the University for 33 years.

Miles' research activities during the 1940's and 50's were directed primarily at frost action in the design of highways. His bulletin "Thermal Properties of Soils" is still used worldwide for basic information for heat flow calculations in both frozen and unfrozen soils. The dimensionless number used in soil mechanics equations is called the Kersten Number in his honor.

Retired 1978, Miles served as an advisor to the Minnesota Department of Transportation. In 1985 the American Society of Civil Engineers elected him an Honorary Member; in 1989 the ASCE awarded him the Harold R. Peyton Award for Cold Regions Engineering. He served as president of its Minnesota section and president of the Minnesota Surveyors and Engineers Society. He was also a member of the National Society of Professional Engineers. The Miles Kersten Land Grant Chair was created in the University's Department of Civil Engineering in 1990, supported by gifts from the highway industry and friends in Minnesota. In 1995 Miles was the first recipient of the Richard P. Braun Distinguished Service Award. His work is still routinely cited in papers and technical journals.

Miles was a lifelong member and active participant at Epworth Church where he met his wife Eveline when they were teenagers. They were married for 66 years until Eveline's death in 2004. He was a devoted family man, and encouraged his grand children in their academic pursuits.

Miles was an avid bridge player and was a regular at the bridge table with his neighbors at Becketwood Cooperative where he and Eveline lived for the last 19 years. He continued to maintain his academic mind, and even into his 90's could, from memory, recite the value of Pi to 100 decimal places, could draw free-hand maps of the continental U.S. with all of the state boundaries and capitals or draw a comparable map of the counties of Minnesota

Miles was preceded in death by his parents, Louie and Mabel Kersten; his loving wife, Eveline G. Kersten; son-in-law , John H. Doran; sister, Helen Kersten Larson. Survivors include daughter Cynthia Kersten Doran of Portland, OR, son Thomas L. and daughter-in-law Judith Yates Kersten of Bloomington, grandchildren Jennifer Kersten of Minneapolis and Jeremy Kersten of Bloomington; Michael Doran of Dallas, TX, Kersten (Kate) Doran and John Doran of Portland, OR; four great-grandchildren; numerous nieces and nephews.

William Krivit

The University of Minnesota has also a friend, colleague, mentor and leader on December 8, 2005. He continued to move the field of transplantation forward until the end at the age of 80.

Bill received his M.D. degree from Tulane University in 1948. He came to the University of Minnesota in 1954 as an Instructor, and it took him only nine years to move through the academic ranks to Professor. He received his Ph.D. in Pediatrics and Anatomy in 1958. Between 1979 and 1986 Bill served as chairman of the Department of Pediatrics. He became an active professor emeritus in 1999.

Over the years, Bill trained more than 75 fellows, many of whom are now leaders in their fields; published over 500 manuscripts, chapters and abstracts; and made numerous contributions to the field of pediatric hematology and oncology. Among his contributions, Bill was one of the first to recognize the association between leukemia and Down's syndrome (1956), and he pioneered the use of multi agent chemotherapy in the treatment of childhood leukemia. Bill was also one of the founders of the Children's Cancer Study Group, the forerunner of the Children's Oncology Group that exists today. In addition he described various conditions effecting coagulation, as well as the relationship between infections and splenectomy.

However, it was his ground breaking work in the use of allogeneic bone marrow transplantation in the treatment of genetic diseases and inborn errors of metabolism that was the most highly recognized. Bill was a driving force in evaluating bone marrow transplantation for disorders including osteopetrosis, Hurler syndrome, Maroteaux Lamy, mucopolipidosis II and Sly syndrome. He was recognized throughout the world for his studies of the application of transplantation in the leukodystrophy and adrenoleukodystrophy. He evaluated the effect of transplantation in other related diseases including the sphingolipidoses (Gaucher disease types II and III and Sandhoff disease) and the glycoproteinoses, (mannosidosis, fucosidosis and aspartylglucosaminuria), as well as Wolman disease (acid lipase deficiency). He proved the concept that allogeneic hematopoietic stem cells and their progeny can adequately provide a source of deficient enzymes, resulting in alteration of the disease course for many of these otherwise lethal disorders.

