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UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

December 4, 1969

The first regular meeting of the University Senate for the year 1969-70 was held in Auditorium of Murphy Hall on Thursday, December 4, 1969. Seventy-seven voting members of the faculty and four alternates, forty-two voting members from the student body and two alternates, three members of the Administrative Committee, and sixteen nonmembers checked or signed the attendance roll as present. President Moos presided.

The following items were considered and action was taken as indicated:

I. MINUTES OF MAY 22 AND MAY 29, 1969

Reported for Action

Approved

II. APPOINTMENT OF OFFICERS

Reported for Action

The Handbook for the University Senate provides that a clerk and a parliamentarian shall be appointed by the chairman, subject to confirmation by the Senate. The following have been appointed:

- Clerk — W. Donald Beatty
- Parliamentarian — Ralph E. Miller
- Abstractor — David Cooperman

Approved

III. ELECTION OF A VICE CHAIRMAN

Reported for Action

The Constitution of the University Senate provides that a vice chairman shall be elected for a term of 1 year. John G. Darley was elected.

**IV. REPORT OF THE UNIVERSITY COMMITTEE
ON BUSINESS AND RULES**

Reported for Action

Meetings of the University Senate shall be open to the press.

The following guidelines shall govern the attendance of the press at these meetings:

1. Authorized representatives of news media may apply to the chairman of the University Senate for accreditation. Accreditation shall be granted for all or part of 1 academic year and shall be renewable for like terms. Accreditation may be revoked for cause by the Senate upon recommendation of the Committee on Business and Rules.

2. The vice chairman of the University Senate shall arrange for facilities to accommodate the press in the meeting room and, when desired by the press, at the close of meetings, shall hold a conference for representatives of all media. Persons who participated in Senate activities may be asked to attend and make themselves available for interviewing by the media representatives. Radio and television broadcasting equipment may be used at the press conferences but not in the Senate meeting room.

3. The Senate may at any time, by simple majority vote, move to executive session.

ROGER B. PAGE, Chairman

Approved

V. REPORT OF THE ADMINISTRATIVE COMMITTEE

Reported for Information

1. *Honors Committee Report.* Mr. Ziebarth, acting chairman of the Committee on University Honors, presented three nominations for the Outstanding Achievement Award and one for the Alumni Service Award, which were approved by common consent.

2. *Budget Elements.* Discussion of the proposed budget plan for 1969-70 began with a review of the budget principles which were approved by the Regents on May 9, and a review of appropriations was made by Mr. Wenberg. Discussion proceeded to floors and fixed rates, allowable maximum increases, tuition scholarships, new staff appropriations and allocation procedures, supply, expense, and equipment allocation procedures, civil service increases, and appropriations for new positions. The committee voted approval where required, and members of the Faculty Consultative Committee assented.

3. *Conference Policy.* A draft of a statement of University Policies and Procedures Regarding Use of Facilities by Non-University Organizations was discussed by Mr. Cashman. Criteria concerned space availability, fiscal responsibility, adherence to University policies and procedures, and assurance of no disruption of on-going functions. Procedures would include preliminary discussion, formal request, and letter of invitation to the organization from the Office of the Vice President for Coordinate Campuses and Educational Relationships. Following amendments to include "base of campus sponsorship" to indicate a responsible campus agency, explanation of the consultative procedure in reviewing requests, and a reference to "established charges," the statement was approved.

4. *Disruption Policy.* Mr. Cashman explained that the document on Interim Procedures for Responding to Disruptive Activities on Campus was necessary until such time as recommendations would come in from the study committee on the student affairs function chaired by Mr. McFarland. The statement concerned standards for judging an event to be disruptive which were developed by the Commission on Demonstrations and an outline of response options available to the teacher in the classroom, those

chairing public meetings, and University officers working outside the classroom. The statement concluded with a description of the disciplinary procedures. The policy would be adapted for the coordinate campuses and the entire statement would receive broad distribution throughout the campus. Following discussion, the statement was approved.

5. *Data Needs.* Mr. Smith reported on the memorandum which would go to all faculty members concerning information-gathering efforts. Such efforts would take place during the coming year to strengthen the quality and quantity of the information needed to prepare requests for financial support from the legislature and to manage allocation of resources within the University. It was agreed that the matter should be taken up with the Consultative Committee before the memo was sent to the faculty, and that the memo should indicate that the data would relate to other information required of the faculty which the Bureau of Institutional Research seeks.

6. *Administrative Reorganization.* President Moos reported that by assigning to Vice President Kennedy the University Foundation directorship and the development operation of the University, Vice President Wenberg's efforts could be directed to the relationships with the state college and junior college systems and to the University's coordinate campuses.

7. *Proposed Protocol for Allocation of the Educational Equipment Appropriation.* Mr. Shepherd introduced a discussion of the guidelines for instructional equipment applications which were drawn up following the \$1 million appropriation (each year for 2 years) by the 1969 legislature for the purchase of educational equipment. Included in the guidelines were criteria (with a major emphasis on improvement of methods), priority considerations, and procedures for application. Mr. Smith emphasized that, while it was recognized that the development of proposals would be time-consuming, they would serve as useful tools to relate need to instructional quality. Following discussion, the guidelines were approved.

8. *Guidelines for Program Review, Minnesota Higher Education Coordinating Commission.* Mr. Wenberg spoke of the paper which was developed by MHECC in its move into the area of the program development process in higher education. He emphasized that the commission was interested in programs as defined in the guidelines, not in the content. There would be two steps in the procedure, preliminary notification to MHECC and the formal proposal. He said it would be useful for his office to screen the curriculum committee minutes for each college for such information. Mr. Shepherd reported that the University's representatives to the Curriculum Advisory Committee of MHECC would be Stanley Kegler (Coordinate Campuses and College of Education), Francis Boddy (Graduate School), and James Wertz (Curriculum Studies Center and IT). The function of the committee would be to implement the new policy, and it was recommended that reactions to the procedure be passed along to these University representatives. Mr. Cochrane pointed out the lack of coverage for cross-disciplinary programs which were of increasing importance at the University. Mr. Smith said it was important to realize that a new kind of consultation was being built into our educational process at the state level.

9. *Policies Regarding Graduate Assistant Appointments and Terminations.* Mr. Crawford presented a statement of recommended policies with respect to graduate assistant appointment assignment and performance of

duties and nonreappointment or termination, indicating that ASTRA had raised questions in cases where they thought there had been poor management. He said the purpose in issuing the statement was to remind the department chairmen of the normal procedure in such appointments and terminations, and he emphasized the section on the importance of having a clear channel and a known procedure for settlement of grievances. An ad hoc committee would be set up in the case of appeals according to the procedure outlined.

10. *Honors Committee Report.* Mr. Ziebarth presented four nominations for the Outstanding Achievement Award and one for the Alumni Service Award, which were approved by common consent. Presented for information were proposed names for six University facilities.

11. *Property Loss and Building Security Memorandum.* Mr. Smith reviewed a memorandum which he proposed to send to deans, directors, and department heads concerning property losses and suggested security measures at the University, and he asked that suggestions be forwarded to him within the next few days. He pointed out that the level of loss was substantial and that it would be imperative to have cooperation at the departmental level to (1) identify particular areas where security is important, and (2) discuss with faculties, including graduate assistants, the general nature of the problem, especially as it relates to the security of buildings and property at night. He said it would be important to discuss the subject each year. Mr. Shepherd indicated that aside from the monetary loss in thefts there was serious disruption in the educational process through loss of instructional equipment.

12. *Paper on Internal Barriers to the Implementation of a Program Planning Budget System in a University.* Mr. Smith distributed the paper which was written by Jacob J. Kaufman, professor of economics and director of the Institute for Research on Human Resources at Pennsylvania State University. He pointed out that political and social pressures were building up to relate expenditures to output and that the subject of standards of measurement should be raised with faculty groups as well as with the Administrative Committee at some future meeting using the paper as resource. He said that we were being forced into a framework which used credit hours and degrees awarded as the only measures of output, and he suggested that the University would need to come up with some strategy of development.

MARLEE WARD, Secretary

Accepted

VI. SENATE AND UNIVERSITY COMMITTEES 1969-70

1. Reported for Information

Administrative Committee: Malcolm Moos (President), Paul Cashman (Vice President for Student Affairs), Hale Champion (Vice President for Planning and Operations), James Hogg (Secretary to the Board of Regents and Executive Assistant to the President), Stanley B. Keger (Assistant Vice President for Coordinate Campuses and Educational Relationships), Roger Kennedy (Vice President for Investments and Executive Director, University Foundation), Lloyd Lofquist (As-

sistant Vice President, Academic Administration), Fred Lukermann (Assistant Vice President, Academic Administration), Laurence Lunden (Vice President and Consultant to the President), Eileen McAvoy (Administrative Assistant to the President), William Shepherd (Vice President, Academic Administration), Donald Smith (Vice President for Administration), Stanley Wenberg (Vice President for Coordinate Campuses and Educational Relationships), Frederick Adelman (Aero ROTC), Sherwood Berg (Institute of Agriculture), Richard Caldecott (College of Biological Sciences), Warren Cheston (Institute of Technology), Willard Cochrane (International Programs), Donald Cowan (Health Service), Bryce Crawford (Graduate School), Raymond Darland (Duluth), Paul Grambsch (School of Business Administration), Edwin Haislet (Alumni Relations), Robert Howard (College of Medical Sciences), John Imholte (Morris), Robert Keller (College of Education), William Lockhart (Law School), Keith McFarland (Institute of Agriculture), William Nunn (University Relations), Marshall Ryman (Athletics), Stanley Sahlstrom (Crookston), Erwin Schaffer (School of Dentistry), Edward Stanford (Library), Robert Summers (Admissions and Records), Willard Thompson (Summer Session and General Extension Division), William Thorp (College of Veterinary Medicine), Alfred Vaughan (General College and University College Committee), Frank Verbrugge (Computer Services), Lawrence Weaver (College of Pharmacy), E. W. Ziebarth (College of Liberal Arts).

Senate Committee on Committees: Neal Amundson (chairman) (1969-72), David Cooperman (1968-71), Herbert Johnson (1967-70), Arnold Lazarow (1968-71), Wallace Russell (1969-70), James Wertz (1969-72), one faculty member from Duluth, one faculty member from Morris. Students: Paul Dolan, Scott Erickson, Wayne Gilbert, Tom Gilsenan, David Niss.

Senate Consultative Committee: John Darley (chairman) (1967-70), Robinson Abbott (1969-70), Carl Auerbach (1969-72), Alexander Hodson (1968-71), Walter Heller (1968-71), William Martin (1969-72), Theron Odlaug (1969-70), Maynard Reynolds (1968-71), Richard Varco (1967-70). Students: Dave Feigal, Gregory Fox, Mark Freimuth, Michael Kennedy, Dick Nelson, Eli Rosenfield, Bill Tilton.

Council on Liberal Education: James Hogg (chairman), William Gardner (1968-71), Lester Hanson (1967-70), John Imholte (1968-71), Daniel Joseph (1969-72), Norman Kerr (1969-72), Steven Orey (1967-70), Robert Plunkett (1969-70), Leon Reisman (1969-72), May Smith (1969-72), Wolfgang Taraba (1969-72), John Verrill (1968-71), John Webb (1969-72), James Wertz (1969-72). Students: Diane Bechtloff, Keith Ford, Rick Kiewatt, Daniel Studelska, Steven Sundre.

Accepted

2. Reported for Action

Senate Committee on Academic Standing and Relations: Theodore Kellogg (chairman), Austin Anderson, Paul Berrisford, John Goodding, James Hogg (ex officio), John Imholte, Leslie King, Jeanne Lupton, James Preus, Peter Roll, Stanley Sahlstrom, Stanley Wenberg (ex officio). Students: Elliot Miller, David Niss, Mark Schwartz, Linda Stern, Mike McCoy.

University Committee on University Honors: E. W. Ziebarth (chairman), Neal Amundson, Edwin Haislet (ex officio), William McDonald, Harold Peterson, William Shepherd (ex officio), John Turner, Theodore Uehling. Alumni: Albert Heimbach (ex officio). Students: Richard Brown, Barb Gilbertson, Larry Lenske.

University Committee on Printing and Publications: Donald Woods (chairman), Sherwood Berg, Frank Braun, John Ervin (ex officio), John Fisher (ex officio), Sterling Garrison (ex officio), Ralph Hopp, Richard Mather, Nancy Pirsig (ex officio), Harold Swanson (ex officio). Students: Jeanne Bear, Susan Gaida, Nancy Paull.

University Schedule Committee: Landis Boyd (chairman), John Fisher (ex officio), James Hogg (ex officio), Raymond Lammers, Jay Meiske, Valworth Plumb, Robert Plunkett, John Webb. Students: Robert Anderson, Victor Gervol, Jolene Hopkins, Gary Stromley, John Vignes.

University Committee on Social Policy: Burnham Terrell (chairman), Warren Cheston, George Donohue, Warren Ibele, Stanley Kegler (ex officio), Lloyd Lofquist, Fred Lukermann (ex officio), James Reeves, Richard Rudolph, David Ward. Alumni: Robert Fjerstad, Harry Atwood, Harriet Holden. Students: Mary Ebert, Tom Gilsenan, Sharatta Hunt, Dianne Kreutter, Karen Wisnewski.

University Committee on Business and Rules: Roger Page (chairman), Donald Beatty (ex officio), Ronald Brown, William Edson, Eleanor Fenton, J. Edward Gerald, Leverett Hoag, Jay Roshal. Students: Ken Doyle, Jo Berger, Don R. Gilmore.

Senate Committee on Educational Policy: Robert Hoyt (chairman), May Brodbeck, Sylvan Burgstahler, Paul Cashman (ex officio), Orval Driggs, Stanley Kegler (ex officio), Norman Kerr, Albert Linck, Toni McNaron, Wallace Russell, William Shepherd (ex officio), David Storvick, James Werntz. Students: Susan Batson, Tom Gastusch, Dave Holger, Lonna Malsheimer, Barb Rudolph.

University Committee on Extension and Community Programs: Richard Swalin (chairman), Roland Abraham (ex officio), Bruce Balow, Francis Boddy, Forrest Harris, Richard Skok, Lloyd Lofquist, Fred Lukermann (ex officio), Norman Moen, Willard Thompson (ex officio), David Ward, Albert Wickesberg, George Williams. Alumni: Les Westin. Students: Tom Anderson, Nancy Johnson, Wayne Knewtson, Shelley Newell, Barbara Jacoby.

University Committee on Computing Facilities: Arnold Lazarow (chairman), Gordon Davis, John Gergen, Richard Halvorson, Russell Hobbie, James Jenkins, Hugo John, William Shepherd (ex officio), Donald Smith (ex officio), Frank Verbrugge (ex officio). Students: Dave Estrin, Kris Deeds, Bruce Nelson, one to be appointed.

University Committee on Instructional Materials and Media: Eugene Wright (chairman), Alan Blatherwick, Russell Burris, Bright Dornblaser, Raymond Fusaro, Gordon Kingston (ex officio), George McCune, Harold Opgrand, Burton Paulu (ex officio), Willard Philipson (ex officio), James Werntz (ex officio). Students: Laurie Brumfiel, Roger Donnay, Joyce Fadenrecht, Jim Rounds, Frank Royer.

University Committee on Summer Sessions: John Turnbull (chairman), Thomas Chamberlin, Arnold Henjum, Fred Lukermann (ex officio), Magnus Olson, Douglas Pratt, Roy Schuessler, Willard Thompson (ex officio), Richard Weatherman. Students: Ervin Hegge, Al Margoles, Lynne Sappanen, Barb Silesky, Thomas Smith.

Senate Committee on Faculty Affairs: Scott Maynes (chairman), Hale Champion (ex officio), Isabel Harris, Eric Klinger, Charles McLaughlin, Mabel Powers, Stephen Scallen, William Shepherd (ex officio).

University Committee on Tenure: Carl Auerbach (chairman), Marion Brooks, Henry Ehlers, Laddie Elling, Roger Larson, Paul Murphy, William Shepherd (ex officio), C. Arthur Williams.

Senate Judicial Committee: Charles McLaughlin (chairman), Rutherford Aris, Wallace Armstrong, David Berninghausen, Allan McCoid.

Senate Library Committee: Wesley Spink (chairman), Kent Bales, David Berninghausen, Russell Dubois, Fred Forro, Howard Hanson, Edward Stanford (ex officio), Gerhard Weiss, William Wright. Students: Nance Baasen, Linda Dingly, Eli Rosenfield, Barb Rudolph, Bob Tisland.

Senate Committee on Research: William Flanigan (chairman), Hale Champion (ex officio), Bryce Crawford (ex officio), John Gander, Willard Hartup, Robert Holloway, William Hueg (ex officio), Stanley Kegler (ex officio), James Lawver (ex officio), Robert Mulhausen, Alfred Nier, William Shepherd (ex officio), Conrad Weiser, Robert Wirt. Students: George Blum, Geoffrey Fisher, Bruce Nelson.

University Committee on Use of Human Subjects in Investigation: Ivan Frantz (chairman), Francis Boddy (ex officio), Norman Dahl, Allan McCoid, Paul Meehl, Jack Merwin, Lawrence Weaver, Anne Wirt (ex officio), Carl Witkop. Students: John Paulson, Jean-Marie Rodgers, Mark Warken.

Senate Committee on Resources and Planning: Warren Ibele (chairman), John Borchert, Hale Champion (ex officio), Robert Heller, John Imholte, Hosni Iskander, John Neter, William Shepherd (ex officio), Donald Smith (ex officio), Clarence Stowe, Stanley Wenberg (ex officio), James Wertz, Roger Wilk. Students: Judy Bachalor, Dave Bardin, George Hoff, Richard Teske, John Vignes.

Approved

VII. STUDENT ORGANIZATION STAFF REPRESENTATIVES OR ADVISERS FOR 1969-70

Reported for Information

Minnesota Student Association: Ludwig Spolyar.

St. Paul Campus Student Center Board of Governors: John Anderson, Ronald Brown, Wendell DeBoer, Paul Larson (ex officio), Keith McFarland, Donald Zander (ex officio). Alumni: Victor Dose.

Technical Commisston: Paul Cartwright, George Rapp, Frederick Waltz, Ted Wilson.

Technolog Board: Paul Cartwright, Donald Herron, George Rapp, Frederick Waltz, Ted Wilson.

Union Advisory Board: James Holte, Lloyd Smith, Ludwig Spolyar.

Union Board of Governors: Ralph Berdie, Ernest Bormann, Edwin Siggelkow. Alumni: Richard Hyllestad.

West Bank Board of Governors: Cecelia Foxley. Alumni: Robert Stuebing.

Board in Control of Student Publications: Daniel Bryan, Edwin Siggelkow, Walter Brovald (business adviser), Bernard Coleman (financial adviser), George Hage, Eileen McAvoy.

Accepted

VIII. NON-SENATE COMMITTEES 1969-70

Reported for Information

ALL-UNIVERSITY COMMITTEES

Single Quarter Leave Committee: John Imholte (chairman), Rutherford Aris, Francis Boddy, William Gardner, Dennis Hurrell, Keith McFarland, Frank Miller, George Seltzer, Gerhard von Glahn, Anne Wirt.

Student Behavior: John Clausen (cochairman), John Goodding (cochairman), Allan Blatherwick, Jay Hughes, Eloise Jaeger, Leslie King, Frank Miller, Anne Oren, Stephen Scallen, Warren Shaffer, Albert Wickesburg, Richard Ashmun. Students: Sue Chastain, John Erickson, Lynn Krominga, Elliot Miller, Thomas Smith, Marjorie Utne.

Residence Status, Board of Review on: Theodore Kellogg (chairman), Laddie Elling, Stuart Fenton, Reynold Jenson, John O'Brien, Gloria Williams. Students: Becky Kroll, Merle Schneidewind, Mark Schwartz.

Accepted

IX. REPORT OF THE SENATE COMMITTEE ON ALL-UNIVERSITY EXTENSION

Reported for Information

The Senate Committee on All-University Extension met twice quarterly during the academic year 1968-69, holding its final meeting on May 22, 1969.

In accordance with policies developed in the spring quarter of 1968, the committee determined its own agenda. The following major topics formed the basis for discussion during the year.

1. The problem of faculty commitment to continuing education. The committee is aware that in certain extension activity areas such commitment is high; in others low. The committee is of the firm conviction that such commitment is of vital importance — in terms of service to the State — and it strongly urges a central administration endorsement and implementation of this policy.
2. The problem of incorporating continuing education activities into the normal operations of departments. In the case of the Agricul-

tural Extension Service this is the practice, but elsewhere it is not. The committee is aware of funding and other problems, but it nevertheless strongly recommends that experimental efforts be undertaken in this area.

3. Information dissemination. Several meetings of the committee were devoted to very profitable discussions of the thrust of development of the major extension units in the University. The richness and diversity of offerings is to be commended and yet it was felt that many high priority needs exist which are not being met because of resource limitations.

The committee also devoted its attention to the nature, purpose, and scope of a body of this type. A task-oriented committee is easy to define. The same tends to be true for an advisory committee when it is clear to whom the committee is advisory and when its mandate is understood. To its members, the function of this committee is not clear-cut and it is urged that this situation be clarified under the new Senate committee structure.

The committee considered a number of purposes which might be regarded as useful and appropriate to its functioning. These included:

1. The dissemination of information. Committee members from Duluth and Morris felt this particularly important, though there is some question as to whether Twin Cities campus agencies need to meet for this purpose.
2. The development of coordination among varying extension units. Again this was regarded as laudable, though it is by no means certain that a committee is necessary (or the proper mechanism) for the development of such coordination.
3. The development of recommendations of any and all kinds regarding the more effective provision of service, the securing of resources, and the operation of extension units. The major constraint here is that the committee is uncertain as to whom, exactly, it is advisory (and hence to whom it ought make its recommendations) and as to how successful a committee can be on matters of this kind. It is this matter which led the committee to generate its own agenda items for the year.

The committee believes strongly in the importance of continuing education; it also concludes that a clarification of its status and role is necessary for effective functioning.

JOHN G. TURNBULL, Chairman

X. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS

Reported for Information

REVISION OF CRITERIA FOR THE ACCREDITATION OF PRIVATE SECONDARY SCHOOLS

Since 1912, the University Senate has assumed responsibility for the accreditation of private secondary schools in Minnesota. From 1952 until 1969 the accreditation function was delegated to the Senate Committee on Institutional Relationships. With the revision of the committee structure of the Senate, accreditation activities are now delegated to the Senate Committee on Academic Standing and Relations.

The criteria currently used as a basis for accreditation were approved by the University Senate in November 1952. The standards were developed by an advisory committee composed of representatives from the University and private secondary schools. It is a tribute to this committee that they developed a document that remained usable for so many years. Nevertheless, with the passage of time it became obvious that some of the standards had become anachronistic or restrictive and a number of new developments were not covered in the 1952 *Criteria*.

During the 1968-69 academic year a new advisory committee reviewed the *Criteria* and considered possible revisions. A revision of the *Criteria* was approved by this advisory committee on May 27, 1969. The major changes are:

1. The *Criteria* encourages the use of new teaching methods and forms of organization such as flexible scheduling, team teaching, and independent study, many of which were not possible under a strict application of previous standards.
2. There has been an updating which reflects current educational practices, e.g., references to guidance programs and instructional materials centers.
3. A permanent advisory committee is established.
4. Schools which are accredited by an agency whose standards are accepted by the University, e.g. the North Central Association, will be automatically accredited by the University.

The advisory committee recommended that revisions in the *Criteria* become effective for the 1970-71 school year.

The *Criteria* continues the flexible, subjective approach that allows institutions considerable latitude in administrative plans and decisions, and encourages innovation in every area of school operation.

Following approval by the advisory committee, the revised *Criteria* was submitted to the accredited secondary schools for their reactions. On June 11, 1969, the Senate Committee on Institutional Relationships reviewed and approved the report. The Senate Committee on Institutional Relationships concluded that since the changes in the criteria were primarily changes in terminology, updating standards, and taking cognizance of the role of regional accreditation the restated criteria could properly be reported for information rather than action.

Since the Senate Committee on Institutional Relationships was discontinued as of June 30, 1969, the Senate Committee on Academic Standing and Relations assumed responsibility for the accreditation function and hereby reaffirms the approval of the revised *Criteria* given by its predecessor, and plans to implement it in the fall of 1970.

The original *Criteria*, beginning with section "B. AIMS" is printed below, followed by the restated criteria, in full.

Criteria for the Accreditation of Private Secondary Schools

November 1952

B. AIMS

The object of accreditation of independent schools by the University of Minnesota shall include (1) the development and maintenance of high standards of excellence for independent secondary schools, (2) the establishment of minimum standards for accreditation of independent secondary schools for the protection of students in those schools, (3) the improvement in articulation between secondary schools and other

educational institutions, and (4) the improvement of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems.

C. GUIDING PRINCIPLES

1. A school should be judged, as far as possible, in terms of its own philosophy and the worthwhile purpose which it serves in a democratic society. The fact should be recognized that individual differences exist among schools and among communities.

2. An institution should be judged upon the basis of the total pattern it represents as an institution of its type. While it seems necessary that institutions be judged in terms of particular characteristics, it should be recognized that wide variations will appear in the degree of success achieved.

3. Criteria, to be of maximum value, should be stimulating and conducive to educational growth; they should be instruments for continuous self-evaluation and should provide the incentive to strive constantly toward higher goals of achievement.

4. While it seems desirable to regard as basic criteria certain characteristics such as faculty preparation, the intellectual and moral tone of a school, the nature of the school plant, the adequacy of equipment and supplies, the quality of the school library and library service, the condition of the records, the policies of the board of education, the financial status, the teaching load, and the educational program, it should be recognized that considerable divergence from normal standards may occur in one of these characteristics without greatly detracting from the educational merits of an institution. Uniformity in every detail stifles educational experimentation, and thus is not only unnecessary but undesirable.

D. CRITERIA AND THEIR INTERPRETATION

1. *Agents of Communication* — The official agents of communication between the University of Minnesota and the schools seeking approval shall be the Chairman of the University Senate Committee on Institutional Relationships for the University, and the principal or headmaster of the school for the schools. The Chairman will be responsible for distributing, collecting, and filing all necessary reports and for the delegation of such other duties as may be required.

2. *Acceptance of Standards* — Schools applying for accreditation shall file a written statement from the governing body of the school indicating acceptance of the standards for accreditation and the desire to be accredited.

3. *Reports* — It shall be the responsibility of accredited schools to file, prior to November 1 of each year, such reports as may be required. Other reports may be called for from time to time.

The report of a school submitted on November 1 of each year and the report of the visiting committee shall form the bases for continued accreditation. Changes and corrections made by the school thereafter cannot be considered in determining its status for that year. Each school shall base its report on all grades included in its secondary school organization.

4. *Accreditation Procedures* — Within the next five years and within each five-year period thereafter, each accredited school and each school seeking accreditation shall be visited by a committee appointed by the Chairman of the University Committee on Institutional Relationships, such committee to consist of representatives of the University, of the independent schools, and, if possible, of the public schools. The size of the committee would vary with the size of the school visited.*

- a. The names of accredited schools shall be listed by the University and made available upon request.
- b. Schools shall be considered for removal from the accredited list of the University for failure to maintain adequate standards or to make annual reports. Before a school is removed from the accredited list, except for failure to report or if removed at its own request, the school shall be warned and then visited by a committee and a report made. Committee visits may also be requested by the school itself or at the desire of the University.

* The recommendation is made that the composition of these committees be determined by the Chairman of the Senate Committee on Institutional Relationships. Each year a list of individuals who might serve on this committee will be prepared by the schools and presented to the Chairman, from which he will select members to serve on the various committees. Committee members will be furnished with school reports before visitation of a specific school is made. Such reports will be regarded as confidential by committee members.

- c. The costs for such visits, whether it be by an individual or by a committee, shall be borne by the school. Additionally, there shall be such annual fees as shall be established by the University Board of Regents to cover the cost of administering this program.

5. *Reasonable Deviations* — Individual schools will be permitted reasonable deviations from regulations and criteria provided substantial evidence is available to show that these deviations are justified. This evidence as presented by the school may consist of follow-up studies which demonstrate the performance or achievement of the school's graduates.

6. *Qualifications of Staff Members* —

a. General Requirements

- (1) In choosing staff members, consideration should be given to each individual's health, character, and personality, and to his competence to meet his assignments.
- (2) Accurate records of staff members' preparation should be kept on file in the school office. Official transcripts or certified copies of academic records are necessary.

b. Instructional Staff

- (1) The professional preparation and growth of all teachers is a matter of utmost importance. This is understood to mean training in subject-matter fields as well as in teacher education.
 - (a) A minimum requirement for all teachers shall be a Bachelor's degree from a four-year institution of higher education, whose accreditation is accepted by the University of Minnesota.
 - (b) Teachers will ordinarily teach only in fields of their college major or minor. Minimum qualifications will include at least fifteen semester hours at the college level in each of the fields in which they teach and at least fifteen semester credits in courses in education. While certain exceptions may be allowed temporarily, the full requirement should be met without undue delay.

c. Library Staff

- (1) The Librarian — In schools with an enrollment of 500 or more pupils, the librarian should be a full-time librarian. In schools with an enrollment of 200-499 pupils, the librarian may be a full-time librarian, a study-hall librarian, or a teacher-librarian; at least half of the time of a teacher-librarian is devoted to the library. In schools with an enrollment of less than 200 pupils, at least one third of the teacher-librarian's time is devoted to the library.
- (2) The librarian should have a Bachelor's degree and at least 15 hours of library science. (If the enrollment of the school is less than 200, 6 semester hours of library science is a minimum requirement.)

d. Administrative Staff

- (1) The principal should have had at least two years of teaching experience.
- (2) The principal should ordinarily have earned 15 semester hours of graduate-level credit in education in addition to his undergraduate degree. Normally, these credits will include work in secondary administration, supervision, and curriculum. (Note: In smaller schools principals may prefer to qualify under certification standards for public schools established by the State Department of Education. For less than ten teachers, for example, those standards specify only 6 semester credits of graduate work in educational administration, supervision, and related fields.)
- (3) Administrative Assistants — All administrative assistants should have a background to equip them to fulfill satisfactorily the duties assigned to them, e.g., a supervisory assistant should have the same professional educational background as the principal.

e. Special Provisions for Staff

- (1) Staff members whose qualifications have previously been accepted by the Senate Committee shall be considered qualified under the present statement of standards provided they remain in the same teaching field or administrative position.

- (2) Reasons for temporary exceptions to professional qualifications of staff members may include: extensive residence in a foreign country for teachers of language, state department work for teachers of history or social studies, a Master's degree or candidacy for the doctorate in the field in which the teacher is instructing, school and non-school administrative experience, or some other unusual but pertinent and practical experience. In these cases, professional education (subject preparation and/or teacher education) should be undertaken without undue delay, i.e., ordinarily within a two-year period.

7. Length of Program —

- a. School Year — The minimum length of the school year is 36 weeks, 180 days, with a minimum of 172 days of classes actually in session.
- b. School Day — The normal class day is 6 hours.
- c. Class Period — Schools may conduct classes on a short period basis, a long period basis, or a combination of both. A short class period for one unit of credit is defined as one with a minimum of 40 minutes, exclusive of time used in changing classes or teachers, meeting five times a week for 36 weeks (a minimum of 172 days). Under the short period or the long period plan, a reasonable amount of outside or independent study by pupils in accordance with their abilities is encouraged.

A long class period for one unit of credit is defined as a minimum of 55 minutes, exclusive of time expended for change of classes or teachers. Laboratory periods may consist of two short periods or one long period. When the long period is employed for other than laboratory classes, it is recommended that 15 minutes of the period be spent in supervised study.

8. *Graduation Requirements* — A three-year senior high school requires a minimum of 12 units for graduation. Four-year senior high schools require a minimum of 16 units; a six-year, a minimum of 12 units earned in the upper three years.

The recommendation is made that tests be used to classify individuals entering school with educational experience for which regular transcripts of credit are not available. Each individual thus tested is placed in the educational courses best suited to his needs and level of attainment.

9. *Size of School* — The faculty shall be large enough to provide satisfactory instruction for the program offered. To be eligible for accreditation, a high school should conform to one of the following classifications:

- a. A four-year high school offering instruction in secondary school subjects in grades 9-12, inclusive, with a minimum faculty of five instructors, including the principal.
- b. A three-year senior high school offering instruction in secondary school subjects in grades 10-12, inclusive, with a minimum faculty of four instructors including the principal.
- c. A six-year high school offering instruction in secondary school subjects in grades 7-12, inclusive, with a minimum faculty of seven instructors including the principal.

10. *Teaching Load* — In determining the teaching load, consideration is given to the following: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of pupils taught daily, demands made in the way of any special activities.

The daily teaching load of an instructor shall not exceed 250 minutes or five periods of classroom teaching per day and one study hall assignment, nor should a teacher have more than four different class preparations daily. Normally, each teacher will have at least one unassigned period each day. The size of classes should, in general, not exceed 30 pupils.

11. *Philosophy of the School* — Each school should be free to determine its philosophy so long as it promotes the principles and spirit of American democracy. The statement of philosophy should be written, implemented by a specific statement of objectives, and manifested in the educational program of the school.

12. *The Educational Program* — The educational program of the school is concerned with the accumulation of knowledge, development of skills, and improvement of understanding. But it must also be concerned with the development of those interests, tastes, appreciation, ideals, and attitudes which will help toward the realization of the objectives and philosophy of the school. Therefore, the evaluation of an educational

program should be made in terms of the contributing factors as found in the curriculum and courses of study, pupil activities, the library, guidance, and instruction.

- a. Curriculum — The curriculum should be chiefly concerned with the orientation, guidance, instruction, and participation of youth in those significant areas of living for which education should supplement the work of other social institutions. There should be evidence of constant adaptation and development of the curriculum with the above criteria in mind.
- b. Pupil Activity Program — The pupil activity program should aim to develop desirable traits and behavior patterns. Opportunities should be provided through these activities for discovering and developing leadership, special talents, abilities, and interests.

c. Library Service —

- (1) The high school shall maintain a library containing books and periodicals adequate and suitable for the curriculum offered by the school and adapted to the abilities, needs, and interests of the pupils enrolled.
- (2) The library should be easily accessible to pupils, adequate in size, and attractive in appearance.
- (3) Books and periodicals for the library shall be in general such as appear on standard lists of materials for high schools. Inactive and discarded books should be withdrawn from shelves. All books shall be kept in good repair.
- (4) Provision for keeping all materials cataloged, well organized, and readily accessible shall be made.
- (5) Provision should be made for instructing pupils in the use of the library. Cooperative planning on the part of teachers and librarian in the effective selection of books and other instructional material is advisable.
- (6) Library Expenditures. That part of the annual secondary school budget devoted to library expenditures varies according to the size of the school. A minimum amount of \$200.00 is to be expended annually in each secondary school for the purchase of library books, periodicals, etc. This budget is planned in accordance with the library needs and with the objectives of the school for library service. The following scale is recommended as a guide:

<i>Enrollment</i>	<i>Expenditure per Pupil</i>
1,000 or more	50 cents
500-999	75 cents
200-499	\$1.00
Less than 200	\$2.00

- (7) Adequate records shall be kept and statistical information compiled annually on the use of the library by students.

- d. Guidance Service — Guidance should be thought of as a service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet such as: educational, vocational, health, moral, social, civic, and personal. There should be evidence of a definite program organized to carry on such guidance.

In-service training of teachers in guidance procedures should be part of the growth of the school.

- e. Instruction — The instructional program should give evidence of: (1) goals or objectives appropriate to the degree of development of pupils and in keeping with the purposes of the school; (2) the selection and use of varied types of teaching and learning materials and experiences; (3) the adjustment of method and organization to conditions and needs of pupils as a group and as individuals; (4) the use of every legitimate means available in the evaluation of progress and quality of learning; (5) a personal relationship of confidence, respect, and helpfulness between teachers and pupils; (6) provision for all types of learnings; (7) definite and adequate learning by pupils as an outcome; (8) evidence for evaluating the effectiveness of the school program.

13. *Administration and Supervision* —

- a. In each school there shall be some responsible governing body (commonly, a board of trustees in private schools) to whom the administrative head of the school shall be responsible. The actual administration of the school shall be the duty of the administrative head, and the function of the governing body shall be to assist in better implementing the functions of the school. The first concern of the governing body shall be to assure and encourage a maximum of educational

- growth. The governing body should have a published statement of policy, and should leave the inner workings of school organization to the professional administrative head.
- b. The professional administrator of the school must have not only the technical preparation indicated in Section 6d, but, of even more importance, the ability to insure a well-organized and well-managed school which will meet the needs of its students. Such things as permanency of tenure of staff members and the attitude and support of the community are good indications of the success of the administrative effort.
 - c. The professional administrator directly responsible for the improvement of the educational program should have ample time for supervision of every phase of school life.
 - d. The division of administrative duties shall be clearly defined, and it is the obligation of the administrative head to provide for adequate preparation of his assistants.
 - e. A school should maintain a type of personnel and record system of such nature that it can provide any of the data asked for in the criteria.

14. *School Plant and Equipment* —

- a. **Building and Site** — The school plant should be flexible, adequate in size for the school population, and so planned as to facilitate the offering of a program of secondary education that is suited to the needs and interests of the pupils as well as that of the community. When a new plant is being planned, or an existing building is to be enlarged or remodeled, plans should contemplate meeting future as well as present needs. The building should be attractive and appropriate in design and should assure the safety and health of its occupants. The site should be large enough to provide ample playground space and should be attractively landscaped.
- b. **Sanitation** — Janitorial service, lighting, heating, ventilation, water supply and drinking fountains, lavatories and toilets, wardrobes and lockers, school furniture, cafeteria, and location of the classrooms, shops, laboratories, and library should be such as to insure hygienic conditions for pupils and teachers.
- c. **Safety** — Proper steps for protecting pupils against injuries should be taken in laboratories, shops, gymnasiums, transportation facilities, and in all parts of the building or grounds where accidents are likely to occur. The school plant should be adequately protected against fire and should have adequate fire alarms and fire exits. Programs should make provision for fire drills in accordance with state fire regulations.
- d. **Instructional Equipment and Supplies** — Equipment and supplies should be adequate to meet the needs of instruction for all courses and activities offered.
- e. **Special Services** — Adequate provision should be made according to the individual needs of each school for such special services as rest rooms, cafeteria, dining rooms, kitchens, nurse's office, clinics, infirmary or first aid facilities, study and sleeping quarters.
- f. **Protection of Pupil Records; Care and Storage of Equipment and Supplies** — Ample provision should be made for the safekeeping, systematic arrangement and care of all materials, supplies, and apparatus used in the instructional and activity programs and for the storage of all financial and personal records and reports.

An annual inventory is made of all equipment and supplies. A fireproof vault, a safe which meets underwriter's specifications, or a fireproof file should be provided.

E. INTERIM PROCEDURES

1. **Effective Date** — The present revised statement of criteria will replace the existing policies, standards, and interpretation of standards originally adopted in 1927 and slightly revised in 1943 and 1947. This revised statement will become effective upon its adoption by the University Senate.

2. **Transition Period** — Time and careful study will be required to implement the suggestions made in the above statement and to establish suitable procedures and personnel. The recommendation is consequently made that no secondary school now accredited to the University be disaccredited except on a voluntary basis during this transition period or prior to September 1, 1954.

Revision of Criteria for the Accreditation of Private Secondary Schools
(May 27, 1969)

A. HISTORICAL DEVELOPMENT

The University of Minnesota early in its history established a system of admitting students on the basis of their graduation from certain secondary schools. This action was first taken by the College of Science, Literature, and the Arts which, in its calendar for 1885-86, announced that graduates of St. Paul and Minneapolis high schools would be admitted to the freshman class without examination. Similarly the same publication stated that after 1886 "graduates of high schools of first rank" would be admitted directly without examination. The calendar of 1886-87 listed as high schools of first rank those of the Twin Cities, Duluth, Hastings, Lake City, Mankato, and Minneapolis Academy. The College of Science, Literature, and the Arts catalog for 1896-97 listed 42 accredited high schools, all of which were public except Stanley Hall (Minneapolis), Minneapolis Academy, and Pillsbury Academy (Owatonna).

In the fall of 1912 the University Senate was established with "general legislative and administrative authority over all matters concerning the University as a whole; but not the internal affairs of a single college or school of collegiate rank, except where the same affects the interests of the University as a whole or the interests of other colleges or schools." Under this interpretation of function the University Senate assumed responsibility for accreditation of secondary schools. Senate bylaws for 1912 delegated this duty to the Senate Committee on Education which was "to represent the University in determining the list of accredited schools whose certificates admit students to the University." Reorganization of committee functions in 1916 created the Committee on the Relation of the University to Other Institutions of Learning: "Its duties shall be to consider relations between the University and other educational institutions within the state of Minnesota. . . . It shall represent the University in determining the list of accredited schools whose certificates admit students to the University."

This function was continued in the revision of Senate bylaws on May 15, 1952, which changed the name of the latter committee to the Committee on Institutional Relationships and stated its role in accreditation thus: "It shall represent the University in determining the accreditation accorded Minnesota schools and colleges."

Development of accreditation leadership for the Relations Committee from its inception in 1917 to 1948 was furnished by Dean Royal R. Shumway, its chairman. During this period, the State Department of Education became more active and assumed leadership for the supervision of public secondary schools, and the function of accrediting public high schools gradually passed from the University to the State Department of Education. Graduates from public high schools listed in the Minnesota Educational Directory thus came to be admitted directly to the University without further examination.

The North Central Association Commission on Secondary Schools also attained much of its present stature during this period. Many Minnesota high schools were accepted for membership in that association. The question was raised during the 1940's whether these other agencies would not suffice and whether the University ought to continue its accreditation function.

1. *The 1946-47 Survey.* In 1946-47 a canvass of secondary schools accredited by the University explored possible affiliation with the State Department of Education. The findings indicated an insistent demand that the University continue to serve this function for several reasons, among them the following:

- a. Private secondary schools were anxious to continue to receive educational leadership in the continued development of their schools from the University.
- b. The Minnesota Constitution as interpreted by the State Department of Education could supervise or accredit only public schools. Withdrawal of the University from this field would remove parallel accreditation from private high schools.
- c. Agencies such as the North Central Association frequently require that schools first be accredited by the highest accrediting agency in the state before they are admitted to membership. For private high schools of Minnesota, this agency was the University.
- d. Since many private secondary schools emphasize the college preparatory function, it seemed desirable to continue present accreditation relationships with the University of Minnesota. Such recognition by the University provided assurance that graduates of private high schools would be admitted to practically all colleges in the country, provided of course, that other admission requirements were fulfilled.
- e. Recommendations of an outside agency such as the University often help furnish support for desirable changes within the schools.

On the basis of these findings the University, in 1947, agreed to continue the accreditation of private secondary schools.

Professor Robert E. Keller was appointed the new chairman of the Committee on Relations in 1949, following the retirement of Dean Shumway the year before. Dr. Keller continued as chairman of the committee until 1963. One of the first actions of the new chairman was to set in motion plans for revision of the *Criteria* and restructuring of accreditation procedure.

A joint committee consisting of representatives of the accredited schools and the University was appointed in 1952 to survey the accreditation relationship and to make recommendations for revision of policies and standards. Their cooperative efforts resulted in the *Criteria* that served as the standard for evaluation and accreditation for the next 16 years. This *Criteria* was adopted by the University Senate in November 1952.

Two significant characteristics were apparent in this new document. The first was that the accredited schools should be judged, as far as possible, in terms of their own philosophy, that no restrictions should be made regarding what the institution views as its educational mission, but that the evaluation should center upon the degree of success the institution has had in achieving its own objectives. The second significant characteristic was the flexible, subjective approach that allowed institutions considerable latitude in administrative plans and decisions, and encouraged innovation in every area of school operation.

With slight modification and clarification of some points in the *Criteria*, the document has continued to serve as a guide until the present time.

2. *Special Problems of Accreditation.* In terms of University interest, the historic need to accredit for purposes of admission has long since passed. Admission to the University is now primarily based upon test scores and information independent of accreditation.

On the other hand, this function retains significance for the private schools themselves. An accredited school is able to assure parents that its graduates will be accepted for college in the same manner as graduates of approved public high schools. It thus indicates adherence to certain standards. This becomes especially important for graduates who apply to some colleges in other states where accreditation is required for acceptance.

Also of significance for many schools is the assistance rendered by the University through outside appraisal. Development or retention of reasonable standards helps these schools to maintain their status and to improve their educational programs and services. Accreditation as a form of supervision which leads to improvement of instruction in private high schools also becomes important to these schools.