Bill was also the recipient of the numerous awards and honors throughout his extraordinary career. Most recently he received the Leroy E. Hoeck Distinguished Scholar Award in 2002 at the 16th Annual Advances in Pediatrics Educational and Scientific Forum at Children's Hospital, Washington, DC. In 2003, the American Society of Pediatric Hematology/Oncology acknowledged his accomplishments by presenting him with the Distinguished Career Award, and he was recognized by the WORLD Organization for Lysosomal Storage Disease in 2004 for outstanding achievements in the field.

On a personal level, Bill's breadth of knowledge and his ability to see beyond the usual confines of medical convention were unparalleled. He always chose to look for a solution rather than a reason why the problem couldn't be solved. This trait, and his singular devotion to his patients, led to remarkable advances in hematology/oncology and blood and marrow transplantation. He pushed himself and those around him to be the best they could be. In recognition of his distinguished career, the William Krivit Lectureship Series was established in his honor in 2001.

Bill is survived by Chyrrel Heaton Krivit, his wife of 54 years, and 4 children, Robert Garn Krivit, Daniel Franklin Krivit, Michael David Krivit, and Kim Francine Krivit-Chase.

John Kroening

John L. Kroening, Associate Professor of Physics at the Duluth campus, passed away on March 23, 2006 while on extended medical leave. He earned his B.S., M.S., and Ph.D degrees in Physics at the Twin Cities campus, in 1956, 1959, and 1962, respectively, and joined the Duluth faculty in 1965. Prior to the faculty position, he held research positions on the Twin Cities campus from 1956 to 1965. He specialized in atmospheric physics, with additional interest in atomic physics and infrared astronomy. Some of his work on atmospheric ionization was funded by the Office of Naval Research.

Omelan A. Lukasewycz

The University of Minnesota Medical School lost an outstanding teacher, an able administrator, a respected colleague and a dear friend when Omelan "Luke" Luaksewycz passed away on January 3, 2006.

Luke was born in Mostyska, Ukraine on September 28, 1942 and immigrated to the United States after World War II with his family who then settled in Philadelphia, PA. He received his BA from St. Joseph's College (1964), an MS in Physiology from Villanova (1968) and a PhD in Microbiology from Bryn Mawr College (1972). After a Post-doctoral fellowship in Immunology at the University of Michigan, he moved to Duluth to join the faculty in the Department of

Microbiology at the UMD – School of Medicine in 1975. He held positions of Associate Professor (Immunology), Assistant Dean for Curricular Affairs (1977-94) and Director of the Hematopoiesis and Host Defenses Course (1997-2005). Luke's teaching talents brought him many awards including Basic Science Teacher of the Year in 1977, 1982, 1992, 2001 and 2004. He was an innovator in medical education; merging classic methods with technology enhanced instruction and even with modern pop culture by penning his own immunology "rap" song. He was elected a member of the University of Minnesota Medical School's Academy of Medical Educators in 2001.

Luke's personal life was full of family and good friends. Luke is survived by his wife Marta, daughter Anya, and son Stephan. He was a devoted husband and father giving much time to the support of his children's many activities including downhill skiing and serving on the Board of Directors of the Duluth Superior Alpine Ski Club. He was also an avid amateur tennis player and jogger. Both of his children are now physicians and Luke was especially proud to have officiated as a Class Greeter at their graduations from the University of Minnesota Medical School.

Luke's quick wit, creative mind and generous personality generated many great "Luke" stories that will be fondly remembered and re-told often by all who knew him. He will be greatly missed. Memorials in his honor to the Medical School – Duluth campus are being collected by the Minnesota Medical Foundation.

William Madden

William A. Madden, a distinguished scholar of Victorian literature and co-founder of the leading scholarly journal *Victorian Studies*, died in Oakdale, Minnesota, near St. Paul, on December 11, 2005, at the age of 82.

He was born in Cincinnati, Ohio, on October 8, 1923. Educated at the University of Notre Dame (A.B. 1947), Xavier University, Cincinnati (M.A. 1950), and the University of Michigan (Ph.D. 1955), Madden joined the Department of English at Indiana University as an instructor in 1955; in 1966 he became a professor there. Three years later he joined the English faculty at the University of Minnesota, where he taught until his retirement in 1987. He was chair of the department from 1971 to 1974.

Professor Madden wrote *Matthew Arnold: A Study of the Aesthetic Temperament in Victorian England* (Indiana University Press, 1967). Together with George Levine he edited *The Art of Victorian Prose* (Oxford University Press, 1968). Madden's articles on Matthew Arnold, Emily Brontë, Lewis Carroll, and other Victorian figures and topics appeared in such major journals as *College English*, *Nineteenth-Century Fiction*, and *PMLA*, as well as *Victorian Studies*.