Emphasis upon this function tends to relegate the inspectional concept of accreditation to a minor role. Evidence of this is found in the makeup of accrediting committees which normally have only one third of their memberships from the University. The other two thirds of each committee is composed of faculty and administrators from public and private high schools, and other institutions of higher education which provide opportunity for healthy interchange, suggestions, and recommendations. The emphasis of visiting committees is thus very positive and helpful rather than restrictive and negative.

One of the obvious strengths of the 1952 *Criteria* has been the consideration it gave to the variations of objectives existing among the private Minnesota schools. The philosophy, student body, and objectives, though necessarily consistent with the democratic society of our times, were protected by suitable flexibility in standards. Nevertheless, with the passage of time, there developed a growing feeling that the whole process of accreditation ought to be reconsidered. This reconsideration seemed desirable from two standpoints: Some existing standards had become anachronistic or restrictive and a number of new developments were not covered in the 1952 *Criteria*.

3. *1968-69 Advisory Committee.* In the fall of 1968, Theodore E. Kellogg, chairman of the Senate Committee on Institutional Relationships, appointed a new advisory committee consisting of representatives from accredited and unaccredited high schools, the University of Minnesota, the North Central Association of Colleges and Secondary Schools and the State Department of Education. Members of this committee consisted of the following representatives:

Neal Nickerson (chairman), University of Minnesota

Lyle Anderson, Maplewood Academy, Hutchinson

C. Lloyd Bjornlie, University of Minnesota

Sister Mary Louise Cook, Derham Hall High School, St. Paul

Sister Katherine Egan, Academy of the Holy Angels, Minneapolis

Stephen Granger, University of Minnesota, Morris

James Henderson, Blake School, Hopkins

Richard Hill, University of Minnesota

Brother William Koutsky, Grace High School, Fridley

Rev. Paul Nelson, Cotter High School, Winona
Manley Olson, University of Minnesota
Willis Olson, Minnehaha Academy, Minneapolis
Mabel Powers, University of Minnesota
T. Douglas Stenberg, Summit School, St. Paul
Elmer Weltzin, State Department of Education and North Central Association of Colleges and Secondary Schools

This committee was given a three-fold charge:

- a. To determine whether there is continuing need for accreditation.
- b. If so, whether other agencies could or should do so.
- c. If not, what should be done to modernize and streamline the *Criteria*.

The committee at its first meeting agreed that there was continued need for accreditation and that it preferred the University to continue in the role, at least until a suitable alternative be found. It was further agreed that efforts would be made to seek other appropriate agencies to take on this function, but in any event that a revision of the Evaluating Criteria be undertaken at once.

A subcommittee was appointed to review the *Criteria* and to prepare a draft for consideration by the advisory committee. Neal Nickerson, Sister Katherine Egan, James Henderson, C. Lloyd Bjornlie, and Manley Olson comprised this subcommittee. The advisory committee met on May 27, 1969 to consider the revision drafted by the subcommittee. The draft, with minor revisions, was approved.

The revised *Criteria*, shown below, was approved by the Senate Committee on Institutional Relationships on June 11, 1969. Copies were distributed to all the accredited private secondary schools and received generally favorable reaction. The Senate Committee on Academic Standing and Relations, which replaced the Senate Committee on Institutional Relationships, reaffirmed the approval of the *Criteria* and is placing it in the docket of the University of Minnesota Senate to be considered on December 4, 1969.

B. AIMS

The purposes underlying accreditation of private secondary schools in Minnesota shall include the following:

1. To develop and maintain high standards of excellence in private secondary schools.
2. To protect students in those schools by the establishment of minimum standards for accreditation.
3. To improve articulation between those schools and other educational institutions, particularly those of higher level.
4. To improve instruction on secondary and college levels through a professional approach to the appraisal of mutual educational concerns.
5. To assist new or struggling schools to establish themselves on firm bases and to profit from such guidance as can be externally supplied.

C. GUIDING PRINCIPLES

1. A school should be judged, as far as possible, in terms of its own philosophy and the worthwhile purpose which it serves in a democratic society. The fact should be recognized that individual differences exist among schools and among communities.

2. An institution should be judged upon the basis of the total pattern it represents as an institution of its type. While it seems necessary that institutions be judged in terms of particular characteristics, it should be recognized that wide variations will appear in the degree of success achieved.

3. Criteria, to be of maximum value, should be stimulating and conducive to educational growth; they should be instruments for continuous self-evaluation and should provide the incentive to strive constantly toward higher goals of achievement.

4. While it seems desirable to regard as basic criteria certain characteristics such as faculty preparation, the intellectual and moral tone of a school, the nature of the school plant, the adequacy of equipment and supplies, the fundamental quality of the school library and library service, the condition of the records, policies, the financial status, the teaching load, and the educational program, it should be recognized that considerable divergence from normal standards may occur in one of these characteristics without greatly detracting from the educational merits of an institution. Uniformity in every detail stifles educational experimentation, and thus is not only unnecessary but undesirable.

D. CRITERIA AND THEIR INTERPRETATION

1. *Agents of Communication* — The official agents of communications between the University of Minnesota and the schools seeking approval shall be the executive secretary of the University Senate Committee on Academic Standing and Relations for the University, and the principal or headmaster of the school. The executive secretary will be responsible for distributing, collecting, and filing all necessary reports and for the delegation of such other duties as may be required.

2. *Advisory Committee* — There shall be a permanent Advisory Committee, appointed by the chairman of the Senate Committee on Academic Standing and Relations, composed of representatives of the accredited private secondary schools and the University of Minnesota, and such other representation as may be appropriate. The number of members, the length of term, rotation procedures, and other operational details shall be determined by the Senate Committee on Academic Standing and Relations.

The Advisory Committee shall meet regularly to review matters referred to it by the Senate Committee on Academic Standing and Relations or by the private schools. Such matters might include: eligibility for accreditation, changes in the *Criteria* or their interpretation, reporting procedures, conduct of visits, or a review of the degree of adherence to the *Criteria* or major deviations by member schools. The Advisory Committee may also serve as a forum where member schools could present proposed innovations and receive comments and advice from their fellow educators.

The Advisory Committee shall have no regulatory powers but may make recommendations to the Senate Committee on Academic Standing and Relations or member schools. Its primary function is to serve as an agent of communication, both between member schools and the University and among member schools.

3. *Acceptance of Standards* — Schools applying for accreditation shall file a written statement from the governing body of the school, or its representative, indicating acceptance of the standards for accreditation and the desire to be accredited.

4. *Schools Accredited by Other Agencies*

- a. The University of Minnesota will automatically accredit any school which is fully approved by an accrediting agency whose accreditation policies have been accepted by the Senate Committee on Academic Standing and Relations as insuring that any school so accredited will meet the standards set by the University of Minnesota.
- b. If a school whose accreditation by another agency has been accepted by the University of Minnesota has that accreditation terminated, the Senate Committee on Academic Standing and Relations will review the matter to assess the feasibility of continuous accreditation by the University of Minnesota. Such a review may consist of a visitation and/or written reports.

5. *Reports*

- a. It shall be the responsibility of accredited schools to file prior to November 1 of each year such reports as may be required. Failure to submit the annual report will be interpreted as a request to withdraw from accreditation. Other reports may be called for from time to time.

The report of a school submitted on November 1 of each year and the report of the visiting committee shall form the bases for continued accreditation. Changes and corrections made by the school thereafter cannot be considered in determining its status for that year. Each school shall base its report on all grades included in its secondary school organization.

- b. Schools whose accreditation by another agency is accepted by the University of Minnesota may elect to submit a copy of the annual report required of that agency to the University of Minnesota in lieu of the annual report required by the University of Minnesota.

6. *Accreditation Procedures*

- a. The names of accredited schools shall be listed by the University and made available upon request.
- b. Schools shall be considered for removal from the accredited list of the University for failure to maintain adequate standards or to make annual reports. Before a school is removed from the accredited list, except for failure to report or if removed at its own request, the school shall be warned and then visited by a committee and a report made. Committee visits may also be requested by the school itself or at the desire of the University.
- c. Within the next 7 years and within each 7-year period thereafter, each accredited school (except those whose accreditation by another agency is accepted as indicated in section 4a — these schools shall be subject to the provision of section 6g) and each school seeking accreditation shall be visited by a committee appointed by the executive secretary of the University Senate Committee on Academic Standing and Relations, such committee to consist of representatives of the University, of the private schools, of the public schools, and of other institutions of higher education. The size and composition of the committee would vary with the size and nature of the school being visited.

- d. The costs for such visits, whether it be by an individual or by a committee, shall be borne by the school. Additionally, there shall be such annual fees as shall be established by the University to cover the cost of administering this program.
- e. Prior to each visit the school shall complete a self-study using the *Evaluative Criteria*,* *The High School Evaluation Guide*,** or some other instrument approved by the University Senate Committee on Academic Standing and Relations. The evaluation process should not be viewed with apprehension nor defensiveness, for it is wholly designed to be as positive and helpful as possible. The visiting committee is not intended to be an inspectional group but rather a team of impartial professionals who will observe the school and compare their observations with those of the school itself, in light of the school's own philosophy and objectives.
- f. Each year a list of individuals who might serve on these committees will be prepared by the schools and presented to the executive secretary, from which he may select members to serve on the various committees. Committee members will be furnished with school reports before visitation of a specific school is made. Such reports will be regarded as confidential by committee members.
- g. Schools whose accreditation by another agency is accepted by the University of Minnesota will be subject to the visitation procedures of that agency. When such visits are held, however, there should be representatives of the University of Minnesota on the visiting committee.

7. *Reasonable Deviations* — Individual schools will be permitted reasonable deviations from regulations and criteria provided substantial evidence is available to show that these deviations are justified.

Guidelines for determining "reasonable deviations" shall be developed by the Advisory Committee and approved by the University Senate Committee on Academic Standing and Relations, subject to periodic revision.

8. *Philosophy of the School* — The school's philosophy shall be clearly expressed in a written statement and be approved by the governing board. It shall reflect the individual character of the school, its locale, and the characteristics and needs of its youth, and it shall be consistent with the spirit and principles of American democracy. The statement of philosophy should be implemented by a specific statement of objectives and manifested in the educational program of the school. The development and review of the philosophy and objectives shall be a collective effort involving faculty, students, administrators, parents, and the governing board and/or other representatives of the sponsoring body.

9. *The Educational Program* — The educational program following from the school's philosophy and objectives provides opportunities for students to grow in knowledge, understanding, and skills meaningful to their

* *Evaluative Criteria*, National Study of Secondary School Evaluation, Washington, D.C. 20540, Library of Congress, Catalog Card No. 60-10237.

** *High School Evaluation Guide*, Commission on Secondary Schools, North Central Association of Colleges and Secondary Schools, 5454 South Shore Drive, Chicago, Illinois 60615.

lives as individuals and as members of a community. Further, the program shall incorporate possibilities for developing interests, appreciations, ideals, and attitudes. Flexibility in organization and administration should be provided to meet the needs of students of differing talents, intellectual capacities, and goals. The evaluation of the program should be made in terms of its basic components of curriculum, instructional activities and materials, guidance services, and cocurricular activities. A consideration of current educational trends as well as the joint thinking of faculty, students, and laymen should be reflected in the evaluation and innovation of the program.

- a. Curriculum — Course offerings based on the educational needs of the community shall provide students with an opportunity for learning in each of several curricular fields. The total offerings should achieve a balance among the social sciences, the sciences, and humanities, and such other courses appropriate to the school's philosophy. The curriculum should be organized in such a way that students are able to experience continuity and relatedness in learning. There should be evidence of continued evaluation and development of the curriculum based on the above criteria.
- b. Instruction — The instructional program should give evidence of:
 - (1) teachers qualified in effectively guiding learning activities;
 - (2) well-defined instructional outcomes;
 - (3) the selection and use of varied types of teaching and learning materials and experiences;
 - (4) the adjustment of method and organization to conditions and needs of students as a group and as individuals;
 - (5) good teacher and student morale;
 - (6) the use of varied instruments and procedures in the evaluation of progress and quality of learning.
- c. Instructional Materials Center — Appropriate types of instructional media to adequately support the instructional program shall be provided in one or more resource centers. Library and reference books, periodicals, newspapers, pamphlets, information-files, filmstrips, records, tapes, and other audio-visual materials shall be adequate to the number of students, up-to-date, well maintained, and easily accessible. Students should be instructed in the effective use of available materials. Whenever possible, relevant and available community resources should be utilized.

After a media program has acquired a minimum print and audio-visual collection, the minimum annual expenditure per pupil for media (exclusive of textbooks) shall be as follows:

<i>Enrollment</i>	<i>Expenditure*</i>
Fewer than 500	\$3 per pupil
500-749	\$1,500 for the first 500 pupils plus \$2.50 per pupil above that
750-999	\$2,125 for the first 750 pupils plus \$2 per pupil above that
over 1,000	\$2,625 for the first 1,000 pupils plus \$1.75 per pupil above that

* The contributions of federally funded programs may be counted for meeting this criterion.

d. Pupil Personnel Services

(1) Guidance Services — Guidance services shall be made available to facilitate the learning process and to assist young persons in meeting the unique challenges of adolescence. Individual and group sessions with trained personnel shall be designed to assist each student to better understand himself as a person, to identify his interests, to facilitate his achieving present educational goals, and to plan for realistic future goals. A systematic testing program shall assist in identifying potential talent and learning problems of each student. An adequate system of pupil records and and reference materials shall be maintained. Each school shall conduct periodic follow-up studies of dropouts and graduates.

(2) Other Pupil Personnel Services — The need for other types of pupil personnel services such as those of school psychologists, school social workers, and medical personnel will vary widely among schools, depending upon the school population and the services provided by other agencies. Each school should establish procedures for identifying the physical and emotional needs of students which cannot be met by the school and should then make appropriate provisions.

e. Cocurricular Activities — An activity program supplementing and enriching the instructional program shall provide students with opportunities for discovering and developing leadership, special talents and interests, and skill in human relationships. A well-balanced program provides for student participation in a variety of activities including special interest clubs, physical activities, student government, and cultural affairs. Each activity shall serve valid educational purposes and shall have a qualified sponsor. Participation and membership in activities shall be governed by principles and policies that encourage wide participation.

f. Clerical and Other Supporting Staff — The use of teachers and other professional personnel to perform clerical and other non-teaching tasks is an unwise use of talent. Every school should provide adequate clerical assistance for its administrators, counselors, librarians, and teachers. The use of teacher aides and other paraprofessionals to relieve the professional staff of nonteaching duties is encouraged.

10. *Administration and Supervision*

a. In each school there shall be some responsible governing body (commonly, a Board of Trustees in independent schools) to whom the administrative head of the school shall be responsible. The actual administration of the school shall be the duty of the administrative head, and the function of the governing body shall be to assist in better implementing the functions of the school. The first concern of the governing body shall be to assure and encourage a maximum of educational growth. The governing body should have a published statement of policy, should leave the inner workings of school organization to the professional administrative head.

- b. The professional administrator of the school must have not only the technical preparation indicated in section 11d but, of even more importance, the ability to insure a well-organized and well-managed school which will meet the needs of its students. Such things as permanency of tenure of staff members and the attitude and support of the community are good indications of the success of the administrative effort.
- c. The principal shall be responsible for the improvement of instruction and the professional growth of his staff in service. He shall encourage and promote continuous evaluation by his staff of all of the school's programs, and he shall seek to improve the educational program as a result of such evaluation. He should spend adequate time in supervision of every phase of school life.
- d. The division of administrative duties shall be clearly defined, and it is the obligation of the administrative head to provide for adequate preparation of his assistants.
- e. A school should maintain a type of personnel and record system of such nature that it can provide any of the data asked for in the criteria.

11. *Qualifications of Staff Members*

a. General Requirements

- (1) In choosing staff members, consideration should be given to each individual's health, character, and personality, and to his competence to meet his assignments.
- (2) All teachers, librarians, counselors, and administrators shall have at least 27 quarter (18 semester) credits in professional teacher education.
- (3) Accurate records of staff members' preparation should be kept on file in the school office. Official transcripts or certified copies of academic records are necessary.
- (4) It is of primary importance that staff members keep abreast of new developments. Therefore, each school should have a planned program to insure that each individual staff member will participate in activities designed to improve his competencies. Such programs might include graduate study or other additional college classes, sabbatical leave workshops, professional meetings, travel, professional reading, or nonschool work experience.
- (5) In addition to programs designed to aid the professional development of individual staff members, each school should have an inservice program designed for the collective improvement of the staff.

b. Instructional Staff

- (1) The professional preparation and growth of all teachers is a matter of utmost importance. This is understood to mean training in subject-matter fields as well as in teacher education.
 - (a) A minimum requirement for all teachers shall be a Bachelor's degree from a 4-year institution of higher education, whose accreditation is accepted by the University of Minnesota.

(b) Teachers will ordinarily teach only in fields of their college major or minor. Minimum qualifications shall include at least 27 quarter (18 semester) credits at the college level in each of the fields in which they teach and at least 27 quarter (18 semester) credits in courses in professional teacher education. While certain exceptions may be allowed temporarily, the full requirement should be met without undue delay.

c. Instructional Materials Center Staff

- (1) The Librarian — Every school shall have a minimum of a half-time librarian. In schools with an enrollment of 500 or more pupils, the librarian should be a full-time librarian.
- (2) The librarian shall have a Bachelor's degree and at least 27 quarter (18 semester) credits of library science. (If the enrollment of the school is less than 200, 12 quarter [8 semester] credits of library science is a minimum requirement.)

d. Administrative Staff

- (1) Every school shall have a principal who devotes at least one-half of the school day to the administration and supervision of that school. The principal shall have had at least 2 years of teaching experience and a Master's degree.
- (2) The principal should ordinarily have earned 24 quarter (16 semester) credits of graduate-level credit in education. Normally, these credits will include work in secondary administration, supervision, and curriculum. (Note: In smaller schools, principals may prefer to qualify under certification standards for public schools established by the State Department of Education.)
- (3) Administrative Assistants — All administrative assistants should have a background to equip them to fulfill satisfactorily the duties assigned to them, e.g., a supervisory assistant should have the same professional educational background as the principal.

e. Counselors

- (1) Guidance services should be provided by professionally qualified personnel, regardless of size or location of school. A ratio of one counselor for each 450 pupils is recommended with due consideration being given to the availability of other pupil personnel services and the nature of the student population. Each school should have at least a half-time counselor. The role of the counselor should be clearly defined and communicated by the administration to the school staff and the community.
- (2) Counselors shall have at least 27 quarter (18 semester) credits of graduate preparation in guidance and counseling in addition to teaching experience.

f. Special Provisions for Staff

- (1) Staff members whose qualifications have previously been accepted by the University Senate Committee shall be con-

sidered qualified under the present statement of standards provided they remain in the same teaching field or administrative position.

- (2) Reasons for exceptions to qualifications of staff members may include: extensive residence in a foreign country for teachers of language, state department work for teachers of history or social studies, a Master's degree or candidacy for the doctorate in the appropriate field, demonstrated successful teaching experience over a period of years, school and nonschool administrative experience, service in the peace corps, or some other pertinent and practical experience.

12. *Teaching Load*—In determining the teaching load, consideration is given to the following: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of pupils taught daily, demands made in the way of any special activities, and method of instruction used.

The teaching load shall be such that teachers have adequate time to perform their duties. Except in certain activity-type classes such as typing and music, the pupil load for teachers shall not exceed 160 pupils daily. However, when requested, special consideration shall be given to innovative organizational patterns for instruction such as team teaching, large group, small group, and independent study.

Each teacher shall have at least one 40-minute period daily or not less than 200 minutes per week for conferences and instructional planning.

The overall ratio of pupils to teachers and other professional staff members shall not exceed 25 to 1.

Only that portion of a staff member's time actually devoted to duties in the high school may be counted in determining the pupil-teacher ratio. The number of teachers employed in the high school shall be adequate to provide effective instruction, direction of extra-classroom activities, counseling, and other educational services.

13. *Length of Program*

- a. *School Year*—The minimum length of the school year is 180 days, with a minimum of 175 days of classes actually in session.
- b. *School Day*—The normal class day is 6 hours.
- c. Schools shall organize their schedules of classes in patterns most appropriate to achieving objectives of the program and may provide varying time periods as need arises. Schools may elect any of several means for granting credit:
 - (1) *Semester Hour* is the amount of credit given for the successful completion of a course which meets 1 period per week for 1 semester of at least 18 weeks. A course which meets 5 periods per week for 2 semesters, therefore, would permit a student to earn 10 semester hours of credit.
 - (2) A *Carnegie Unit* is the amount of credit given for the successful completion of a course which meets 5 days per week for at least 40 minutes daily or the equivalent amount of time throughout 1 school year of at least 36 weeks. The equivalent time is 120 clock hours.
 - (3) *Independent Study Programs*—Schools providing for planned programs of independent learning may not wish

to require all students to attend classes a specific amount of time during a semester. In such instances credit may be granted for satisfactory performance on administered proficiency examinations or for successful completion of curricular units, steps, or phases which have been established by the school as comprising the equivalency of a unit of work.

14. *Graduation Requirements* — A 3-year senior high school requires a minimum of 12 units for graduation. Four-year senior high schools require a minimum of 16 units; a 6-year, a minimum of 12 units earned in the upper 3 years.

The recommendation is made that tests be used to classify individuals entering school with educational experience for which regular transcripts of credit are not available. Each individual thus tested is placed in the educational courses best suited to his needs and level of attainment.

15. *Size of School* — The faculty shall be large enough to provide satisfactory instruction for the program offered. To be eligible for accreditation, a high school should conform to one of the following classifications:

- a. A 4-year senior high school offering instruction in secondary school subjects in grades 9-12, inclusive, with a minimum faculty of 10 instructors including the principal.
- b. A 3-year senior high school offering instruction in secondary school subjects in grades 10-12, inclusive, with a minimum faculty of 8 instructors including the principal.
- c. A 6-year high school offering instruction in secondary school subjects in grades 7-12, inclusive, with a minimum faculty of 14 instructors including the principal.

16. *School Plant and Equipment** — School plants exist for only one major purpose: to furnish a safe, comfortable, attractive, and functional physical environment in which the education of children can progress at the most advantageous rate for each child. All other uses of schools must be secondary to this primary purpose.