Twenty-five doctoral students at Minnesota completed their dissertations under his direction.

Professor Madden is survived by his wife of 57 years, Carol Madden; five children; five grandchildren; two great-grandchildren; a sister; and a brother.

Manfred J. Meier

Manfred J. Meier, Ph.D., Professor Emeritus in the Department of Neurosurgery, died Sunday, 8/27/06 of lung cancer. He was 77 years old. He is survived by his wife Roberta (Bobbie) Meier and son David Meier.

In 1962 he established one of the first Neuropsychology Labs in the country at the University of Minnesota, and served as its director for the next 30 years. The Lab was a catalyst for neuroscience clinical, research, and training activities. His early research, focusing on movement disorders, cerebrovascular disease, and epilepsy, resulted in over 60 publications and over 150 professional presentations. He was a preeminent national figure in developing training and credentialing standards for neuropsychology. He was instrumental in developing the American Board of Clinical Neuropsychology and served as its first president. He was also President of the International Neuropsychological Society, Division 40 (Clinical Neuropsychology) of the American Psychological Association (APA), and the Minnesota Society of Neurological Sciences. His educational activities included directing the University's APA accredited psychology internship program from 1983-1993 and a postdoctoral training program in neuropsychology. In 1990, the APA recognized his lifelong achievements with the Distinguished Professional Contribution Award. He retired from the University of Minnesota in 1994.

George Seltzer

George Seltzer, emeritus professor of industrial relations died November 5, 2005 at the age of 87. Professor Seltzer earned his BA and PhD degrees in economics from the University of Chicago. His academic career at the University of Minnesota spanned 34 years from 1954 until his retirement in 1988.

His primary research interests involved the intersection of collective bargaining and public policy. He was widely known for pioneering research on pattern bargaining in the steel industry. During his tenure at the university he led several major studies of state economic conditions including an assessment of the potential for taconite mining to extend the life of the state's iron mining industry.

He was extensively involved in both university and public service. In the School of Business Administration (now Carlson School of Management), Professor Seltzer served as Director of the Bureau of Business and Economic Research and as Associate Dean for Academic Affairs. During World War II he served in a number of federal advisory positions as a labor economist. Between 1972 and 1979 he was a member of the Minnesota Public Employment Relations Board, serving as chair for 3 years. He was also Chair of the Advisory Council to the Minnesota Department of Employment Services for 20 years. After retirement, Professor Seltzer continued his labor arbitration practice.

Professor Seltzer was preceded in death in 1999 by his wife of over 50 years, Miriam Bortnick Seltzer; and a son, Geoffrey. He is survived by three sons, Jonathan, Matthew, and Ethan.

Javier Silva-Biotti

Our friend and colleague, Javier Silva-Biotti, died of a heart attack on February 18, 2006, at the age of 43. He was a vivacious personality and a maverick with infectious spirit. He will be dearly missed by his numerous friends and colleagues at the University of Minnesota.

Silva-Biotti came to the University in 1997 as a human resources consultant in the Office of Human Resources. In August of 2003, he transferred to the Academic Health Center to continue his human resources work. Silva-Biotti also worked as a lecturer in cross-cultural communication, motivation, leadership, team building, performance management, and supervision. He had two decades of HR experience and was a seasoned professional.

Born in Chile in 1962, Silva-Biotti also lived in Paraguay, Uruguay, and Argentina. He was a Fulbright Scholar who received a scholarship to Macalester College in St. Paul in 1981, where he completed degrees in psychology and political science. He earned a Master's degree in Human Resources Development from the University of Minnesota in 1996.

Silva-Biotti was a devoted friend, husband, and father. He is survived by his wife, Caroline; six-year-old daughter, Isabella; parents, Jorge and Eliana; and siblings, Loreto, Jorge, and Valeria.

Eldred R. Smith

Eldred Smith served as University Librarian at the University of Minnesota from 1976 to 1987. Prior to coming to Minnesota, Smith held a number of positions in the University of California-Berkeley library system and served as Director of Libraries at the State University of New York, Buffalo.