The school plant should be adequate in size for the school population and so planned as to facilitate the offering of a desired program of secondary education. Flexibility in a school plant is of great importance. Plans for new construction or remodeling should reflect the need for instructional areas to accommodate groups of various sizes and the use of a variety of teaching methods and equipment. Such planning should also provide the highest degree of flexibility for possible future modifications. Otherwise, buildings may become educationally obsolete while still being structurally sound.

- a. *Sites* — Sites should be readily accessible to the school population, free from traffic hazards and other dangers, free from distracting noises, extensive enough to provide for all instructional and recreational needs, attractively landscaped, and properly maintained.

* More detailed recommendations regarding the school plant can be found in the *Guide for Educational Planning of Public School Buildings and Sites in Minnesota*, published by the State Department of Education, or from the *Guides*, published by the National Council of Educational Facilities Planners.

- b. Buildings — Buildings should be attractive in appearance and should insure the physiological well-being of occupants with respect to such considerations as sanitation, lighting, heating, ventilation, acoustics, and maintenance. Buildings should contain sufficient classroom space and other areas to accommodate the instructional program. Adequate provision should be made for restrooms, food service facilities, administrative offices, staff rooms, guidance and conference rooms, library and other media centers, auditorium and gymnasiums, health service facilities, and other special service areas according to the needs of the school.
- c. Safety — Proper precautions should be taken to protect pupils and school personnel from injuries in laboratories, shops, gymnasiums, and in all other parts of the plant where accidents are likely to occur. The school plant should be adequately protected against fire and should have an adequate fire alarm system, fire extinguishers that are regularly inspected, and clearly designated fire exits. Programs should make provision for fire drills in accordance with state fire regulations.

All basic records and reports such as the pupil permanent cumulative records, finance, staff, etc., should be housed so that they will be safe from theft, fire, or other possible means of loss.

- d. Instructional Equipment and Supplies — Adequate and appropriate types of teaching and learning materials and equipment for all areas of the school program should be provided. The quantity and type of the instructional material required should be determined by the size of the school and the nature of the educational program.

E. INTERIM PROCEDURES

1. *Effective Date* — This revised statement of criteria will replace the existing *Criteria* adopted in 1952. These revised criteria will become effective with the start of the 1970-71 school year.

2. During the 1969-70 school year, the Advisory Committee will review and revise existing reporting forms and procedures in light of these new criteria. Such changes as are approved will become effective with the start of the 1970-71 school year.

3. *Transition Period* — Time and careful study will be required to implement the suggestions made in the above statement and to establish suitable procedures and personnel. The recommendation is consequently made that no secondary school now accredited to the University be dis-accredited except on a voluntary basis during this transition period or prior to September 1, 1971.

T. E. KELLOGG, Chairman

XI. OLD BUSINESS

XII. NEW BUSINESS

A motion pertaining to the status of the Duluth Campus was referred to the Committee on Academic Standing and Relations for study and recommendation.

A motion to hold meetings of the Senate in turn on the coordinate campuses was defeated.

XIII. NECROLOGY

RICHARD J. DONNELLY
1919-1969

Richard J. Donnelly, professor and director of the School of Physical Education, was killed on October 3, 1969 in an airplane crash at Denver, Colorado. So staggering was the news of his death to his friends and colleagues locally and nationally that at first it could scarcely be comprehended. We could not believe that we had lost Rich Donnelly.

Professor Donnelly was born in Allen, Michigan. After high school graduation, he attended Sacred Heart Seminary in Detroit for 2 years. He received the B.S. degree in physical education in 1942 from Michigan State Normal College, Ypsilanti, and started teaching and coaching at Hillsdale High School, Michigan. During World War II, he served with the United States Navy, 1942 to 1945, attaining the rank of lieutenant.

In 1945-46, he was a graduate assistant at the University of Michigan while completing studies for the M.A. degree. The following year, he was a teacher and head football and basketball coach in the Dexter, Michigan secondary school, and then he returned to the University of Michigan for doctoral studies. He held a teaching fellowship and an instructorship in physical education at Michigan until 1953 when he received the Ph.D. degree and became associate supervisor of physical education and administrative assistant.

Mr. Donnelly joined the faculty of the University of Minnesota in 1955, appointed first as associate professor and coordinator of graduate study in physical education for men and later (1959) as professor and chairman of physical education for men and assistant director of physical education and athletics. He was selected in 1963 as the first director of the newly organized School of Physical Education. He had provided effective leadership in the establishment of this school, a unit in the College of Education which includes the Departments of Physical Education for Men, Physical Education for Women, Recreation and Park Administration, Intramurals for Men, Intramurals for Women, and a program in health education.

Rich Donnelly contributed to the work of the College of Education in many roles — as a superb administrator of the School of Physical Education, as member and chairman of the elected faculty Planning and Policy Committee, as chairman of the committees on the doctor of education degree and on Ph.D. programs in education, and most recently, as chairman of the faculty committee to search for the new dean of the College of Education.

Regionally and nationally, Mr. Donnelly was a distinguished member of his profession. He was a past president of the National College Physical Education Association for Men and served on this organization's Committees for Tests and Measurements, Curriculum Research, Membership, and Operating Code. In the American Association for Health, Physical Education and Recreation, he had been a member of the Editorial Board, secretary of the Measurement and Evaluation Section, chairman of the Professional Education Subsection on Physical Education, and member of the Committee to Develop a Plan for Graduate Recruitment. His work was especially notable as secretary-treasurer of the Central District Association for Health, Physical Education and Recreation in which he also had been chairman of the Research Section. In 1966, he received the Central District Association Honor Award in recognition of his outstanding service to the

profession. For the Minnesota affiliate, he chaired the Research Section and the Student Section. He was a member of several additional professional groups, including the American Association of Higher Education and the American Educational Research Association.

For 7 years, Mr. Donnelly was a member of the Steering Committee for the Minnesota Governor's Advisory Physical Fitness Council, and he was cochairman of the planning committee for the Governor's Workshop on Physical Fitness, 1958-59. He served for 5 years on the Minnesota State Board of Education Advisory Committee on Health and Physical Education.

He was widely respected for his research and writing, and he was in constant demand as a speaker for conferences and meetings of professional groups. It was during his return after participating in the program of the Wyoming Association of Health, Physical Education and Recreation that the plane crash ended his life.

Everyone who worked with Rich Donnelly had confidence in his judgment and his leadership. His assessment of problems was unusually perceptive, and his search for solutions was both far-sighted and practical. His colleagues trusted him, and he deserved their trust.

Words we sometimes use to describe personal qualities have special meaning in Rich's case, so highly did he exemplify the attributes involved: fairness, responsibility, intelligence, humaneness, courage, faith. Always he cared about people and what happened to them. Always he was ambitious for the development of sound education, never for personal power. His gentle strength, unflinching good humor, and thoughtful counsel were a source of inspiration to the many to whom he gave so freely of his time and energies. He is greatly missed, but the University bears his mark, and each of us cherishes warm memories of his associations with us.

The faculty of the School of Physical Education has established the Richard J. Donnelly Memorial Fund in his honor.

Professor Donnelly is survived by his widow, Bess, his elder daughter Peggy Donnelly Merriman of Westminster, California, his son Richard A., who is a freshman in physical education at the University of Minnesota, his younger daughter Anne, and his granddaughter Katie. Other surviving members of his family, all in Michigan, are his parents, Mr. and Mrs. Peter Donnelly of Allen; two brothers, William, a physician in Pontiac, and Charles, president of Flint Community College; and three sisters, Mrs. Mary Birkam of Southfield, Mrs. Helen Harig of Detroit, and Irene Donnelly of Lincoln Park.

RICHARD M. ELLIOTT
1887-1969

Richard M. Elliott, professor emeritus of psychology, died on May 6, 1969. He had been in ill health for several years. Mr. Elliott was born November 3, 1887, in Lowell, Massachusetts, and earned his Bachelor's degree at Dartmouth College in 1910. After graduating Phi Beta Kappa he continued in graduate study at Harvard where he was awarded his M.A. in 1911 and Ph.D. in psychology in 1913. The following year he spent as a Sheldon Traveling Fellow at the University of Berlin. His teaching career began first at Harvard and then Yale from 1915 to 1918.

His academic career was interrupted during World War I when he became a member of the group of psychologists who first introduced the extensive and highly successful use of psychological testing and classification procedures in military programs.

In 1919 Mr. Elliott came to the University of Minnesota to build what was to become its first Psychology Department. Psychology had previously been offered in the Philosophy Department. He served as chairman of psychology from 1919 to 1951. Under his guidance, Minnesota quickly became one of the leading half-dozen centers for graduate and undergraduate study in the country. He was a member of the Board of Directors of The Psychological Corporation, and was the American Psychological Association's representative to the Social Science Research Council. During World War II he served as consultant to the National Research Council. He was also a director of the Minnesota Human Genetics League.

In addition to his academic contributions, Professor Elliott was the founding editor of the prestigious Century Psychology Series, a series of psychological textbooks and monographs. He remained active in this capacity until his death.

In 1951 Professor Elliott resigned his chairmanship in order to concentrate on teaching until his retirement in 1956. He was a dedicated and innovative teacher. He felt that the introductory course was especially important, and he participated in teaching it during most of his academic career. Because of his wide exposure in very large classes over many years, generations of students knew and admired him as a scholar, teacher, and human being. His interests and scholarship ranged widely beyond psychology to include ornithology, astronomy, and travel. In 1927 and 1928 he made a trip around the world, much of it on foot. His interest in travel continued after his retirement when he and his wife, the former Mathilde Rice of St. Paul, whom he married in 1929, toured Europe and spent their winters in Florida.

It is a source of much gratification to his many colleagues and friends in the University community that he was able to participate in the dedication on September 20, 1968, of the Psychology Building as Elliott Hall, named in recognition of his many accomplishments and enduring influence upon psychology at Minnesota. No recital of times and places can reflect the human being that Professor Elliott was. He was a man of rare distinction.

He is survived by his widow, Mathilde Elliott.

GEORGE E. FAHR 1882-1968

George E. Fahr was born in Meadville, Pennsylvania, the son of a German father and descended from a pioneer New York family on his mother's side. He was educated in the local school system graduating from the Meadville High School in 1899. He was fluent in the German language before he finished high school, well prepared linguistically for his later fruitful work in Holland and Germany. It is evident from his paper, "Memoirs of a Scientist" how early was his commitment to a career in medicine. "After graduation from high school, I had to decide what college to enter for my premedical work."

He spent a year at Allegheny College, then continued his education at the University of Chicago. He was elected to Phi Beta Kappa there in his junior year, and received a bachelor of science degree in 1904.

His interest in the heart was apparent even before his formal medical training. In 1905 at Woods Hole, Mass., he worked under Anton Carlson, studying the heart of the limulus, the king crab. He began his formal medical training at Johns Hopkins, but left Baltimore and the United States

in 1906 to continue his studies at Wurtsburg where he received his M.D. degree in 1910 defending his doctoral thesis, "Elektrische Versuche an verletzten Muskeln" (Electrical Experiments on Damaged Muscles).

Interested in electrical phenomena of heart muscle, young doctor Fahr left Germany for Leiden to work with Einthoven. In this early period he was one of the authors of a classic paper describing the mathematics of the Einthoven triangle. This paper published in German has been translated into English and reappeared in the *American Heart Journal* in 1950.

Early in World War I he worked in Bern with Leon Ascher in the Department of Physiology. Then in 1917 with the outbreak of the war with the United States imminent, he returned to his homeland. On November 3, 1917, he married Alice Pearson, then 19 years of age and destined to remain with George Fahr until death separated this marriage a half century later. He became assistant professor of medicine at the University of Michigan in 1917 then left for war service in San Antonio, Texas in 1918. After the war he worked with Joe Evans, head of medicine at the University of Wisconsin, and there he was recruited by S. Marx White in 1922 to come to the University of Minnesota. His career as a teacher came to full flower in Minnesota where he spent the rest of his days, active in the University as professor of medicine until his retirement in 1950, and following as emeritus professor consulting in the Anoka and Hastings state psychiatric hospitals.

He has written extensively in the cardiovascular field. His outstanding papers concern the mathematical basis of electrocardiography, the use of Quinidine and digitalis, myxedema heart disease, and edema formation. These papers have made George Fahr a world figure in medicine. In 1962 in honor of his 80th birthday, the George E. Fahr Festschrift was published. Fifty-three titles of his medical bibliography appeared therein.

However, his greatest interest was teaching medical students. As he himself said, "Teaching is my life and whatever immortality I may have lies with my students." His students were every medical generation from 1922 until long past his retirement in 1950. As chief of medicine at the Minneapolis General Hospital (now called Hennepin County General Hospital) from 1925 to 1950 he was the model of the physician hundreds of his followers strove to emulate. He possessed the rare ability to stimulate his students to appreciate the privilege of practicing medicine, to enjoy the discovery of cryptic disease, and to derive satisfaction from the treatment of the illness of man. He was a rigorous and demanding teacher. His courses in physical diagnosis were always packed with attentive students. He quickened them with demonstrations of the most minute physical signs that can be observed at the bedside. He was a master clinician, a master teacher, and an important force fashioning the school at Minnesota into a great medical center.

He is survived by his wife Alice, three children, Sam, Marnie (Mrs. Roy H. Steyer), and George, 13 grandchildren, 1 great grandchild.

IMMANUEL CHRISTOPHER FISCHER 1898-1969

Immanuel Christopher Fischer, professor emeritus of engineering in the General Extension Division, died on July 12, 1969, in Minneapolis.

Mr. Fischer was born in Sheboygan, Wisconsin, on November 26, 1898. While earning the bachelor of science in electrical engineering at

the Milwaukee School of Engineering, he had an undergraduate assistantship, granted because of high scholarship. He taught at the school from 1921 to 1941, heading the Departments of Engineering Drawing and Design, Mathematics, and Mechanical Engineering at various times. In 1937, Mr. Fischer was awarded the master of science by Marquette University, with a major in mathematics and a minor in physics. He was elected to Sigma Pi Mu, honorary mathematics fraternity. Additional studies were taken at the University of Wisconsin, in psychology.

In addition to teaching and administrative duties at the Milwaukee School of Engineering, Professor Fischer was senior class adviser, director of the band, organizer and director of the annual minstrel production, assistant volleyball coach, member of the board of directors of the Alumni Endowment Foundation, and a fiercely competitive chess player. During this time, he also became a member of Pi Mu Epsilon, national honorary mathematics fraternity, the American Mathematical Society, the Mathematical Association of America, the American Association for the Advancement of Science, and the American Association of University Professors.

Mr. Fischer joined the staff of the General Extension Division in 1941 as assistant professor of engineering, teaching shop mathematics, analytic geometry, and differential and integral calculus. In 1942 he wrote the first of several correspondence courses for the General Extension Division and for the United States Armed Forces Institute. The correspondence courses written and revised by Mr. Fischer over the years, including courses in basic mathematics, solid geometry, analytic geometry, calculus, engineering statics, rigid-body mechanics, and many others, have consistently carried some of the highest registrations of any courses offered. Students always got careful, thorough, and constructive individual help from Professor Fischer, such that the rate of student completion on courses he taught was at a uniformly high level.

Mr. Fischer was named associate professor in 1960 and professor in 1963. He retired in 1967, having taught more evening class and correspondence students than any other University of Minnesota faculty member.

In addition to hobbies of fishing, volleyball, music, and chess, Immanuel Fischer was an avid amateur horticulturist, having developed new petunia strains by hybridization. He started growing orchids because a friend cleaned out her attic, unearthing some old English books on gardening, including the "Orchid Grower's Manual." He bought a plant and it bloomed. "Of course when that happens, you're lost," said Fischer, who wound up helping to organize the Orchid Society of Minnesota, in 1964. Offices in the General Extension Division also bloomed with Immanuel's beautiful roses, chrysanthemums, violets, lilies, and orchids.

The care and attention he lavished on flowers and students alike are sorely missed. Professor Fischer is survived by two sisters, Mrs. Elise M. Morton, Minneapolis, and Mrs. Marie Goetsch, Milwaukee, Wisconsin.

HERBERT ZIEGLER GIFFIN 1878-1969

Dr. Herbert Z. Giffin, professor of medicine in the Mayo Graduate School of Medicine from 1934 to 1947, and an associate of Dr. William J. Mayo and Dr. Charles H. Mayo at the Mayo Clinic from 1906 until their deaths in 1939, died at the Extendicare Nursing Home in Rochester, Min-

nesota, on April 25, 1969, of the complications of severe coronary arterial disease.

Dr. Giffin, born in Kirkwood, New Jersey, on October 25, 1878, was graduated from Princeton University in 1900 and from the Johns Hopkins University School of Medicine, where he was a member of the medical service of Sir William Osler in 1904. He became an associate of the Mayo brothers on July 4, 1906, at a time when the Mayo practice was still a private partnership and the Mayo Graduate School of Medicine did not exist.

He was particularly interested in diseases of the blood and the blood-forming organs, although he did early work in diseases of children, asthma, and tuberculosis. He was the author of more than 100 papers on medicine, and was widely known for his studies on anemia, leukemia, and diseases of the spleen. When the Mayo Graduate School of Medicine was established in 1915 he was appointed an associate professor of medicine; he was advanced to professor in 1934. He became a senior consultant in medicine in the Mayo Clinic in 1945, and he retired from that institution in 1946. He was elected president of the Minnesota State Medical Association in 1942 and in 1947 he received a Certificate of Merit, as a longtime member of the faculty, from the University of Minnesota.

Dr. Giffin was a quiet, almost retiring, man of impressive erudition who devoted himself to his profession with unsparing constancy. He was a kind and stimulating teacher who seemed to be happiest when his graduate students attained achievements in which he had helped, but for which he disclaimed any personal distinction. His quiet equanimity successfully cloaked a warm and gracious nature. A daughter, Dr. Mary E. Giffin, was assistant professor of psychiatry in the Mayo Graduate School of Medicine from 1949 to 1958.

FRANCIS RAYMOND KEATING, JR.
1911-1969

Dr. F. Raymond Keating, Jr., professor of medicine in the Mayo Graduate School of Medicine at Rochester, died on September 13, 1969, after he had been injured in an automobile accident on September 12 in which Mrs. Keating was killed instantly.

Born in Philadelphia on May 20, 1911, he was graduated from the Cornell University Medical College in 1936. He entered the Mayo Graduate School of Medicine as a fellow in medicine in 1938, and he was appointed to the staff of the Mayo Clinic in 1942. From 1955 to 1968 he was head of a section of medicine in the Mayo Clinic; in 1968 he became a senior consultant. He was appointed an instructor in medicine in the Mayo Graduate School of Medicine in 1943, and was advanced to assistant professor in 1947, to associate professor in 1950, and to professor in 1953.

He was widely known as an authority in the fields of endocrinology and metabolism, and particularly in primary hyperparathyroidism. It was under his direction that newer techniques for the identification of this state were introduced into clinical practice at the Mayo Clinic. He was deeply interested in the physiologic aspects and diseases of the thyroid gland, and was among the first to use radioiodine in the treatment of hyperthyroidism. He was president of the American Thyroid Association, Inc., in 1964 and 1965, and a vice president of the Fifth International Thyroid Conference in Rome, Italy, in 1965. In that year the surgeon general of the United

States Public Health Service appointed him to a three-member panel to investigate the biologic effects of residual atmospheric irradiation produced by nuclear explosions.

In his seminars with colleagues and graduate students Dr. Keating exhibited a most appealing amalgam of rare scholastic percipience with a bright and flashing wit which usually was ironic but never was unkind. By avocation he was an indefatigable naturalist and an ornithologist of impressive parts.

Dr. Keating is survived by four children, Priscilla, Peter, Cynthia, and Michael.

EDWARD S. LOYE
1909-1969

Edward S. Loye, associate professor of mathematics in the School of Mathematics, died at the age of 59 in the University of Minnesota Heart Hospital on April 27, 1969. He underwent open heart surgery at the Heart Hospital on April 10, 1969 for the purpose of correcting a cardiac impairment which had troubled him prior to surgery. His sudden death shocked and saddened his colleagues throughout the Institute of Technology.

Professor Loye was born in Eveleth, Minnesota on August 14, 1909. In 1931, he graduated with honors from the University of Minnesota with a Bachelor's degree in electrical engineering. Subsequently, he received his M.S. in electrical engineering in 1933, a B.S. in education in 1934, and a Ph.D. in education in 1948, all at the University of Minnesota.

Except for military service in World War II and a period of 2 years as an instructor in the University High School (1934-36), he served continuously as teaching fellow, instructor, and assistant professor of mathematics during the period 1931-46. In 1947 he was promoted to the rank of associate professor in the Institute of Technology Mathematics Department, and served in this capacity up to the time of his death. He was much interested in the teaching of mathematics to undergraduates in technology and in this role he was outstanding. In nearly 40 years of service with the University, Professor Loye saw the organization of mathematics at the University undergo a series of major changes. Throughout this period of change, Professor Loye maintained his devotion and dedication to excellence in undergraduate mathematics instruction. He lived and worked in the belief that among the various functions of the University that of teaching should be foremost not only in mathematics but also in all disciplines throughout the University. His attachment and loyalty to the University of Minnesota was sincere and profound.

He is survived by his wife, Ellena Ventura; sons, William and Edward; father, Henry E.; brothers, William and John; sisters, Mrs. Margaret Peterzen and Mrs. Elizabeth Milton.

HENRY WILLIAM MEYERDING
1884-1969

Dr. Henry W. Meyerding, a member of the faculty of the Mayo Graduate School of Medicine at Rochester from 1918 to 1949, died in St. Marys Hospital on August 27, 1969.

The career of Dr. Meyerding was linked almost inseparably with much of the history of the University of Minnesota. Born in St. Paul on September 5, 1884, he enrolled in the University of Minnesota after his

graduation in 1903 from the Mechanics Arts High School in St. Paul, and he took the degree of bachelor of science in 1907 and that of doctor of medicine in 1909.

In March 1910, Dr. Meyerding went to Rochester, where he became an assistant to Dr. William J. Mayo, a regent of the University of Minnesota from 1907 to 1939, and to Dr. Charles H. Mayo and Dr. E. Starr Judd. In 1918 he received the degree of master of science in orthopedic surgery, the first in that field to be conferred by the University of Minnesota by way of the Mayo Graduate School of Medicine, established in 1915. He was appointed an instructor in orthopedic surgery in the Mayo Graduate School of Medicine in 1918, and was advanced to assistant professor in 1920, to associate professor in 1922, and to professor in 1937.

Dr. Meyerding was an orthopedic surgeon of exceptional skill who was much respected for his learning and for his deep interest in the work of his graduate students in orthopedic surgery, upon whom, with infinite patience and concern, he expended the impressive accretions of his long experience in that field. He achieved international recognition; he was one of the founders of the World Medical Association, the International Society of Orthopedic Surgery and Traumatology, the American Academy of Orthopaedic Surgeons, Inc., and the American Board of Orthopaedic Surgery, Inc. A somewhat bluff man in the old-time tradition of the European university *Geheimrat*, he nonetheless had a generous store of kindness and unflinching courtliness.

There are no immediate survivors.

JOSEPH A. NOWOTNY 1908-1969

Joseph A. Nowotny, a member of the University faculty for 26 years, died June 22, 1969, at the age of 61. Although he had been seriously ill, he and his family had maintained optimistic reports to others so that no one would be concerned about him. His death consequently came as a real shock even to those who knew him well.

Mr. Nowotny attended high school in Arlington, Minnesota. He received a B.S. degree in physical education in 1932 from the University of Minnesota and an M.Ed. degree in 1950. As an undergraduate, Mr. Nowotny won his varsity "M" in basketball. After graduating, he taught and coached 2 years at Alden, Minnesota. From there he moved to Marshall, Minnesota, where he taught physical education and coached football and basketball.

Mr. Nowotny joined the School of Agriculture faculty on the St. Paul Campus in 1943 as an instructor. He was promoted to assistant professor in 1946 and to associate professor in 1958. During his tenure with the School of Agriculture, Mr. Nowotny served as coach of the athletic teams for the school. As "Gym teacher and Coach," Mr. Nowotny won many lasting friendships with the farm boys from across Minnesota who attended the School of Agriculture sessions.

In 1960 the Physical Training Department which Mr. Nowotny headed was incorporated into the Department of Physical Education and Athletics for Men. Even before that, however, Mr. Nowotny offered physical education classes in the gymnasium for the University students on the St. Paul Campus. He also was responsible for promoting a vigorous intramural and recreation program in the gymnasium.

Mr. Nowotny was active in several professional associations. He was a member of the American Association for Health, Physical Education, and Recreation and the Minnesota affiliate with the same name. He also belonged to the National Education Association, the National Intramural Association, and the National College Physical Education Association for Men.

Mr. Nowotny was a very humble and sympathetic man. He never hesitated to go out of his way to help faculty, staff, students, and their friends. He always assisted with the state meetings of the Future Farmers of America and the American Legion Boys State. He was teacher and coach to the countless youngsters in the St. Anthony Park and University Grove area, many of whom learned to swim under his careful tutelage through the General Extension Division swimming classes held in the gymnasium. Perhaps most important of all, Mr. Nowotny was a real friend of the many faculty and staff on the St. Paul Campus, especially those who participated in the recreational activities in the gymnasium.

Mr. Nowotny is survived by his widow, Helen; a married daughter, Mrs. Richard Skogsberg, Falcon Heights; a son, Joseph C., Merrill, Wisconsin; and three grandchildren.

HELEN JANE PETERSON 1917-1969

Helen J. Peterson, assistant professor on the faculty of the School of Nursing, died in University Hospitals on April 23, 1969, after a long illness throughout which she evidenced quiet courage and an indomitable spirit. The daughter of John E. Peterson and the late Idah M. Peterson, she was born on January 15, 1917, in Culbertson, Montana. Upon completion of high school in Culbertson she attended Montana State University in Bozeman, receiving a bachelor of science degree in home economics from there in 1938. After teaching for several years in Montana high schools, she elected to prepare for the practice of nursing. In 1945 she received a diploma in nursing from the Michael Reese Hospital School of Nursing, Chicago. Miss Peterson practiced nursing in Chicago, Whitefish, Montana, and Lynn, Massachusetts before entering the United States Army Nurse Corps in which she served as first lieutenant from 1951-54, principally in Germany.

After her discharge from the Army, Miss Peterson continued her education and received the Master's degree from the University of Minnesota in nursing education in 1955. She then joined the faculty of the University of Minnesota School of Nursing. Except for a 1960-61 leave of absence for post-master's study in medical-surgical nursing at the University of California, San Francisco, Professor Peterson served the school continuously until illness intervened. She taught first in the school's now discontinued practical nursing program and later instructed students in the baccalaureate program. Her tenure was marked by unstinting loyalty to the University and its School of Nursing, but even more by evidences of her unflinching concern for the welfare of students. Her generosity, warmth, and helpfulness will linger long in the memories of her former students and colleagues.

She is survived by her father, John E. Peterson of Plentiwood, Montana, a brother Robert and a nephew of Culbertson, Montana, and two nieces in attendance at the University of Minnesota.

FRANK J. POLANSKY
1914-1969

Frank J. Polansky, assistant professor of mathematics, died September 9, 1969, at the age of 54. Professor Polansky is survived by his widow, Margaret, three sisters, Mrs. John O'Donnell, Mrs. Dwight Carrell, and Sister Georgiana, O.S.B., and by a step-brother, Stephen Juras.

Professor Polansky was born December 19, 1914, at Virginia, Minnesota. He did both his undergraduate and graduate work at the University of Minnesota. As an undergraduate he was elected to Phi Beta Kappa and went on to receive his Ph.D. degree in 1949.

Professor Polansky began his teaching career in 1938 at Macalester College. This was followed by several years of work in the actuarial field with Northwestern National Life Insurance Company. He served in the Air Force during the last few years of World War II.

Following this he joined the faculty of the University of Minnesota where he remained until his death. His interests were mainly in the area of undergraduate teaching in the Institute of Technology. He was also interested in adult education and taught in the General Extension Division for a number of years.

Throughout this period, Professor Polansky fought a continuing battle with his health culminating in open heart surgery in 1955 at the University Hospitals. Although the surgery was successful, he had occasional relapses, and his death was due to congestive heart failure.

Professor Polansky took an active interest in all phases of life. In earlier days he was an avid golfer and he was a long-time curling enthusiast, being a member of the St. Paul Curling Club for 37 years. He was very much interested in music and painting; and in fact, had just finished a portrait the day before his death. Students and faculty alike will remember him for his wit and exposition of the well-turned anecdote.

FREDERICK LEROY SMITH
1879-1969

Dr. Frederick L. Smith, assistant professor emeritus of surgery in the Mayo Graduate School of Medicine at Rochester, died on September 14, 1969.

Dr. Smith, born at Waseca, Minnesota, on May 1, 1879, all his life was an enthusiastic supporter of the University of Minnesota, from which he received the degree of bachelor of arts in 1903 and that of doctor of medicine in 1906. He established a practice in West Duluth in 1907; in 1908 he went to Chatfield and in 1913 to Eyota. In 1917 Dr. William J. Mayo invited him to join the staff of the Mayo Clinic at Rochester to establish the Section of Postoperative Treatment, of which he was head until his retirement in 1947. He established the medical reserve unit of the United States Army at the Mayo Clinic and Mayo Graduate School of Medicine in 1929, and headed it until 1940. He reached the grade of colonel in 1938. He became an instructor in surgery in the Mayo Graduate School of Medicine in 1922 and was advanced to assistant professor in 1936. He was the recipient of a Certificate of Merit from the University of Minnesota in 1947.

Dr. Smith was a notable exemplar of a type of practitioner not often encountered in the current complex medical scene: a family confidante and

adviser as well as physician to each member thereof. He had an invariably cheerful and gregarious nature and he was uncommonly generous in the giving of his time and efforts to civic and philanthropic endeavors.

He is survived by his widow, a daughter, Mrs. William F. Hoeft, and two sons, Frederick and Layton.

HYLTON ARMOND THOMAS
1912-1969

Hylton Armond Thomas, professor of the history of art, died at the age of 56 in the University of Minnesota Hospitals on March 28, 1969, after a brief illness from cancer. Professor Thomas was a widely recognized authority on baroque and rococo art; his particular area of specialization within those areas was eighteenth-century drawings.

He was born at Woodstock, Illinois, on September 10, 1912, eldest of the three children of Glenn Earle and Emma P. Thomas. The parents and one sister, Elizabeth Thomas Roe, preceded him in death; the sole survivor in the immediate family is his sister Marjorie (Mrs. E. M.) Rabenold, wife of an American diplomat now stationed in Ecuador.

On graduation from Woodstock High School, he was awarded a scholarship to the University of Chicago. Although his interest in the visual arts and in music developed early in his academic life, he had even earlier evidenced the deep interest in floriculture which was to continue throughout his life; for some years in the thirties he was engaged, with his father, in horticultural pursuits. After completion of his B.A. degree at Chicago, where he was elected to Phi Beta Kappa, he was awarded graduate fellowships and turned his attention toward sinology which he pursued under the direction of Professor Ludwig Bachhofer, completing his M.A. degree in 1943. As there then was no opportunity for field study of Chinese art, he elected to study baroque art under Professor Jakob Rosenberg at Harvard where he was awarded M.A. and Ph.D. degrees in 1946 and 1949. His dissertation subject was Giovanni Battista Piranesi. While a doctoral candidate at Harvard, he was awarded the Sheldon Fellowship for Travel and Research in Europe. He received further grants for study in Europe from the Belgian-American Educational Foundation both in 1953 and 1956, a Postdoctoral Fulbright Research Fellowship for study in Italy in 1955-56 and a Guggenheim Fellowship for study in Italy and Austria in 1958 and 1959.

Before joining the Department of Art History at Minnesota as an assistant professor in 1950, he was a research assistant in the Max Epstein Archives at the University of Chicago, 1947-1949, an instructor at the University of Chicago in 1948-1949 and an assistant in the Print Room at the Chicago Art Institute in 1949-50. At Minnesota he was made associate professor in 1956 and professor in 1961.

In 1953 his excellent monograph on the drawings of G. B. Piranesi was published by Faber and Faber. Critical articles, on such artists as Piranesi, Tiepolo and Guardi, were published by the *Encyclopaedia Britannica*, the Royal Museum of Fine Arts (Copenhagen), The Boymans Museum (Rotterdam), the John Herron Art Institute (Indianapolis), the Museum of Art at the University of Kansas, and the Minneapolis Institute of Arts. In 1961, Professor Thomas selected the works and did the catalog research for the splendid exhibition, "The Eighteenth Century, One Hundred Drawings by One Hundred Masters," held at the University of Minne-

sota Gallery. Through the last 12 years of his life he traveled frequently to Europe where he worked on the corpus of drawings by Giocanni Battista Tiepolo and his son Domenico.

Hylton Thomas was a superb teacher. His relations with students were marked by the same sincere interest, generosity of spirit, and urbane wit as characterized his relations with colleagues and intimate friends. One of his greatest satisfactions as a teacher stemmed from the fact that many of his students, stimulated by his enthusiasm as by his generous encouragement and guidance, followed him in becoming collectors of drawings, prints, and decorative art. It was his wish that his extensive collection and fine library might continue to be available to students through the gallery and library facilities of this University.

Adopted by a rising vote

The University Senate adjourned.

W. DONALD BEATTY
Clerk of the Senate

*The next regular meeting of the University Senate
is scheduled for Thursday, March 12, 1970.*

Appendix I

ABSTRACT OF DISCUSSION

President Moos called the meeting to order.

Minutes of the May 22 and May 29, 1969, Meetings

The minutes of the two meetings were approved.

Admission of the Press

Roger Page, associate dean, College of Liberal Arts, moved that the press be admitted; motion seconded and approved.

Appointment of Senate Officers

President Moos named Donald Beatty, recorder, as clerk; Ralph Miller, placement officer, parliamentarian; and David Cooperman, professor of sociology, abstractor of the Senate. The appointments were confirmed.

Election of Vice Chairman

William Martin, professor of soils, nominated John Darley, professor of psychology; Burnham Terrell, professor of philosophy, nominated Hyman Berman, associate professor of history; and Dick Nelson, student, nominated Eli Rosenfield, student, in a brief speech in which he emphasized the need for active involvement and responsiveness of the entire membership of the Senate. All nominations were seconded and the nominations were closed. Mr. Terrell moved that a majority of votes cast would be needed to elect and that, if such a majority was not achieved, the nominee receiving the fewest votes would be eliminated. His motion was seconded and passed. A tally of votes indicated that the second contest would be between Mr. Darley and Mr. Rosenfield; Mr. Darley was later declared the winner by a vote of 72 to 54.

Report of the University Committee on Business and Rules

Mr. Page moved for adoption of a policy for admission of the news media to Senate meetings. The policy would accredit authorized representatives of state media for 1 year or part thereof, renewable, upon application to the chairman of the Senate. The vice chairman would arrange accommodations and hold a conference following meetings, if requested. Another provision covering out-of-town representatives would require them to apply to the chairman for admittance to individual meetings. A final guideline would permit the Senate to move to executive session at any time by a simple majority vote. Mr. Page moved for adoption and his motion was seconded.

John Cound, professor of law, inquired about the differential treatment for those from outside Minnesota, to which Mr. Page responded that application on a one-meeting basis seemed a practical means of handling the infrequent instances where out-of-state representatives would want to attend. Several students expressed concern about the kinds of standards applied in considering applications and William Tilton, vice president of

MSA, asked why standards were needed at all, indicating he favored granting accreditation upon request.

Mr. Cound then moved to amend the proposal to make the procedure identical for all representatives and his motion was seconded. Mr. Terrell pointed out that it would not then be possible for a newsman who had not previously requested clearance to attend on a one-time basis where he had very little lead time. At this point, the Cound amendment passed. Mr. Tilton asked why accreditation was needed at all, and Mr. Page replied that it was normal procedure wherever the press was admitted to ensure that individuals were actually news media representatives. Mr. Martin inquired whether a senator who preferred not to be identified must move for executive session, and Mr. Page replied that this was so. The amended version of Mr. Page's motion then was passed.

Report of the Administrative Committee

Reported for information were reports on Honors Committee recommendations, a budget discussion, a discussion on the conference policy involving procedures for use of facilities by non-University organizations, a discussion on disruption policy, an explanation of forthcoming data needs, a discussion of the proposed protocol for allocation of the educational appropriation, a discussion of guidelines for program review by the Minnesota Higher Education Coordinating Commission, a discussion of policies regarding graduate assistant appointments and terminations, review of a memorandum concerning property loss and building security, and a summary of a paper on internal barriers to the implementation of a program planning budget system in a university.

Senate and University Committees, 1969-70

Membership on certain Senate and University committees was approved; membership on the Administrative Committee and the Council on Liberal Education, as well as the two elective committees, was reported for information.

Student Organization Staff Representatives or Advisers, 1969-70

Membership was reported for information.

Report of Senate Committee on All-University Extension

A report of the committee's discussions for 1968-69 and a recommendation for clarification of the committee's role under the new Constitution were presented for information.

Report of the Senate Committee on Academic Standing and Relations

Theodore Kellogg, associate dean of admissions and records, presented for information a revision of the criteria for the accreditation of private secondary schools, indicating that the lengthy document must be part of the University record.

New Business

Victor Gervol, student from UMD, asked support for a resolution which included assertions of inadequate financing, low support of the

Duluth library, and general lack of cooperation in the area of scheduling and fiscal problems. He proposed vice president status for provosts of the coordinate campuses and separate line item treatment in the University budget.

Carl Auerbach, professor of law, inquired whether the resolution had been presented to the Duluth Assembly, since the University's Committee on Committees had, in formulating the new Constitution, given greater autonomy to the coordinate campuses. Mr. Gervol said that as yet the students were not represented in the Assembly in Duluth. Mr. Terrell recommended that the Senate receive the resolution and that it be referred to the Academic Standing and Relations Committee for a survey of coordinate campus relationships with the request that the committee report back to the Senate. His motion was seconded. Dean Crawford, professor of secondary education, Duluth, reported that the Duluth Constitution was being reviewed and that students would have representation on the Assembly. Maynard Reynolds, director of special education, said that the Committee on Committees had visited all the coordinate campuses before the Constitution had been drawn up and that it was important that everyone be aware of the place of these campuses in the educational process at the University. The Terrell motion was then approved.

David Niss, UMD student, moved that Senate meetings be held on a revolving basis involving the coordinate campuses, and his motion was seconded. Mr. Martin pointed out that the logistics would be difficult and that there was a concerted effort by Senate committees to meet at campuses other than the Twin Cities. The Niss proposal was then defeated.

The meeting was adjourned.

TONI McNARON
Abstractor pro tem

MEM
1266

**UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES**

March 12, 1970

The second regular meeting of the University Senate for the year 1969-70 was held in the Auditorium of Murphy Hall on Thursday, March 12, 1970. Sixty-nine voting members of the faculty and three alternates, twenty-six voting members from the student body and two alternates, six members of the Administrative Committee, and twenty-one nonmembers checked or signed the attendance roll as present. President Moos presided. Midway in the meeting, he was succeeded by vice chairman John G. Darley.

The following items were considered and action was taken as indicated:

I. MINUTES OF DECEMBER 4, 1969

Reported for Action

As amended by adding the word "Accepted" on page 9 after the Report of the Senate Committee on All-University Extension and also on page 29 after the Report of the Senate Committee on Academic Standing and Relations.

Approved

II. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1970-71 University calendar. Mr. Boyd, chairman of the University Schedule Committee, presented next year's calendar and, following discussion of the addition of a footnote applicable to registration in colleges and programs where numbers are limited, and a decision to request Mr. Scribner to undertake an evaluation of Cap and Gown Day, the calendar was approved.

**UNIVERSITY CALENDAR
Academic Year 1970-71**

Fall Quarter

- *August 3-September 25 Fall registration. Orientation program for new students. (Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August)
- *August 1 Saturday Last date to file application for fall admission to the undergraduate colleges
- August 28 Friday Graduate School application deadline for fall quarter
- *September 1 Tuesday Last date to file fall request for change of college within the University
- September 1-18 Orientation and registration for freshmen who applied for admission prior to August 1 (Duluth Campus)
- September 7 Monday Labor Day, holiday
- September 15 Tuesday Application deadline for adult special students
- September 17 Thursday Last day for payment of fall quarter fees for students registered through September 11

*Students applying to or planning to transfer to professional schools and programs should consult the appropriate college to determine the deadlines. These may be much earlier than those indicated above.

September 18-20			Camps for new students
September 20-25	Sunday		Parents' Day
September 20-25			Welcome Week (Twin Cities Campus)
September 21-25			Orientation and registration (Morris and Crookston Campuses)
September 24	Thursday		Late registration (Duluth Campus)
September 25	Friday		Last day for registration and payment of fees for undergraduates (including adult special students)
September 27	Sunday		Parents' Day (Duluth Campus)
September 28	Monday		Fall quarter classes begin
September 30	Wednesday		Opening Convocation (Crookston)
October 1	Thursday		Opening Convocation, Twin Cities Campus, Northrop Memorial Auditorium. Classes excused IV hour
October 2	Friday		Last day for registration and payment of fees for Graduate School and teachers in service
October 13	Tuesday		Crookston Assembly, 4:00 P.M.
October 17	Saturday		Homecoming (Duluth Campus)
October 17	Saturday		Homecoming (Morris Campus)
October 17	Saturday		Homecoming (Crookston Campus)
October 31	Saturday		Homecoming (Twin Cities Campus) — University of Iowa
October 26	Monday		Morris Assembly, 4:00 P.M.
October 27	Tuesday		Duluth Assembly, 3:30 P.M.
October 29	Thursday		Twin Cities Assembly, 3:30 P.M.
November 10	Tuesday		Crookston Assembly, 4:00 P.M.
November 26	Thursday		Thanksgiving Day, holiday
November 27	Friday		Floating Holiday
November 27-28			Classes excused
*December 1	Tuesday		Last day to file application for winter admission to the undergraduate colleges or for change of college within the University
December 3	Thursday		Senate meeting, 3:30 P.M.
December 4	Friday		Deadline for application for admittance to Graduate School, winter quarter
December 8	Tuesday		Crookston Assembly, 4:00 P.M.
December 10	Thursday		Last day of instruction
December 11	Friday		Study day
December 12-18			Duluth Assembly, 10:00 A.M.
December 19	Saturday		Final Examinations
			Twin Cities Campus Commencement and Reception
			End of fall quarter
			Winter Quarter
December 21-31			Orientation program, registration, and payment of fees for new students in all undergraduate colleges
December 22	Tuesday		Last day for payment of winter quarter fees for undergraduates in residence fall quarter (including adult specials)

*Students applying to or planning to transfer to professional schools and programs should consult the appropriate college to determine the deadlines. These may be much earlier than those indicated above.

December	25	Friday	Christmas Day, holiday
December	28		Floating Holiday (tentative)
January	1	Friday	New Year's Day, holiday
January	4	Monday	Winter quarter classes begin
January	8	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service
January	12	Tuesday	Crookston Assembly, 4:00 P.M.
February	2	Tuesday	Duluth Assembly, 3:30 P.M.
February	4	Thursday	Twin Cities Assembly meeting
February	9	Tuesday	Crookston Assembly, 4:00 P.M.
February	21-27		University of Minnesota Week
February	22	Monday	Morris Assembly, 4:00 P.M.
February	25	Thursday	Charter Day Convocation (Crookston)
February	26	Friday	Graduate School application deadline for spring quarter
*March	1		Last date to file application for spring admission to the undergraduate colleges or for change of college within the University
March	9	Tuesday	Crookston Assembly, 4:00 P.M.
March	11	Thursday	Senate meeting, 3:30 P.M.; last day of instruction
March	12	Friday	Study Day
March	18	Thursday	Last day for payment of spring quarter fees for students in residence winter quarter in undergraduate colleges (including adult specials)
March	13-19		Final examinations
March	20	Saturday	Twin Cities Campus Commencement and Reception End of winter quarter
Spring Quarter			
March	22-26		Orientation program, registration, and payment of fees for new students in undergraduate colleges
March	29	Monday	Spring quarter classes begin
April	2	Friday	Last day for registration and payment of fees for the Graduate School and teachers in service
April	9	Friday	Good Friday, holiday
April	11	Sunday	Easter
April	13	Tuesday	Crookston Assembly, 4:00 P.M.
April	27	Tuesday	Duluth Assembly, 3:30 P.M.
April	29	Thursday	Twin Cities Assembly meeting
May	3	Monday	Morris Assembly, 4:00 P.M.
May	11	Tuesday	Crookston Assembly, 4:00 P.M.
May	13	Thursday	Cap and Gown Day Convocation (Twin Cities Campus). Classes excused IV hour
May	24	Monday	Graduate School application deadline for first term of Summer Session
May	27	Thursday	Cap and Gown Day Convocation, Duluth Campus. Classes excused IV hour

*Students applying to or planning to transfer to professional schools and programs should consult the appropriate college to determine the deadlines. These may be much earlier than those indicated above.