During his administration, the University of Minnesota Libraries embarked on a number of significant steps to improve ease of access and increase efficiencies. The Library of Congress classification system for books and the SuDocs classification system for U.S. government documents were adopted during his tenure. In 1977, the University Libraries were one of the first to use the national OCLC system to catalog online, and, in 1980, the Libraries became a member of the Research Libraries Group, a ground-breaking consortium of research libraries. Several significant grants came to the Libraries during his tenure, including \$1.2 million from the Bush Foundation to convert over 1 million catalog records to a machine-readable format. With this grant, the Libraries became the first major academic library in the United States to convert its card catalog to an online format. The Libraries became increasingly automated during Smith's leadership with the online public access catalog going "live" in 1987.

Smith published numerous articles and *The Librarian, the Scholar, and the Future of the Research Library* (Greenwood Press, 1990). He served as President of the Association of College and Research Libraries and the Association of Research Libraries. He resigned as University Librarian in 1987.

Sandy Thompson

Sandy Thompson, an internationally known researcher and author in special education at the Institute on Community Integration, died Dec. 29, 2005, after a courageous battle with cancer. She was 49.

Sandy joined ICI in 1989 and until 1992 coordinated several projects, including the groundbreaking project with the Minnesota Department of Education that assisted in establishing a statewide system of Community Transition Interagency Committees (CTICs) to help schools and other agencies work together to support youth moving from high school into adult life. In her first year, the project aided in creation of over 70 CTICs.

In 1992 Sandy became director of transition services at the Minnesota Department of Education. During that time Minnesota was a national leader in the field of transition services. In 1998 she left the state to become a researcher with ICI's National Center on Educational Outcomes (NCEO). During her time at NCEO she directed projects on making tests more accessible for students with disabilities and on preparing teachers to help such students succeed; she presented her work at numerous national and state conferences, and authored or co-authored over 50 books, book chapters, journal articles, reports, and training materials.

“Sandy had such a wonderful spirit and wonderful expectations for everyone – and this carried through in everything she did,” says Martha Thurlow, NCEO director. And David Johnson, ICI director, echoes the comments of many when he says “Sandy is known not only for the difference she’s made for students with disabilities through her work, but she’s also known for her energy, commitment, drive and creativity. She’ll be greatly missed.”

Sandy is survived by her husband Greg and sons Tyrus and Peter.

Uldis Treibergs

Uldis Treibergs was a dedicated and talented member of our Physical Plant Department, working in the Planning area. He is remembered as a very warm, soft-spoken, and skilled project manager. His work made a difference, first in attaining approval and funding of new buildings and projects, then in realizing those projects for the University community. We are grateful for his contributions, and express our deepest sympathies to his family and friends.

Leonard Unger

Leonard Unger, critic and poet, died in Minneapolis on February 23, 2006, at the age of 89.

A Guggenheim Fellow and Fulbright Scholar, renowned for his many publications on T. S. Eliot, John Donne, and other poets of the early modern and modern periods, Professor Unger was educated at Vanderbilt University (B.A., 1937), at Louisiana State University (M.A. 1938), and at the State University of Iowa, where he earned his Ph.D. degree in 1941. He joined the English faculty at the University of Minnesota in 1945 as an instructor, and advanced to professor in 1956.

He wrote Donne’s Poetry and Modern Criticism (1950), The Man in the Name: Essays on the Experience of Poetry (1956), and T. S. Eliot: Moments and Patterns (1966), as well as other books; his poems were published by The Nation and The New Yorker.

Professor Unger directed 23 doctoral dissertations in English.

He is survived by his wife of 57 years, Sherley Glasscock Unger, their son Tom, their daughter Amy, and their grandson Isaac.

Walter V. Weyhmann

The School of Physics and Astronomy and the Institute of Technology lost a distinguished colleague and friend this fall when Walter Weyhmann, emeritus professor of Physics died on Saturday, September 24, 2005. He was 69 year old.

Weyhmann a graduate of Duke University, Class of 1957 received his Ph.D. from Harvard in 1963. He came to Minnesota in 1964 after a year’s postdoctoral work at Harvard. He moved rapidly through the ranks at Minnesota, being promoted to Associate Professor in 1968 and to Full Professor in 1975. He became active in administration quite early in his career, becoming Acting Head of the School of Physics and Astronomy in 1973 and Head in 1975. He served in this capacity through 1982. He later served as Associate Dean and Acting Dean of the Graduate School from 1989 to 1993 and from 1991 to 1992 respectively.