May	27	Thursday	Senate meeting
May	30	Sunday	Memorial Day, holiday
May	31	Monday	Holiday
June	1	Tuesday	Cap and Gown Day Convocation (Morris Campus). Classes excused
June	3	Thursday	Last day of instruction
June	4	Friday	Study Day Duluth Assembly, 10:00 A.M.
June	5-11		Final examinations
June	11	Friday	Commencement, 2:00 P.M.; Director's Reception following Commencement (Crookston Campus)
June	11	Friday	Commencement, "The Mall," 7:30 P.M.; Provost's Reception after Commencement (Morris Campus)
June	11	Friday	Commencement, 8:00 P.M. (Duluth Campus)
June	12	Saturday	Twin Cities Campus Commencement End of spring quarter
Summer Session 1971			
June	14	Monday	Orientation and registration for first term; fees due
June	15	Tuesday	First term classes begin
June	21	Monday	Graduate School application deadline for second term Summer Session
July	4	Sunday	Independence Day, holiday
July	5	Monday	Holiday
July	16	Friday	Last day of term
July	16	Friday	Commencement and Reception, Twin Cities Campus End of first term
Second Term			
July	19	Monday	Registration for second term; fees due
July	20	Tuesday	Second term classes begin
August	20	Friday	Last day of term
August	20	Friday	Commencement and Reception, Twin Cities Campus
August	20	Friday	Commencement, 4:00 P.M., followed by Provost's Reception (Duluth Campus) End of second term

LANDIS BOYD
Chairman

Approved

2. Reported for Information

Placement Committee Report. Mr. Cashman reported that modifications of the May 1968 report would reach committee members shortly for their review and discussion at the next Administrative Committee meeting.

Honors Committee Report. Mr. Ziebarth presented one nomination for the Outstanding Achievement Award, which was adopted by unanimous consent.

St. Paul Planning Prospectus. Mr. Smith opened the discussion with a summary of the scope of the report which included the goals in each successive stage of development and the sequence of the interrelated planning activity. It was pointed out that adjustments in the plan were anticipated as a result of faculty and coordinating committee's insights, and that there was no attempt to pre-empt on the subject of administrative structure until the appropriate faculty committees could study the prospectus. Coverage by the news media was described as inaccurate and misleading in many instances, and the deans were urged to make printed copies of the prospectus available as soon as possible so that all aspects could be considered by faculty committees within each college. Mr. Smith urged that such study be made in time to assist in preparation for the 1971 Legislature.

Task Force report on educational opportunity. Mr. Kegler presented the report, which was an analysis of the alternatives for meeting future higher education needs in the State, and he indicated that options were closely related to the matters discussed in the St. Paul Planning Prospectus. He urged that key collegiate committees study the report and indicated his willingness to attend meetings arranged for that purpose, emphasizing that he would need as much input as possible by April 15 to work into recommendations for the Minnesota Higher Education Coordinating Commission. He noted that a recent study of transfer patterns showed state colleges making substantial progress in taking transfers from junior colleges, and he agreed to supply committee members with copies of that study.

Spring Commencement. Mr. Scribner reported that the Administrative Committee had approved, by mail vote, a proposal to provide for automatic graduation in absentia in March if desired by the candidate. The committee then approved a request from the Medical School that its graduates, many of whom would have early out-of-state commitments, be allowed to use their June Recognition Day exercises as the occasion for awarding degrees, with University official graduation programs to include their names in the regular manner.

Instructional Equipment Fund Allotments. Mr. Shepherd reviewed the priority considerations under which decisions were made on the allocation of the first \$1 million earmarked by the Legislature for the purchase of educational equipment by the University, and he reminded the deans of the importance of submitting comprehensive reports on the use of such funds presentation to the Legislature. It was agreed that a cutoff date for submitting proposals for the next allotment should be near the end of spring quarter, and that the complicated administrative procedures could be undertaken early in the summer.

Course credit module proposal. Mr. Smith reported that the Subcommittee on the Credit Module had submitted to the Senate Committees on Educational Policy and Resources and Planning its proposal to curtail drastically 3-credit course offerings. He said the report was to be presented at the next Senate meeting for information and for action at the earliest possible opportunity. The Administrative Committee approved a similar action.

Equal Employment Opportunity Statement. Mr. Smith reminded the committee of the Statement of Policies and Programs for Equal Employment Opportunity at the University which was issued in March 1969 by the Equal Employment Opportunity Task Force, of which he was chairman. He called particular attention to the statements which should appear in all bulletins, announcements of services, and forms for admission application, and he urged that there be better surveillance in the college offices to ensure that the policy was being adhered to. He said the policy statement would be reprinted within a few months and that part of it would be abstracted and sent to deans and department heads.

1970-71 Budget Plan. Mr. Champion presented the budget plan for next year, indicating that it would be given to the Regents on January 9 for action in February. There followed a discussion of salary levels in general and the rise in the cost of living.

Analysis of Higher Education Needs in Minnesota, 1970-80. Copies of the Analysis prepared by a task force chaired by Mr. Kegler were distributed. President Moos announced that it was intended for discussion in appropriate academic committees. He said the University should take a position as a response to the report and that it should be done early enough to provide significant input for the Minnesota Higher Education Coordinating Commission's deliberations, which will take place before May 7, the date on which the Commission must make a report.

MARILEE WARD
Secretary

Accepted

III. SENATE AND UNIVERSITY COMMITTEES FOR 1969-70

Reported for Action

University Committee on Printing and Publications: Students: Delete: Susan Gaida. Add: Patricia Ringsred. Faculty: Delete: John Ervin. Add: Jane McCarthy.

University Committee on Business and Rules: Delete: William Edson. Add: John Cound. Student: Add: Don Gilmore.

University Committee on Extension and Community Programs: Delete: Norman Moen. Add: David Geise.

Approved

Reported for Information

Senate Committee on Committees: Add: W. Donald Spring, (1969-70) and Theron Odlaug, (1969-70).

Senate Consultative Committee: Theron Odlaug, (1968-70) Term for Theron Odlaug should be 1968-71 and for Robinson Abbott 1969-72.

Accepted

IV REPORT OF THE SENATE COMMITTEES ON EDUCATIONAL POLICY AND ON RESOURCES AND PLANNING

The Senate Committees on Educational Policy and Resources and Planning endorse the Proposal to Change the Predominant Course Credit Module and recommend the proposal to the Senate for action.

Introduction

Within the past year a number of voices within the University have asked for a change in the course credit module. A number of faculty members, students and adminis-

trators, the Council on Liberal Education, and the CLE All-College Council and the joint student-faculty IT report on the "Education of Engineers," concerned with instruction have specifically sought consideration of changes that would reduce the excessive use of 3 credit courses. Jointly the Senate Committee on Educational Policy and the Senate Committee on Planning and Resources created a subcommittee to consider changes in the course credit module. The subcommittee was charged in April 1969 to answer two questions:

- "1. For the University as a whole, is the movement from a predominance of 3 credit courses to 4 and 5 credit courses a desirable goal?"
- "2. If so, how should colleges proceed to accomplish the change and retain the compatibility of current programs and the planning process?"

This report contains the subcommittee's appraisal of the current system and proposes policy statements for Senate action. It also identifies what actions need consideration by departments, colleges, campuses, and councils, and suggests further steps that would, in the judgment of the subcommittee, enhance the effectiveness of the proposed policy.

The Current System

As background for its discussions, the Committee surveyed the credit hour designations of all undergraduate courses in seven representative departments of eleven other institutions comparable with the University of Minnesota. Data from the survey are contained in Appendix A. Minnesota, with 92 percent of its courses bearing 3 credits, 4 percent bearing 4 credits, and 4 percent bearing 5 credits, is one of six institutions offering predominantly 3 credit courses. The other five in this category are on the semester system. Of the other six institutions, which were on the quarter system, three offered predominantly 5 credit courses, one offered 4 credit courses almost exclusively, one offered an equal distribution of 5, 4, and 3 credit courses, and one listed an equal number of 5 and 3 credit offerings.

The subcommittee considered whether the pattern of three credit courses is more appropriate for Minnesota than the larger module used by other comparable institutions on the quarter system. The three credit module does enable students to test their interests and capability in a broader spectrum of course offerings. With the smaller credit units, student programs can be developed with more flexibility, meeting stated requirements in many different ways. The primary disadvantage for the students is the fragmentation they experience, the multiplicity of simultaneous assignments they must manage. Student schedules are composed of short class periods, three classes a week, five courses a quarter, three quarters a year, and two half quarter terms if they attend summers. The accumulative effect is to produce in students the feeling that their learning is fractioned into meaningless pieces with little opportunity for sustained, integrated learning experiences. A survey of IT students, for example, showed that they clearly preferred 4 and 5 credit courses.

The subcommittee recognized that the 3 credit module may be the most effective unit for teaching some concepts. In general, however, this smaller credit module when applied uniformly is unduly restrictive. Though significant learning experiences are more a function of the content of the curriculum than of the way the content is programmed into courses and scheduled into classrooms, programming and scheduling do produce constraining effects. Current practice is judged to produce undue restrictions especially in designing sustained, integrated study of substantive problems.

The Committee believes that the current pattern of credit modules and scheduling does produce undue constraints on the faculty as well as a fragmented experience for the students. Though it is an oblique approach to fundamental curriculum problems, removing the constraining effects of the current system would stimulate and encourage more creative approaches to the design of learning experiences.

Proposed Senate Policies

The subcommittee recommends that the Senate take three actions. The goal of these proposals is to make possible a course design and class schedule that would give students more concentrated, intensive, and rewarding educational experiences.

1. The Senate reaffirms its long standing policy on Uniform Credit Hour Value going back to Senate action of 1922. Each college should evaluate the work done by its students in terms of the credit hour which is defined as equivalent to three hours of work per week. One lecture or discussion hour is usually assumed to require two additional hours of preparation, and a two hour laboratory period is assumed to require an additional hour of preparation. Other work such as independent study, workshops, work in clinics or other practicums should be assigned credit on the basis of one credit for each three hours of work per week. It should be noted that the policy equates the number of credit hours with the total number of hours of student effort. The policy does not equate the number of credit hours with the number of classroom hours per week.
2. Each department or other instructional unit shall consider that 4 credit and 5 credit courses are the normal credit modules for the courses that comprise its curriculum. Courses with other credit modules may be approved only as exceptions by

appropriate collegiate curriculum committees. In order that the appropriate Campus Assembly Committee on Educational Policy can assess the effectiveness of the implementation of the policy, collegiate curriculum committees shall report exceptions and unusual cases, along with the educational bases for such actions, to their Campus Assembly Committee on Educational Policy.

3. By the fall quarter, 1971, the changes necessary to implement the policy on normal credit modules are to be accomplished. This date has been chosen to allow the necessary coordination among departments and colleges.

Assumptions and Implications

1. Reaffirming the existing Uniform Credit Hour Value Policy reminds the faculty that contact hours or scheduled class hours are not the basis for establishing the credit value of the course. A credit is defined in terms of the amount of work which a student, presumably an "average" student, can accomplish in three hours a week, on the average. This definition enables departments to approve varying patterns of contact hours (scheduled class hours) for a given credit value depending on the objectives for the course. For example, a five credit course that may have as its primary objective the development of certain methodological, practical, or performance competencies might be scheduled for more than the customary five hours a week. Similarly, a five credit course which requires unusual amounts of preparation might be scheduled for fewer than five class hours a week.

2. Departments should not propose, and curriculum committees should not approve, changes in existing programs that would increase by any significant amount the total number of credits currently offered by a department. Collegiate and central administrative officers should not reallocate resources solely on the basis of the shift to the predominantly 4 and 5 credit module.

3. Curriculum committees must review carefully the requests from departments to implement changes proposed by the new credit module policy. One benefit of the policy is to stimulate departments to revise their offerings within the limits of the number of credits they now offer, indeed, to seek reduction in total credit hour offerings where appropriate. Combining two three-credit courses into a new five credit offering ought to be a more frequent change, for example, than increasing the credit value of a three credit course to four credits. Three quarter nine credit courses might become two courses of five and four credits or two four credit courses to balance changes of one quarter courses from three to four credits.

4. Once this policy is implemented a student would normally carry three or four courses per quarter rather than the current five. The number of credits required for graduation remains unchanged. Certainly current definitions of student load or curriculum requirements that are based on the 3 credit course module will need revision, and departments will have to review both the range of their offerings and their major requirements in terms of four and five credit modules. Such revisions can be accomplished most appropriately by the groups responsible for such policy development.

5. The proposed policies assume no necessary change in faculty teaching load. Since departments can construct faculty teaching loads over the period of one or more academic years, any necessary adjustments can be accommodated within existing departmental policies.

6. The Office of Space Allocation and Scheduling has given assurance that any likely changes in the scheduling of class hours and contact hours can be accommodated.

Subcommittee on the Credit Module:

David Bardin, Student

Wendell Glick

George Hoff, Student

Warren Ibele

Norman Kerr

Toni McNaron

Roger Page

Roger Wilk, Chairman

Kenneth Zimmerman

Approved

Appendix A Report of Credit Module Subcommittee January 1970

Schools surveyed:	Departments surveyed:	Courses surveyed:
Berkeley	Biology/Zoology	All undergraduate
Illinois	Economics	courses, except
Indiana	English	Independent Study

Iowa
Michigan State
Minnesota
Northwestern
Ohio State
Purdue
Stanford
Washington
Wisconsin

History
Political Science
Psychology
Sociology

courses, offered in
the departments
listed.

Information from
schedules and
school bulletins.

	Number of 5-credit courses	Percent of total	Number of 4-credit courses	Percent of total	Number of 3-credit courses	Percent of total
A. Predominantly 5-credit courses offered						
1. Berkeley — One credit represents three hours of work per week, including class attendance and preparation. Lab, discussion, quiz and review may or may not have credit value. (Quarters)	377	87%	43	10%	12	3%
2. Stanford —One credit represents one 50-minute class per week. (Quarters)	293	79%	27	7%	51	14%
3. Washington —One credit represents one lecture hour or two lab hours per week. (Quarters)	262	76%	4	1%	81	23%
B. Predominantly 4-credit courses:						
1. Northwestern —One credit represents one 50 minute lecture or two lab hours per week. (Quarters)	0	0%	285	99%	3	1%
C. Predominantly 3-credit courses offered:						
1. Illinois —One credit represents one 50 minute period of classroom work per wk. for 15 wks. or equivalent in lab, field work or independent study. (Semesters)	2	0%	44	11%	369	89%
2. Indiana —One credit represents one 45 minute class or 90 minute lab per week. (Semesters)	8	2%	2	1%	333	97%

3. Iowa—One credit represents one 50 minute class per week. (Semesters)	1	0%	71	25%	213	75%
4. Minnesota—One credit represents three hours of students time per week. (Quarters)	18	4%	17	4%	427	92%
5. Purdue—One credit represents one class hour per week. (Labs excepted). (Semesters)	0	0%	13	4%	286	96%
6. Wisconsin—One credit represents one 50 minute class per week. (Semesters)	8	1%	16	3%	543	96%
D. Equal Distribution of 5, 4, or 3 credit courses offered:						
1. Michigan State—One credit represents three hours of student effort per week. (Quarters)	126	37%	109	32%	106	31%
2. Ohio State—One credit represents one 48 minute class per week. (Quarters)	172	46%	26	7%	177	47%

V. UNIVERSITY COMMITTEE ON BUSINESS AND RULES

Reported for Action

The report of this committee on press coverage of Senate meetings approved by the Senate on December 4, 1969, included the following sentence "Accreditation may be revoked for cause by the Senate upon recommendation of the Committee on Business and Rules."

Upon reconsideration, the Committee believes the sentence to be unduly provocative. The Committee has had difficulty, moreover, determining on what grounds revocation might be considered.

Accordingly, the Committee recommends to the Senate the deletion of that sentence from the statement on press coverage.

ROGER B. PAGE
Chairman

Approved

VI. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS

Reported for Information

A. Proposed Revision of Policy on College Transfer Recognition (To be presented for action at the next meeting)

Prior to spring, 1967, the University through the Senate Committee on Institutional Relationships served an accreditation function for other colleges and universities, which did not have regional accreditation (North Central Association for Secondary Schools and Colleges). At the request of such institutions, the University sent visiting committees to evaluate all aspects of development. The primary objectives of such accreditation were (a) the maintenance of adequate standards to facilitate student transfer, (b) the provision of educational support and assistance to facilitate the development of higher education in the

state. Until such time as an institution received North Central Association accreditation this recognition served as a basis for transferring appropriate courses.

In June, 1967, the Senate approved a new policy for relating other institutions to the University. The change was precipitated by a broadening of North Central practices (new types of recognition were established) and by organizational changes in the patterns of higher education in the state (particularly the establishment of the State Junior College Board). With the developments described, overall University accreditation became unnecessary at best and inappropriate to other institutions in some instances. Thus, the more limited approach of "Transfer Recognition" was adopted.

The desire of the University to serve a cooperative partnership role in Minnesota higher education rather than any role which might be construed as regulatory, a review of the priorities of University resources devoted to institutional relationships, and the availability of suitable alternatives to present "Transfer Recognition" policies are all important reasons why the Senate Committee on Academic Standing and Relations recommends the approval of a new policy governing the transfer of credit from other colleges and universities to the University of Minnesota.

As additional background for the proposal, several existing general policies relating to credit transfer are useful to note:

- a. Individual courses or educational experiences may yield credit in transfer for particular individuals via University Credit by Examination procedures.
- b. appropriate work satisfactorily completed taken at institutions outside of Minnesota is considered for transfer if the teaching institution is regionally accredited or if the credit is accepted by an institution analogous to the University of Minnesota in the particular state (e.g. another Big Ten University).

The SCASR recommends that the following policy defining the bases for recognition of credit from other colleges and universities replace the "Transfer Recognition" policy approved by the SCIR in April, 1967, and reported to the Senate for information in June, 1967. All points are to become effective upon approval of the policy.

1. The University discontinues present policies for formal "Transfer Recognition" relationships with other Minnesota colleges and universities as a basis for credit transfer.
2. To replace present policies either of the following conditions is an acceptable basis for the transfer of appropriate, satisfactorily completed credit from other Minnesota colleges and universities to the University of Minnesota.

- a. If another Minnesota institution now has or subsequently develops any level of official recognition from the North Central Association of Secondary Schools and Colleges (NCASSC), that shall be the basis for the appropriate transfer of credit; currently for example, the levels of recognition are "Correspondent Status," "Candidate Status," and "Accreditation Status."

NOTE: This is a broadening of current policy in that the use of "Correspondent Status" is added. Correspondent Status can be achieved from NCASSC early in the institution's development and involves certification that the institution can be expected to move toward full accreditation in a systematic fashion. A time schedule for review is established. As is currently the case for Candidate Status, credit transfer becomes effective when an institution achieves Correspondent Status, without visitation by the University.

- b. If another Minnesota institution does not now have any NCASSC affiliation but does now have a Transfer Recognition relationship with the University, that recognition shall be continued through the 1971-72 academic year. (Note: This is consistent with current policy in that review of any institution not having NCASSC recognition by 71-72 is called for.) By the end of spring quarter 1972, the Senate Committee on Academic Standing and Relations shall contact such Minnesota institutions and, if NCASSC affiliation has not been obtained, and it is judged not to be a reasonable affiliation, shall negotiate one of the following alternatives which shall be reported to the Senate for information (or action if it chooses.)

(1) continued transfer of credit based on successful transfer experience data or other arrangements better suited to this particular situation.

(2) discontinuance of a regularized overall transfer relationship.

B. Changes in Handling of Incompletes

The following is reported for information at this meeting with the intention of resubmission of the proposal for action at the May 28 meeting of the Senate. The Academic Standing and Relations Committee requests that the proposal receive careful study within the various academic units prior to the May meeting. Reactions are solicited so that any necessary modifications may be considered.

Background

In recent years increasing concern has been expressed relative to the number of students who through confusion, misunderstanding, or general immaturity amass early in their college careers incompletes which automatically become F's after six weeks of their next quarter of attendance. Since the "administrative" F, lapsed from I for a student

who did not complete a course, is something quite different from the "earned" F and yet contributes in the same manner to the grade point deficiency under the present grading system, it would appear that there is need for a different approach to the handling of incompletes.

Against this background the Senate Committee on Academic Standing and Relations proposes a modification in the handling of incompletes which will permit the various academic units greater flexibility in making decisions related to student scholastic status.

The Proposal

Referring to the "Grading System" section of any recent **Class Schedule**, the following changes are proposed:

For the present rule 8, which reads as follows:

"8. There shall be a temporary grade of I (incomplete) which may be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. This would be the case if the student has not done all the work of the course or if the instructor does not know why a student, officially registered for his course, has not appeared or has left. If the instructor is able to ascertain that the student has no adequate excuse or if the student attended beyond the sixth week and was failing, F or N is the appropriate grade, with the choice of F or N depending on the grading system under which the student had registered for the course.

"An I which has not turned into a permanent grade or into a W (official cancellation with approval of the student's college) by the end of the sixth week of the next regular quarter of attendance shall become an F or N. (This does not apply to students in the Graduate School or to students in a Master's degree program in undergraduate colleges; their I grades remain until changed by the instructors to some grade.) Permission to complete the work must be obtained from the instructor. He may give a makeup deadline of less than 6 weeks.

"An extension of time may be permitted for removal of I grades upon recommendation of the instructor concerned and with approval of the Scholastic Committee of the college in which the student is registered. If the petition is presented after the end of the sixth week of the next quarter of residence, a restoration of the mark of I and the completion of the required work would be considered in the nature of a special examination for which the special examination fee would be required."

Substitute the following:

"8. There shall be a registration symbol I (incomplete) that shall be assigned when a student neither earns a final grade by completing a course nor qualifies for a W (withdrawal) as defined in section 9 below. A student may earn a permanent grade in place of an I with permission of the instructor (or of the department, if the instructor is not available). For the convenience of both students and instructors, I's should be made up early in the next regular quarter of attendance, but instructors may extend the time if they believe a delay is justified. Students do not have to be registered in order to make up I's.

"An I which is not made up remains on the student's record; it does not count in the grade point average. When an I is made up, it is removed from the record."

Leave 9 as stated:

"9. There shall be a symbol W to indicate official cancellation from a course without grade. This shall be assigned in all cases of official cancellation during the first 6 weeks of classes irrespective of the student's standing. Whether cancellation is permitted is within the authority of the student's college to determine. After 6 weeks, W shall be posted only if the student is not failing at the time of official cancellation. W is a registration symbol, not a grade, and shall be posted by the recorder on the basis of the student's registration activity as approved by the student's college."

Eliminate 10 (stated for information below) and renumber remaining sections:

"A student who cancels officially or otherwise leaves a class after the sixth week of classes and is failing at the time shall receive an F or N."

Discussion — The proposal is much more permissive than the present regulations, in that there is no grade point penalty attached to not completing a course. Scholastic committees within the various colleges may wish to develop scholastic probation and exclusion standards based on credits completed and requiring higher grade point averages than at present. Colleges could maintain essentially the same scholastic standards as at present but simply define them differently. With the I as defined in the proposal instead of the "administrative" F (I lapsed to F), however, the student's grade point loss would not be so severe as to preclude his chances of later success here or elsewhere.

Adoption of the proposal would, in addition, eliminate the often expressed criticism that an "administrative" F (I lapsed to F) should not have the same value in appraising a student's academic performance as an F reported as a consequence of failing work in the course.

Under the provisions of the proposal, the make-up of a course which is not completed is left as a matter to be settled between the student and instructor (or department in the absence of the instructor), without the specific University-wide deadline which has brought the various scholastic committees so often into negotiations under the present rules. With the change suggested, departments and instructors could set and administer whatever deadlines seem most appropriate.

C. Experimental Grading Practices Approved

In accordance with Section 19 of the University Senate action of March 9, 1967, which provided for Senate Committee approval of experimental plans for grading, the following two proposals have been approved by the Senate Committee on Academic Standing and Relations, to be reviewed at the end of the three-year experimental period, and are hereby reported for information:

a. The University of Minnesota, Morris, will use an S-U grading system for such courses as the General Assembly decides is appropriate.

Under the S-U grading system, a grade of S is recorded after a student performs satisfactorily in one of these courses. Following unsatisfactory performance a grade of U is recorded. When the student receives a grade of S, he receives course credits available toward meeting graduation requirements. The grade of U would result in no course credit and the student would have to apply for permission in order to repeat the course. Neither the S nor the U would be used in computing grade point averages.

b. The University Medical School intends that class rank no longer be made a part of the permanent University transcript and that grades be recorded as I (Incomplete), S (Satisfactory), and O (Outstanding). The Part II National Board scores which have been recorded on the transcript in the past, will not be so recorded in the future since the scores represent a kind of ranking on a national basis which would defeat one of the purposes of the new plan. Likewise, class ranks will not be recorded on the transcript.

D. Report on Status of Duluth Resolution

The resolution submitted to the University Senate by Victor Gervol, student from the University of Minnesota, Duluth, which was referred to the Senate Committee on Academic Standing and Relations has been taken under advisement by that Committee. The Committee is in the process of seeking additional information concerning the situation before making a decision on how to proceed.

T. E. KELLOGG
Chairman

Accepted

VII. REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY

Reported for Information

The Senate Committee on Educational Policy has considered and expressed informally a favorable reaction to the Graduate School and the College of Medical Sciences with respect to the following changes in grading practice:

Graduate School: The omission of the grade S in computing grade point averages of graduate students.

College of Medical Sciences: The elimination of class ranking and the addition of the grade O (for Outstanding) to the present grades of S (Satisfactory) and I (Incomplete).

ROBERT S. HOYT
Chairman

Accepted

VIII. REPORT OF THE SENATE CONSULTATIVE COMMITTEE

Reported for Information

Article II, Section 1, of the By-Laws of the University Senate authorizes the Consultative Committee to control inspection of records of committees of the Senate. The By-Laws require that records be kept of Committee meetings and proceedings and that they be placed on file with the clerk of the Senate. The following policy adopted by the Consultative Committee shall apply to inspection of such records:

"The Minutes of each committee of the Senate shall be open for inspection by persons other than Senate members (the latter already have access to all minutes according to Senate By-Law, Article II, Section I) in all cases except where and when such a committee decides otherwise. If anyone wishes to examine minutes which are withheld by a committee of the Senate, appeal may be made to the Consultative Committee."

JOHN G. DARLEY
Chairman

Accepted

IX. REPORT OF THE SENATE COMMITTEE ON RESEARCH
(Task Force on Secrecy in Research)

Reported for Information

The chairman of the committee will present an oral report.

Accepted

X. REPORT OF THE SENATE CONSULTATIVE COMMITTEE

Reported for Information

By direction of the Chairman of the Senate Consultative Committee, the following proposals from Grover Maxwell have been referred to the appropriate committees for study. If action is recommended, a report will be made to the Senate at a later date.

1. Proposal: a motion of reorganization of the Senate Library Committee, its constituency and its operation.

Purpose: to decentralize authority in the present Committee, to permit a fairer representation of major segments of the University, and to achieve a membership responsive to the real academic community.

- Item 1. Makeup of Committee: students and regular faculty are eligible; persons at administrative levels (except library officials) are ineligible.

Twin-city library officials: 2	bio-medical faculty: 2
Twin-city library professional staff: 2	agriculture: 2
humanities faculty: 2	physical sciences: 2
social sciences faculty: 2	law school: 1(*)

(*) The Law library is a semi-autonomous library, having its own separate budget.

students: 5, chosen from various disciplines and classes.
out-state libraries (Morris, Duluth, etc.): 2 TOTAL: 22

- Item 2: The chair will alternate from one member to another, each quarter. A member of the Committee may serve as chairman repeatedly, but not in successive quarters. The method of selection of chairman will be by drawing of lots, and students will be eligible.

Item 3: Agenda are to be set by the current chairman, in consultation with other members of the committee. Meetings are to be held a minimum of once per quarter. Minutes (including those from expert testimony) are to be kept and distributed.

Item 4: The current chairman shall be allocated a special office or desk in a main or branch library of his (her) choice, with access to secretarial assistance for correspondence and minute-taking; access to a reproducing machine, a mailing list, stamp fund, and other reasonable facilities, in order to make the functions of this committee easier to perform.

Item 5: The Library Committee is instructed to (a) maintain relations with relevant structures of the University, such as the Library School, the Space-allotment office, and others; (b) deliberate major issues of budget, space allotment (including the matter of study-halls), and library services (xeroxing, etc.); (c) receive and handle complaints (from librarians and users alike), and (d) set up general regulations.

(Drawn up by members of the library committee of the Faculty Action Caucus.)

2. Separate Budgeting:

MOTION: Moved that the department libraries of the University of Minnesota Library system in Minneapolis be allotted fixed amounts for acquisitions, personnel and equipment at the beginning of each biennium as a regular part of the legislative budget. Proposed budgets for each department library would be submitted before the legislative session by local committees consisting of faculty selected by the departments served by each library and of the department librarians. The spending of the amounts allocated in response to these proposals would be under the complete control of these local library committees with the sole restriction that they not exceed the amounts allocated.

ARGUMENTS: In support of this proposal we point out that there is much evidence that unwarranted complications are associated with making even minor expenditures in department libraries under the present system. These complications are wasteful of the time and energy of all concerned. Acquisitions are determined by the department faculties already and there is no discernable need for central censorship on this aspect of branch library activity. Further, many branch libraries are giving very inferior service and have poor collections as a consequence of the present system. We believe that the elimination of waste and the stimulation of faculty and dept. librarian initiative produced by the implementation of this proposal would produce greatly improved department libraries.

Accepted

XI. REPORT OF THE UNIVERSITY COUNCIL ON INTERNATIONAL PROGRAMS

Reported for Information

The University Council on International Programs recommends to the Office of the Vice President for Academic Administration that the Office of International Programs be made an integral part of the Vice President's

Office with its head assuming the title of Associate to the Vice President for International Programs.

Accepted

XII. REPORT OF UNIVERSITY COMMITTEE ON BUSINESS AND RULES

Reported for Information

It has been recently noted that students in University College were not covered in the listing of units which make up the University Senate. University College has no faculty members who are not already members of some other faculty, but University College students are currently disenfranchised. In order to remedy this error, it is proposed to amend Article I, section 1 of the Bylaws of the Senate constitution, which lists voting units of the Senate, to add "(16) University College" and renumbering the following units.

It is proposed that this amendment to the Bylaws will be called up for vote at the spring meeting of the Senate.

ROGER B. PAGE
Chairman

Accepted

XIII. OLD BUSINESS

XIV. NEW BUSINESS

It was recommended that the Senate go on record as being in favor of optional attendance at Commencement.

XV. NECROLOGY

LOUALLEN F. MILLER

1875-1969

Louallen F. Miller, Emeritus Professor of Physics at the University of Minnesota, died in Glendale, California, on October 25, 1969 at the age of 94. Professor Miller was born in Aurora, Illinois, on September 23, 1875. He attended high school in East Aurora, Illinois. He continued his studies at the University of Michigan, obtaining the A.B. degree in 1899 and the M.S. degree in 1900. The next two years were spent in graduate studies at the University of Wisconsin. He received his Ph.D. degree from the University of Chicago in 1921. He married Mabel Chinnock of Hudson, Wisconsin. They had two children, Allen and Marion (Mrs. Lawrence Barnard). Professor Miller was Instructor of Physics at the University of Wisconsin from 1901 to 1908. At Wisconsin he directed the laboratory work in general physics. He then served as Professor and Head of the Department of Physics at the Colorado School of Mines from 1908 to 1917.

He came to the University of Minnesota in 1917 as Assistant Professor of Physics, and was promoted to Associate Professor in 1920 and Professor in 1927. His principal teaching subjects at Minnesota were Heat, Pyrometry, and Meteorology, but he did research in a variety of fields. He studied the current and voltage characteristics of the Wehnelt interrupter at a time when this was an important accessory in generating high voltages. For his doctoral thesis at the University of Chicago, he investigated the pressure shift of spectral lines in the calcium arc.

On his sabbatical leave in 1935-6, he installed two stations, at the Carnegie Desert Laboratory and at the University of Arizona, for the study of solar radiation and sunspot activities, using a pyrheliometer and a spherical absorber that he had designed. On leave in Florida in 1939-40, because of illness, he developed a course in meteorology that he taught until his retirement. He retired in 1944 and moved to Tucson, Arizona, where he continued his research on solar radiation at the University of Arizona.

He had a keen sense of humor, and his annual lecture, with demonstrations, on "Liquid Air" was a high point in his physics course for many students. He also developed a spectacular model of a geyser that periodically spouted water and steam to the ceiling of the lecture room.

He was a member of Sigma Xi, American Electrochemical Society, American Physical Society, Colorado Scientific Society, and the American Association of University Professors.

He was regarded with affection by all his associates.

Adopted by a rising vote

The University Senate adjourned.

W. DONALD BEATTY
Clerk of the Senate

**The Next Regular Meeting
of the
University Senate
Is Scheduled for
Thursday, May 28, 1970
at 3:30 p.m.**

Appendix

ABSTRACT OF DISCUSSION

President Moos called the meeting to order.

Minutes of December 4 meeting

Minutes of the last meeting, including addition of a notation to indicate that the reports of the All-University Extension Committee and the Committee on Academic Standing and Relations had been accepted, were approved.

Administrative Committee

Landis Boyd, professor and head of agricultural engineering, presented the University calendar for 1970-71. His motion to approve it was seconded and passed. The balance of the items were reported for information.

Senate and University Committees for 1969-70

Changes in membership on three committees were approved. Additions to the Committee on Committees and the Consultative Committee were reported for information.

Committees on Educational Policy and Resources and Planning

Warren Ibele, associate dean of the Graduate School, introduced a report, including three proposals and a set of assumptions and implications, by the Subcommittee on the Credit Module, which the Educational Policy and Resources and Planning Committees recommended for approval. The committee had been charged with examination of the feasibility and method of moving away from the preponderance of 3-credit courses. Included in the report were findings of a study of all undergraduate courses in seven departments of eleven institutions including Minnesota, and Mr. Ibele noted that it was the sole institution on the quarter system which offered mainly 3-credit courses.

Mr. Ibele's motion to approve the proposals was seconded. In response to a query as to whether Minnesota should consider going to a semester basis, Mr. Ibele responded that the Senate could assign a study of the problem to a specific committee. Further questions concerned the implications for the professional schools and its effect on the graduate program and the new Medical School curriculum. A point was raised about the assumption that there should be no significant change in the total number of credits offered by a department and whether this would mean combining materials in a way which was not appropriate in order to achieve the 5-credit course. Hans Weinberger, professor of mathematics, was concerned that the undergraduate might never see the senior professors, and whether the Senate was qualified to decide that all fields could adapt to the 4- or 5-credit course.

Mr. Ibele stated that the professional schools presented a different problem, but that some of them might profit from a change in policy, too. He pointed out that nothing precluded the 3-credit offering, but that the decision should be made through review by the respective collegiate curriculum committees. He said it was not designated for graduate course offerings.

(At this point President Moos had to leave and John G. Darley, chairman of psychology, chaired the remainder of the meeting.)

In a move to allow more time for deliberations within departments, Selmer Engene, professor of agricultural economics, offered a substitute motion to lay over the item until the spring meeting of the Senate. His motion was seconded. Toni McNaron, associate professor of English, and Burnham Terrell, professor of philosophy, urged defeat of the motion, asserting that implementation would be impossible by fall of 1971 if the decision were delayed. Mr. Ibele pointed out that all that was needed where courses of credit modules other than 4 or 5 would be to justify them with the collegiate curriculum committee, and Stuart Hoyt, professor and chairman of history, assured the Senate that the committee would certainly not approve anything which would work against quality education.

On a standing vote, the motion to lay over the item was defeated.

Mr. Terrell moved to postpone until the May meeting action on the policy with respect to the graduate and professional schools. His motion was seconded and subsequently defeated when it was pointed out that the proposals provided ample means for excluding courses where it is clearly not advisable.

Paula Giese, assistant professor of humanities, inquired whether a change in policy would result in reassessment of the teaching load, and Mr. Ibele responded that the intent had been solely to examine the credit module policy. Another query involved the effect on the General Extension Division, but Mr. Ibele said this division was not included in the recommendation. Lawrence Goodman, professor and head of civil engineering and hydraulics, voiced concern about the amount of paper work which would be required to justify certain courses and about the short lead time for restructuring.

Roger Wilk, professor and chairman of educational psychology and chairman of the subcommittee, said that the subcommittee had not intended to dictate the removal of 3-credit courses, but hoped that departments would examine all course offerings for possible adaptability. Mr. Terrell moved that the words "of the appropriate collegiate unit" be added to clarify the procedure for review. His motion was seconded and passed. The Ibele motion was then approved.

Committee on Business and Rules

Roger Page, associate dean of liberal arts, moved approval of a proposal to delete a sentence concerning revocation of accreditation from the procedure covering press attendance at Senate meetings. His motion was seconded and approved.

Committee on Academic Standing and Regulations

Theodore Kellogg, associate dean of admissions and records, reported for information proposed revisions in the policy on college transfer recognition and proposed changes in handling incompletes, and said they would be presented for action at the spring Senate meeting. Carl Auerbach, professor of law, suggested that the items ought to be considered by the *faculty* Senate for action and that the Consultative Committee should be advised accordingly. Two other items on experimental grading practices were presented for information as was a progress report on the Duluth resolution offered at the last meeting.

Committee on Educational Policy

The committee reported for information favorable reaction to changes in grading procedures by the Graduate School and the College of Medical Sciences.

Consultative Committee

Presented for information was an addition to the Bylaws providing access to minutes of Senate committees to persons other than Senate members, except in cases where the committee decides otherwise, and providing for appeal to the Consultative Committee.

Committee on Research

Clarence Stowe, professor and head of veterinary physiology and pharmacology and chairman of the task force charged with examining formal relationships between the University and other agencies where research is conducted, reported that the task force had found no secret contracts. It examined some 200 to 250 contracts, about 15 percent of the total from federal, state, and local agencies, for restrictions which might limit publication of results. It discovered there was wide intra-agency variation in outlining restrictions, and that about two-thirds of current contracts and grants would conflict with Articles 2 and 3, which prohibit the University from accepting support if there is a limitation on the full and prompt public dissemination of the results (except those permitted by way of the review process) or if there is subsequent limitation (except through the review process). He said that, because of the time involved, there would be substantial delay in completing a review of these individual grants and contracts, and the task force proposed that a trial run be made of grants and contracts to indicate the kinds of delays to be anticipated. The task force further suggested an inquiry into the meaning of the restrictive language through interviews with principal investigators, as well as consultation with the granting agencies to see why the restrictive language was inserted in the first place and to determine whether it might be deleted. He said that most institutions of higher education were concerned with the problem, and the task force took the view that some national agency should be asked to look into the foregoing questions.

Senate Consultative Committee

A proposal concerning the Senate Library Committee and one on separate budgeting for departmental libraries were presented for information. Both were reported as being studied by the Committee on Committees and the Library Committee in the expectation they could be presented to the Senate for action in May.

Council on International Programs

The recommendation that the Office of International Programs be made a part of the academic vice president's office under an associate to the vice president was presented for information.

Committee on Business and Rules

A proposal for May action by the Senate to secure representation in the Senate for University College was presented for information.

Duluth Resolutions

In response to an inquiry concerning progress in the Duluth affairs which were discussed at the December meeting, Dean Crawford, professor of secondary education at Duluth, reported that the Duluth Constitution was in the hands of the faculty council and that students were being invited to discussions wherever possible.

Committee on Committees

Maynard Reynolds, director of special education, reported that two new members were to be elected to the Committee on Committees and urged that suggested nominees be sent to William Flanigan, Richard Jordan, or himself, who were serving on the Nominating Committee. He reminded the Senate that names other than those submitted by the Nominating Committee could be placed in nomination by a petition bearing 12 signatures and presented to the clerk at least 1 day before the election takes place.

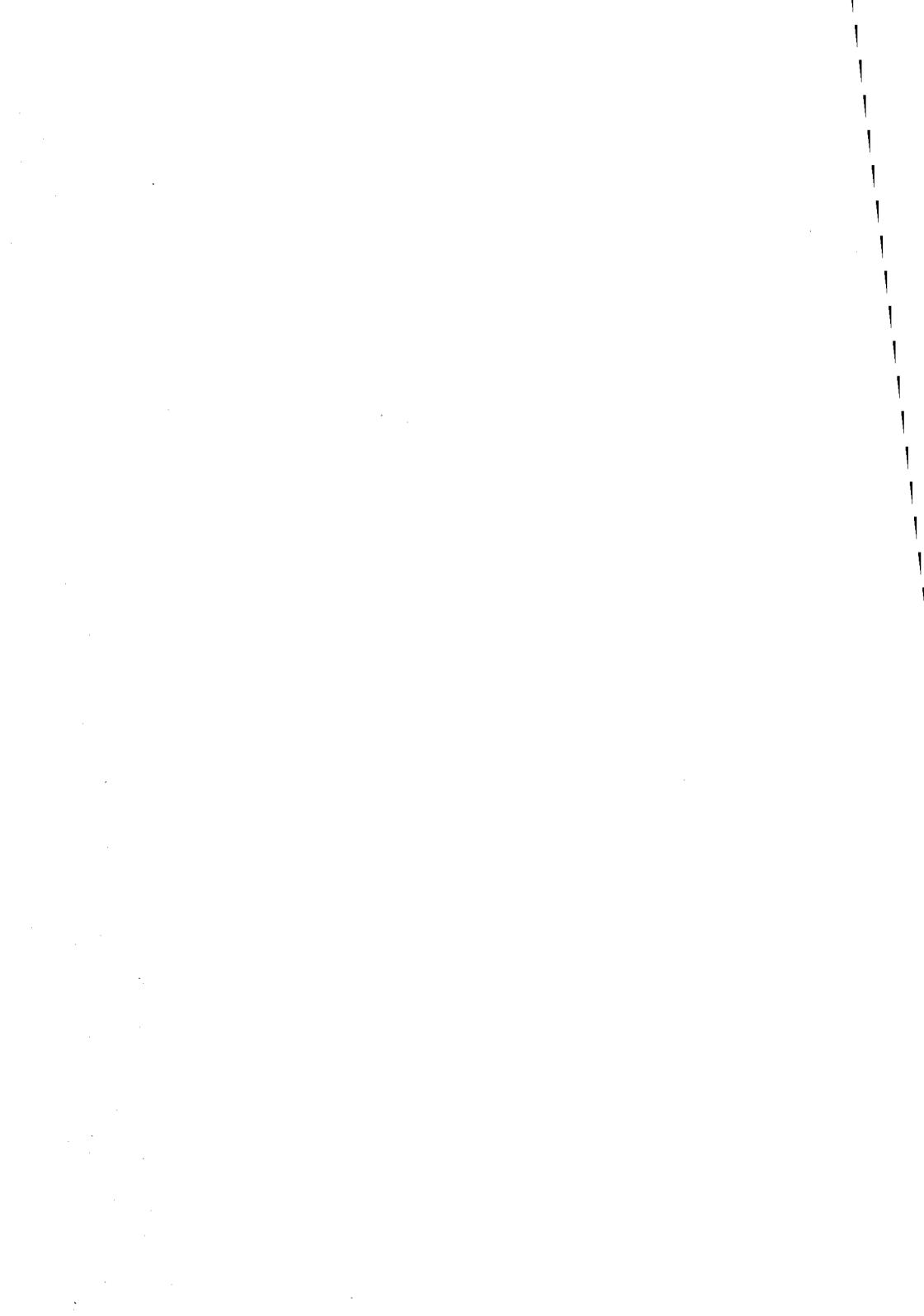
Commencement

Greg Fox, UMD student association president, moved that the Senate go on record as favoring optional attendance at graduation ceremonies. Stanley Kegler, associate vice president for coordinate campuses and educational development, reported that the exception to the compulsory attendance policy had been approved by the Regents for March commencement only and that the policy for June commencement was under study. The Senate then voted to refer the motion to the Senate Committee on Business and Rules.

Necrology

The Senate stood in memorial tribute to a deceased member of the faculty, Louallen F. Miller.