Walter's research spanned several broad areas of experimental physics, starting with nuclear and chemical physics at Harvard, and branching out at Minnesota into what is now known as condensed matter physics. He was a pioneer in the development of experimental platforms for the investigation of the properties of real materials at temperatures within one thousandth of a degree of absolute zero (-459°F). This is a very difficult regime within which to work, as there are serious problems of heat transfer and temperature measurement as well as the need to isolate the experimental environment from sources of stray heating. Walter's laboratory, when his apparatus was operating, was "the coldest place in Minnesota." Weyhmann's best-known work was his landmark discovery of nuclear magnetic ordering in metallic alloys.

Walter was "hands-on" in directing the work of his graduate students. Much of the apparatus in his laboratory was designed and built in the department. His skills as an experimentalist had an impact beyond his own work and the training of his own students. He was the School's resident expert on modern electronics and cryogenic technology. Generations of graduate students sought and received his advice in these areas. He was also a master classroom teacher. His lectures were clear and complete. He was able to get across complex ideas in a physical and understandable manner. Although a strict taskmaster, he captured the attention of his students. Walter was an avid photographer. His work was technically impeccable, carried out using state-of-the-art equipment, but was also artistically of exceptionally high quality. He developed a course "physics of photography," which was extremely well received by students, and which was adopted by other universities.

As Head of the School of Physics and Astronomy, Walter made several invaluable contributions. The most important was his securing a grant from the Northwest Area Foundation, which resulted in six positions being added to the school. The individuals who were hired are now key faculty members.

All of us who knew Walter will miss his honesty, forthrightness and knowledge. He made a difference in his scientific field, in the physics department, and in the university. He was a loving husband, father and grandfather. He is survived by his wife Rose; daughter Elizabeth Freeberg, son-in-law Brian Freeberg, and grandchildren, Michael, Anna, Darryl, and Peter.

**APPENDIX B
ATTENDANCE OF MEMBERS, 2005-06**

The University Senate met 5 times during 2005-06.

(fm. = forfeiture of membership for nonattendance)

	Attended	Notified Clerk of Nonattendance or Alternate Attended
FACULTY		
Adams, Carl	4	0
Akehurst, F. Ronald (res. 10/05)	0	0
Anderson, Dorothy	0	5
Anderson, James L.	3	2
Anderson, Jon E.	0	4
Anderson, Melissa	5	0
Armstrong, Jane	4	1
Asher, Catherine	3	2
Bardwell, Vivian	4	1
Bauer, Eric (apptd. 3/06)	1	1
Baxter, John	5	0
Berry, Susan	2	3
Borgida, Eugene	0	4
Borowicz, Charles	4	1
Brennan, Timothy	0	4
Brewer, Daniel	4	0
Brothen, Thomas	3	2
Bruch, Patrick	5	0
Bruininks, Robert	5	0
Brunner, C. Cryss	4	1
Budd, John	3	2
Buhr, Brian	3	2
Carey, James	5	0
Carpenter, Dale	2	0
Chase, Thomas	1	4
Cherbuliez, Juliette	4	0
Collins, W. Andrew	3	2
Conklin, Kathleen	3	1
Crow, Scott	0	4
Current, David (res. 4/06)	1	1
Davidson, Kris	3	1
Day, John	0	2
DiCostanzo, Alfredo	2	1
Diez-Gonzalez, Francisco	2	3
Downing, Stephen	2	2
Ekker, Stephen (res. 3/06)	0	1
El-Fakahany, Esam	3	1
Erdman, Arthur	4	1
Ericksen, Janet	4	1
Fan, David	5	0
Farber, Lianna	3	2
Ferrieri, Patricia	2	3

Forbes, Donna	4	1
Fritz, Vincent	4	0
Fuchs, James	5	0
Gambucci, James	3	0
Georgiou, Tryphon	3	1
Gibson, Sue	3	2
Gillman, Jeffrey	3	2
Goldman, Michael	3	1
Goldstein, Richard	4	0
Gonzales, Marti Hope	4	1
Gross, Cynthia	3	2
Gudeman, Stephen	3	2
Gulliver, Robert	3	1
Gutierrez, Ralph	4	1
Guyotte, Roland	2	2
Halvorson, David	0	4
Hanna, Patrick	4	1
Hansen, Helen	4	1
Hardy, Robert	4	0
Hearn, Stephen	5	0
Heikel, Karen	4	1
Heller, Kenneth	3	1
Hertz, Marshall (fm. 10/05)	0	0
Hewitt, Clint	4	1
Hirsch, Betsy	2	2
Hokanson, Brad	4	1
Hooper, Alan	3	2
Hupp, Susan	3	2
Ingbar, David	1	1
Jenkins, Marc	4	0
Joeres, Ruth-Ellen	0	5
Karkkainen, Brad	3	1
Kauffman, Robert	5	0
Key, Nigel (res. 10/05)	0	1
Kilgore, Michael	5	0
Kinney, Larry	4	0
Kohlstedt, Sally Gregory	1	3
Konstan, Joseph	4	1
Kudrle, Robert	4	1
Largaespada, David	0	5
Lawrenz, Frances	4	1
Lenton, Patricia	5	0
Leo, Perry	2	3
Lewis, Douglas	4	1
Lindeke, Linda	4	0
Lopez, Dian	4	1
Low, Walter	3	2
Luepker, Russell	2	2
Maitland, Ian	4	1
Maldonado, George	3	1
Marcus, Alfred	1	0
Marsalis, Scott	4	1
Martin, Judith	4	1
Matheson, John	4	1

Mayes, Keith	0	4
McBean, Alexander	2	2
McCarthy, James	0	5
McCormick, Richard	3	2
McCulloch, Jan	4	0
McLoon, Steven	3	1
McMaster, Robert	3	2
Mercer-Taylor, Peter	5	0
Miller, Wesley	3	1
Miller, Willard	5	0
Monroe, Lauren (apptd. 1/06)	1	1
Moon, Roger	1	2
Morse, David	4	1
Muehlbauer, Gary	3	2
Munson, Benjamin	3	2
Nachtsheim, Chris	2	0
Ng, Peh	5	0
Noakes, Susan	3	2
O'Connell, Joanna (fm. 4/06)	1	0
Oakes, J. Michael	2	3
Peifer, Richard	5	0
Porter, Paul	5	0
Quam, Jean	3	2
Rimell, Franklin (res. 4/06)	1	0
Rothman, Alexander	3	1
Rudnick, Lawrence	3	1
Samatar, Abdi	3	2
Sampson, Martin	5	0
Satkowski, Leon (res. 10/05)	0	0
Schachtele, Charles	5	0
Scheman, Naomi	4	1
Scott, Lori	4	1
Shield, Thomas	4	1
Shutske, John	2	2
Sirc, Geoffrey	4	1
Skuzza, Jennifer	2	2
Soh, Hooi Ling	5	0
Spangler, George	1	3
Stefan, Heinz	4	0
Stelson, Kim	4	0
Stenson, Nancy	2	3
Stolarski, Henryk	5	0
Sykes, Robert (apptd. 2/06)	1	2
Thompson, Theodore	3	2
Tobias, Anthony	4	1
Trent, Micky	5	0
Tuttle, Todd	0	2
van den Broek, Paul	0	5
Van Drasek, Barbara	5	0
Wackman, Daniel	5	0
Wagner, John E. (res. 11/05)	1	0
Wahlstrom, Kyla	5	0
Weisberg, Sanford	3	2
Wiedmann, Timothy	4	0

Wilcox, George	4	0
Yee, Douglas	2	2
Young, Lynda	5	0
Ysseldyke, James	5	0
Yust, Becky	5	0
Zeyen, Richard	3	1

FACULTY CONSULTATIVE COMMITTEE

Balas, Gary	2	3
Bauer, Jean	5	0
Carpenter, Nancy	4	1
Chomsky, Carol	3	2
Feeney, Daniel	3	1
Gunnar, Megan	3	2
Lanyon, Scott	5	0
Marshak, Marvin	2	2
Martin, Judith	4	1
Roe, Terry	4	0
Sullivan, John L.	3	1
Windsor, Jennifer	3	2

STUDENTS

Ausan, Alissa (apptd. 11/05)	2	0
Beighley, Courtney (apptd. 3/06)	2	0
Beiningen, Joshua (moved to SSCC 2/06)	1	0
Beshara, Camille	1	3
Blee, Lisa	1	4
Borgeson, Elizabeth (fm. 12/05)	0	0
Brinkman, Christopher	2	3
Carlson, Birch (apptd. 2/06)	0	2
Crain, Sarah (apptd. 11/05)	0	3
Cremer, William (res. 3/06)	2	0
Dew, Anthony (fm. 2/06)	0	1
Edstrom, Brian (moved to SSCC 10/05)	0	0
Gordon, Bryan	4	1
Gossett, Nathan	5	0
Heth, Monica	0	5
Hilfiker, Nathan	5	0
Hogan, Blake (moved to SSCC 10/05)	1	0
Holtz, Jeff (apptd. 10/05)	1	2
Houlton, Kristen	4	1
Huelskamp, Nathan (apptd. 10/05)	3	1
Jackson, Alicia (apptd. 2/06)	1	2
Kieves, Nicola	1	4
Klapper, Bret	1	1
Kubacki, Kelly	0	4
Ling, Alison	1	2
McConnell, Ian	2	3
Meyerhoff, Eli	2	2
Moore, Dan (res. 12/05)	2	0
Mullaney, Steven (fm. 12/05)	0	0
Newman, Alexander (fm. 12/05)	0	0

Olson, John (fm. 2/06)	1	0
Page, Max	2	0
Peterson, Bradley (fm. 2/06)	2	0
Pielow, Tom (fm. 3/06)	0	1
Powers, Carol (apptd. 3/06)	1	1
Reiners, Travis (apptd. 3/06)	3	0
Roers, DeAnn	2	2
Roiger, Jennifer	0	4
Schneider, Melissa (res. 12/05)	2	0
Schwarze, Kristin (apptd. 11/05)	0	3
Smith, Benjamin (apptd. 10/05)	2	1
Stangle, Richard	2	3
Tran, Duchanh (fm. 2/06)	0	1
Walsh, Michael (apptd. 1/06)	0	1
Wilson, Nicholas (apptd. 11/05, fm. 2/06)	0	0
Windel, Aaron	2	2
Wipper, Ashley (fm. 12/05)	0	0
Yust, Adam 9apptd. 2/06)	3	0

STUDENT SENATE CONSULTATIVE COMMITTEE

Allyn, Nicolas	1	2
Beiningen, Joshua (apptd. 2/06)	2	0
Breyfogle, Josh	2	2
Edstrom, Brian(apptd. 10/05, fm. 12/05)	0	0
Hogan, Blake (apptd. 10/05)	1	2
Kouba, Anthony	4	0
Kusch, William	2	2
Orr, Rick	5	0
Tangen, Timothy	1	3
Turgeon, Dion	3	2
Warren, Jared (res. 12/05)	2	0
Wencl, Jeffrey (apptd. 3/06)	0	3

ACADEMIC PROFESSIONALS

Anderson, Kari	3	2
Bernstein, David	5	0
Burbank, Lynn	4	0
Challacombe, Elaine	2	3
Cottingham-Zierdt, Jacqueline	4	1
Craig, William	4	1
Croce, Randy	4	0
Culhane, Kelly	3	2
Digre, Annette	4	1
Doepner-Hove, Stacy	3	1
Douma, Frank	5	0
Emshoff, Beth (res. 1/06)	0	1
Falkner, Tina	4	1
Finch, Emily	5	0
Haeg, Peter	4	1
Hildebrand, James	4	1
Hill, Andrew	5	0
Hockert, Gail	5	0

Jensen, Barbara (apptd. 1/06)	3	0
O'Neill, Colleen	4	1
Roberts, William	5	0
Soper, Paul	4	1
Stenhjem, Pamela	5	0
Swanson, Dale	5	0
Wareham, Roger	5	0

CIVIL SERVICE

Bowers, Matthew	2	3
Caton, Anne	2	2
Creswell, Barbara (res. 12/05)	2	0
Falken, Anne	5	0
Fruen, Teresa	5	0
Golden, David	5	0
Haessly, Debra	5	0
Hagel, Beth	4	1
Hunt, Becky	5	0
John, Chuck	4	1
Jude, Bonnie	3	1
Livingston, Suzanne	4	1
Marten, Bonnie	5	0
McManus, Dee	4	1
Moore, Rick	5	0
Nordberg, Michael	5	0
Olcott, Linda	4	1
Rivers, Renee	5	0
Rogers, Lisa	4	1
Roth, Patricia	4	1
Schulz, Lynn	5	0
Willhite, Gary	3	2
Williamson, Wendy	5	0
Wolff, Margaret	5	0