DAVID COOPERMAN
Abstractor



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

May 28, 1970

The third regular meeting of the University Senate for the year 1969-70 was convened in Murphy Hall Auditorium on Thursday, May 28, 1970. Owing to the numbers present, the meeting was moved to the Museum of Natural History. The meeting was recessed before the roll could be taken. At the recessed meeting of June 4, 1970, convened in the Auditorium of Nicholson Hall, eighty-six voting members of the faculty, thirty-two voting members for the student body, ten members of the Administrative Committee and forty-nine nonmembers checked or signed the attendance roll as present. The recessed meeting was continued on June 5, 1970; eighty voting members of the faculty, eighteen voting members from the student body, five members of the Administrative Committee, and twenty-six nonmembers were present. President Moos presided at the meetings of May 28 and June 4. He also presided at the meeting of June 5. Vice Chairman John Darley presided during the last part of the meeting of June 5.

The following items were considered and action was taken as indicated. Since the sequence of the docket was not followed, the date of the action is shown in the margin.

I. MINUTES FOR MARCH 12, 1970

Reported for Action

Approved, May 28

II. SENATE ROSTER FOR 1970-71

Reported for Information

1. ELECTED MEMBERS

	Unit	Term		Unit	Term
Adams, Russell S.	01	70-71	Davison, Suzanne	01	70-72
Ahern, Wilbert	15	70-73	Donnelly, Richard	06	70-71
Anderson, Austin	07	70-71	Driggs, O. Truman	15	70-72
Armstrong, Wallace	10	70-72	Ebner, Ronald	17	70-73
Balow, Bruce E.	06	70-71	Eckert, Ernest R. G.	13	70-71
Bearman, Jacob	10	70-73	Engene, Selmer A.	01	70-71
Beck, Robert	06	70-72	Fenton, Stuart W.	13	70-71
Berninghausen, D. K.	12	70-71	French, David W.	01	70-73
Berman, Hyman	12	70-72	French, Lyle	10	70-71
Blatherwick, Allan	13	70-72	Fusaro, Ramon	10	70-71
Borchert, John	12	70-73	Gardner, William E.	06	70-72
Boyd, Landis L.	01	70-72	Gaumnitz, Richard	02	70-71
Brantner, John	10	70-73	Gillmor, Donald	12	70-73
Brodbeck, May	12	70-71	Goetz, Frederick	10	70-72
Brown, Ronald	01	70-71	Goodman, Lawrence	13	70-72
Chiang, Huai Chang	01	70-71	Gorham, Eville	16	70-73
Chase, Harold W.	12	70-71	Green, Leon	13	70-73
Clapp, Maxine	12	70-71	Hansen, Evelyn	08	70-73
Cooperman, David	12	70-71	Hanson, Lester E.	01	70-73
Corcoran, Mary	06	70-72	Hasbargen, Paul R.	01	70-71
Cound, John J.	09	70-72	Hastings, Donald	10	70-71
Darley, John G.	12	70-72	Hathaway, William	08	70-72

Heggestad, Carl	10	70-72	Nelson, J. Russell	02	70-72
Hobbie, Russell	13	70-73	Nelson, Kenneth G.	11	70-71
Hooker, Clifford	06	70-73	Nier, Alfred	13	70-72
Howell, William S.	12	70-72	Opgrand, Harold	17	70-72
Hoyt, Robert	12	70-73	Parker, John	12	70-72
Hurrell, John	12	70-72	Paulu, Burton	07	70-72
Hurwicz, Leonid	12	70-72	Peck, Theodore	12	70-73
Ibarra, Oscar	13	70-73	Pratt, Douglas	16	70-72
Irving, Frank D.	01	70-72	Rasmussen, Donald C.	01	70-72
Jenkins, James	12	70-73	Saloshin, Herriette	12	70-73
Jeness, Robert	16	70-71	Quie, Paul	10	70-72
Jordan, Richard C.	13	70-72	Shapiro, Burton	04	70-72
Kane, William	10	70-71	Shapiro, George	12	70-71
Kingsley, James	12	70-72	Smith, Robert G.	17	70-72
Larson, Roger	08	70-71	Taraba, Wolfgang	12	70-71
Lee, E. Bruce	13	70-71	Terrell, D. Burnham	12	70-73
Lykken, David	10	70-73	True, John A.	01	70-73
MacCorquodale, Kenneth	12	70-71	Turritin, Hugh	13	70-71
MacEachern, Donald	06	70-71	Underwood, Ted	15	70-71
Marshall, Donald	09	70-71	Urness, Carol	12	70-73
Martin, Roger	13	70-73	Varco, Richard	10	70-72
Maxwell, Grover	12	70-72	Waibel, Paul E.	01	70-72
McCann, William	14	70-73	Weiss, Gerhard	12	70-73
McKhann, Charles	10	70-73	Weinberger, Hans	13	70-71
McLaughlin, Charles	12	70-73	Wertz, John	13	70-73
Meehl, Paul	12	70-72	Wisterman, John	10	70-73
Merrell, David	16	70-72	Wilcoxson, Roy D.	01	70-73
Merwin, Jack	06	70-72	Wilk, Roger	06	70-73
Miller, Harold	07	70-73	Williams, C. Arthur	02	70-73
Miller, R. Drew	14	70-71	Wilson, Duane	01	70-73
Moss, Jerome	06	70-73	Wright, Eugene S.	01	70-73
Moore, Robert	12	70-72	Yock, Douglas	04	70-71
Murphy, Thomas	13	70-72	Zaltai, Tibor	13	70-73

2. ALTERNATES

Aeppli, Alfred	Geffen, Donald	Morse, Lura
Anderson, Alvin	Glotzbach, Charles	Mueller, Van Dyck
Anderson, V. Elving	Good, Robert	Mullin, Robert
Baker, A. B.	Goodkind, Richard	Murphy, Paul L.
Bandt, Carl	Gordon, Joan	Nicholson, Morris
Berryman, R. Glen	Harris, Isabel	Price, Roger D.
Blocker, Donald	Hausman, William	Roshal, Joy
Bohrnstedt, George	Heller, Walter	Schletzer, Vera
Brownlee, Oswald	Jaeger, Eloise	Sciarra, John
Buckley, Joseph	Jessup, Paul V.	Sethna, P. R.
Burrows, Dorothy	Keller, Kenneth	Simmons, John K.
Busta, Francis A.	Krislov, Samuel	Soulen, Thomas K.
Covert, H. Mead	Kwiat, Joseph	Starr, Clark D.
Chou, Shelley	Lifson, Nathan	Swanson, Gordon
Collier, Raymond	Long, Dewain	Ulstrom, Robert
Dworkin, Martin	Madden, William	Warner, Huber R.
Dykstra, Robert	Matthews, James	Webel, Max
Ebert, Richard	McAdam, Robert	Winchill, Paul
Edson, William	McCutcheon, George	Wood, Cecil
Ferro, Frederick Jr.	McDiarmid, E. W.	Wood, Frank
Fenton, Eleanor	Merriam, L. C.	Woods, Donald
Fredrickson, Arnold	Monney, Harold	Yardley, Donald

III. REPORT OF THE ADMINISTRATIVE COMMITTEE

1. Reported for Action

1970-71 Graduation Ceremony Procedures. Mr. Scribner, director of University Relations, presented proposed revisions for next year, which he indicated were made by his department and had been discussed with a student-faculty committee which was studying the procedure. The recommendations were as follows:

RECOMMENDATION 1: Attendance at University of Minnesota Commencement ceremonies should be made voluntary. Voluntary attendance is almost universally the case at other institutions. In addition to the space problems which have brought circumvention of compulsory attendance requirements on the Twin Cities campus, it is clear that practice at the University of Minnesota deviates from practice in other colleges in Minnesota and elsewhere, without apparent justification. NOTE: Attendance at Commencement is required of University of Minnesota graduates by action of the Board of Regents of May 9, 1916, and the Faculty Senate of May 4, 1916 (reconfirmed by the Senate February 16, 1922).

RECOMMENDATION 2: Frequency and management of formal commencement ceremonies on the various campuses of the University of Minnesota should be determined by the appropriate local campus governance structures. From the Twin Cities campus, the number of formal campus-wide commencement ceremonies should be reduced from five to three (August, December, and June) in 1970-1971; commencement programs for those ceremonies should include the names of students who have graduated during intervening periods and these ceremonies should be managed by the Department of University Relations under supervision of the Administrative Committee. Campus-wide ceremonies should be available to all graduates who wish to attend, whether or not they participate in the events described in recommendation 3.

RECOMMENDATION 3: That individual colleges and comparable units be encouraged to develop their own graduation or transition events, to be carried out as appropriate during the closing days of any quarter or summer session. Responsibility for organizing and carrying out such events should be the responsibility of the individual units, with the assistance of the managers of campus-wide commencement ceremonies as the needs of the groups and resources of the managing unit indicate. Development of representative campus-wide advisory groups should be encouraged on each campus.

RECOMMENDATION 4: That these revisions be reviewed by the Department of University Relations prior to the beginning of Fall Quarter of 1971 for appropriate reports and recommendations to the Vice Presidents and the Administrative Committee for the 1971-1972 academic year.

Approval of the 4 recommendations was moved and seconded. Mr. Smith emphasized that 1970-71 would be a trial year, and that many procedural questions would be taken up during the year. Mr. Scribner noted that each college which elected to schedule its own exercises would be responsible for making its own arrangements. The motion was then approved.

Approved, June 4

2. Reported for Information

Honors Committee. Mr. Ziebarth presented 3 nominations for the Outstanding Achievement Award and 2 for the Alumni Service Award, all of which were approved by common consent.

June graduation. Mr. Scribner presented procedures for June graduation for the Twin Cities campus at the State Fairgrounds: Attendance by graduates would be voluntary; individual colleges could request permission for candidates to graduate *in absentia*, where the colleges arrange their own recognition exercises (the official graduation date would be June 13); only those to be presented hoods would cross the stage; and a representative for each other group would cross the platform on behalf of that group. The motion for acceptance of the recommendations was then approved.

Postdoctoral Fellow Identification. Mr. Shepherd reported on plans for identification cards for postdoctoral Honorary Fellows (those not covered in the 9400 series) following the issuance of an appointment form by their departments showing "without compensation", and

he indicated that such identification would be useful as a protection to the University as well as to the individual himself and also would provide a means of determining the numbers of such persons on the campus. Mr. Smith suggested that Mr. Crawford prepare a welcoming form letter for deans to use for those designated as Honorary Fellows.

Procedure, research grant applications. Mr. Champion reported increasing pressure in processing research grant applications before the deadlines designated by the sponsoring agencies. He emphasized that his office needed sufficient opportunity to verify information on space, staffing, and equipment commitments, and that the Graduate School Research Center needed an opportunity to review applications in terms of institutional commitments. He then presented a statement of the requirement that such applications be in the Contracts and Grants Office not later than 15 days prior to the deadline for receipt in the sponsor's office, with an extra copy to be forwarded by Contracts and Grants to the Graduate School Research Center. The statement, to be issued as a Research Administration Bulletin, would indicate those applications not meeting the deadline would not be forwarded unless approved jointly as exceptions by the Vice Presidents for Academic Administration and Planning and Operations. The proposal was approved.

MARLIEE WARD
Secretary

Accepted, June 4

IV. SENATE AND UNIVERSITY COMMITTEES, 1970-71

Reported for Action

Student members to be named at next Senate meeting.

Senate Committee on Academic Standing and Relations: Jeanne Lupton (chairman), Austin Anderson, Paul Berrisford, Eugene Eidenberg (ex officio), John Imholte, Leslie King, James Preus, Ruth Richards, Peter Roll, Stanley Sahlstrom, Robert Sonkowsky, Stanley Wenberg (ex officio).

University Committee on University Honors: William Lockhart (chairman), Edwin Haislet (ex officio), William McDonald, William McEwen, Harold Peterson, Duane Scribner (ex officio), William Shepherd (ex officio), John Turner, Theodore Uehling, Al Heimbach, Alumni Association.

University Committee on Printing and Publications: Donald Woods (chairman), Sherwood Berg, Frank Braun, John Fisher (ex officio), Ralph Hopp, Richard Mather, Jane McCarthy (ex officio), Lester Metz (ex officio), Malcolm Myers, Duane Scribner (ex officio), Harold Swanson (ex officio).

University Schedule Committee: Landis Boyd (chairman), John Fisher (ex officio), Raymond Lammers, Lloyd Lofquist (ex officio), Valworth Plumb, Robert Plunkett, Glen Reed, John Webb.

University Committee on Social Policy: Burnham Terrell (chairman), Elving Anderson, Ernest Coleman, George Donohue, Eugene Eidenberg (ex officio), Warren Ibele, Stanley Kegler (ex officio), James Reeves, David Ward.

University Committee on Business and Rules: Roger Page (chairman), Donald Beatty (ex officio), Ronald Brown, John Cound, Eleanor Fenton, Leverett Hoag, Jay Roshal, Frank Sorauf.

Senate Committee on Educational Policy: Robert Hoyt (chairman), May Brodbeck, Sylvan Burgstahler, Paul Cashman (ex officio), Orval Driggs, Russell Hamilton, Stanley Kegler (ex officio), Norman Kerr, Al Linck, Toni McNaron, Wallace Russell, William Shepherd (ex officio), James Wertz.

Council on Liberal Education: Lloyd H. Lofquist (chairman), William E. Gardner, John Imholte, Daniel Joseph, Norman Kerr, Siegfried Grosser, Jay Hughes, Leon Reisman, C. William Rudelius, Wolfgang Taraba, John Verrill, John W. Webb, James Wertz.

University Committee on Extension and Community Programs: Richard Swalin (chairman), Roland Abraham (ex officio), Bruce Balow, Francis Boddy, Anna Carpenter, David Darby, Eugene Eidenberg (ex officio), David Giese, John Mauriel, Richard Skok, Willard Thompson (ex officio), David Ward, George Williams.

University Committee on Computing Facilities: Hugó John (chairman), Eugene Ackerman, Gordon Davis, John Gergen, Audrey Grosch, Richard Halvorson, James Jenkins, William Shepherd (ex officio), Donald Smith (ex officio), Frank Verbrugge (ex officio).

University Committee on Instructional Materials and Media: Eugene Wright (chairman), Russell Burris, Bright Dornblaser, Raymond Fusaro, Gordon Kingston (ex officio), Ken MacCorquodale, Harold Opgrand, Burton Paulu (ex officio), Willard Philipson (ex officio), Cletus Schertz, James Wertz (ex officio).

University Committee on Summer Sessions: John Turnbull (chairman), Paul Cartwright, Thomas Chamberlin, Eugene Eidenberg (ex officio), Roxanna Ford, Arnold Henjum, Magnus Olson, Douglas Pratt, Willard Thompson (ex officio).

Senate Committee on Faculty Affairs: Scott Maynes (chairman), Thomas Boman, Hale Champion (ex officio), Isabel Harris, Eric Klinger, Robert Morris, Stephen Scallen, William Shepherd (ex officio).

University Committee on Tenure: Carl Auerbach (chairman), Marion Brooks, Henry Ehlers, Roger Larson, Howard Morris, Paul Murphy, William Shepherd (ex officio), C. Arthur Williams.

Senate Judicial Committee: Charles H. McLaughlin (chairman), Rutherford Aris, David Berninghausen, Donald Gillmore, Allan McCoid.

Senate Library Committee: Gerhard Weiss (chairman), Kent Bales, David Berninghausen, Russell Dubois, Fred Forro, Howard Hanson, Peter Roll, Edward Stanford (ex officio), William Wright.

Senate Committee on Research: William Flanigan (chairman), Hale Champion (ex officio), Bryce Crawford (ex officio), John Gander, Willard Hartup, Robert Holloway, William Hueg (ex officio), Stanley Kegler (ex officio), James Lawver (ex officio), Robert Mulhausen, Alfred Nier, L. E. Scriven, William Shepherd (ex officio), Robert Wirt.

University Committee on Use of Human Subjects in Investigation: Paul Meehl (chairman), Francis Boddy (ex officio), Russell Lucas, Homer Mason, Jack Merwin, Roberta Simmons, Lawrence Weaver, Anne Wirt (ex officio), Carl Witkop.

Senate Committee on Resources and Planning: Warren Ibele (chairman), John Borcherdt, Hale Champion (ex officio), Robert Heller, Stephen Granger, Hosni Iskander, Robert Mulhausen, Vernon Ruttan, William Shepherd (ex officio), Donald Smith (ex officio), Stanley Wenberg (ex officio), James Werntz, Roger Wilk.

Approved, June 5

V. ELECTION OF THE VICE CHAIRMAN

Reported for Action

The Constitution of the University Senate provides (Article III, section 5) that "A Vice chairman shall be elected by the Senate at its first meeting in the spring of the academic year from among its members for a term of one (1) year." *Paul E. Meehl was elected, June 4*

VI. REPORT OF UNIVERSITY COMMITTEE ON

BUSINESS AND RULES

Reported for Action

It has been recently noted that students in University College were not covered in the listing of units which make up the University Senate. University College has no faculty members who are not already members of some other faculty, but University College students are currently disenfranchised. In order to remedy this error, it is proposed to amend Article I, section 1 of the Bylaws of the Senate constitution, which lists voting units of the Senate, to add "(16) University College" and renumbering the following units.

It is proposed that this amendment to the Bylaws will be called up for vote at the spring meeting of the Senate.

ROGER B. PAGE
Chairman

Approved, June 5

VII. REPORT OF THE SENATE COMMITTEE ON COMMITTEES

Reported for Action

Amendment of the Bylaws

The Committee on Committees has reviewed the proposal on libraries published as Item X in the Senate Minutes dated March 12, 1970, and a report of a subcommittee of the Library Committee dealing with reorganization of the Committee. **We judge many components related to the operation and administration of the libraries to be outside the purview of the Committee on Committees.** However, an increase in the representation on

the Library Committee seems indicated in the opinion of the Library Committee, Mr. Stanford, and various other individuals.

Recommended for action: That the by-laws be amended to change the number of faculty members on the Library Committee from 8 to 12 and the number of students from 5 to 8.

Remarks: One recommendation of the proposal was that the members of the Library Committee be elected rather than appointed. It should be pointed out that the committee membership, although appointed by the President's office from a slate prepared by the Senate Committee on Committees, requires approval of the whole Senate. It is unfortunate that dissatisfaction with the composition of the Library Committee has been expressed at this time. The appropriate occasion for questioning committee membership is at the time nominees are submitted to the Senate for approval. The Senate Committee on Committees believes that if the Senate believes that election to committees is desirable then the problem of appointing vs. electing members to all committees should be met head-on rather than dealing with one committee at a time.

The Committee has discussed other facets of the proposal and, while no definite recommendations can be made, it seems evident that there are several avenues for revising the work and function of the Library Committee. The Library Committee should probably play a dual role. First, it is a policy-making group for the whole University Library System. Secondly, since the library is a service facility for the University, the Committee will inevitably be involved with operations, and it is to this question that the Faculty Action Caucus directed a large portion of its attention. In order to separate the policy and operational features of the Library Committee it might be worthwhile to consider the establishment of an Advisory Committee for Libraries (much as we have an Advisory Committee for University Computing) which could then consider operational questions as well as some others. A second possibility is, since there are local questions which are not common to other campuses, that the committee structure be changed so that each campus have its own library committee, the combination of local committees forming the Senate Committee on Libraries. Still another possibility is the establishment of a Task Force to study the Library from all points of view, i.e., funding, services, administration, and committees. All of these alternatives will require much closer investigation. The Committee on Committees believes that such matters of decision should be duly considered by the Library Committee and the library administration and are not matters for initial investigation by the Committee on Committees.

NEAL R. AMUNDSON
Chairman

Approved, June 5

VIII. REPORT OF THE UNIVERSITY COMMITTEE ON THE USE OF HUMAN SUBJECTS IN INVESTIGATION TO THE UNIVERSITY SENATE THROUGH THE SENATE COMMITTEE ON RESEARCH

Reported for Action

PREFACE

Development of policy and procedures relating to the use of human subjects in scientific research and investigation at the University.

In March, 1959, the Dean of the College of Medical Sciences of the University of Minnesota established an Advisory Committee on the Use of Human Volunteers in Medical Research with the responsibilities of "formulation of policies concerning use of human volunteers in medical research; consultation with agencies, e.g. state prison, where such research is carried on." The original advisory committee consisted of five members of the faculty of the College of Medical Sciences, to which an additional "legal member" from the faculty of the Law School was added as an advisor shortly after the original appointment.

In 1961 the function of this committee was expanded at the request of the President of the University so that "when requested to do so by the University of Administration, this Committee will serve to advise concerning the use of human volunteers in research in other units of the University. In such instances the Committee will also include the Director of the University Health Service and/or his designee." This advisory committee did not formulate any formal written policies or procedures, but operated on a case-by-case evaluation of specific research projects presented to it for advice. Implicit in its operation was that if there was substantial objection to the performance of research involving humans that research would not be performed.

In February 1966, the Surgeon General of the United States, as head of the United States Public Health Service, promulgated a Public Health Service grant policy that no research or research training or demonstration grants in support of clinical research and investigation involving human beings would be awarded unless the grantee institution (to which the grants were made) gave assurances that it would provide, as stated in a revision later that year:

"prior review of the judgment of the principal investigator or program director by a committee of his institutional associates. This review should assure an independent determination: (1) of the rights and welfare of the individual or individuals involved, (2) of the appropriateness of the methods used to secure informed consent, and (3) of the risks and potential medical benefits of the investigation."

The responsibility of the grantee institution was further described as follows:

"Safeguarding the rights and welfare of human subjects involved in research supported by PHS grants is the responsibility of the institution to which the grant is awarded. The institution must assure the Public Health Service that in the case of investigations and activities supported directly by the PHS, it will provide group review and decision, maintain surveillance, and provide advice for investigators on safeguarding the rights and welfare of human subjects. The institution also has the responsibility to provide whatever professional attention or facilities may be required for the safety and well-being of human subjects. The institution shall be responsible for developing the administrative mechanism for review, surveillance and advice; however, the PHS requires that, prior to the inception of each course of investigation, objective decisions be made on the three points cited in the Surgeon General's policy statement (above) by an appropriate committee of associates of the investigator having no vested interest in the specific project involved . . . Any group responsible for review should possess not only specific scientific competence to comprehend the scientific content of the investigations reviewed, but also other competencies pertinent to the judgments that need to be made.

"The grantee is required to make and keep written records of the group reviews and decisions on the use of human subjects and to obtain and keep documentary evidence of informed consent relating to investigations carried on with the assistance of PHS financial support." —U.S. Public Health Service Policy and Procedure Order #129, Revised July 1, 1966.

The Public Health Service policy was further clarified in December, 1966.

"This policy refers to all investigations involving human subjects, including investigations in the behavioral and social sciences."

The President of the University appointed a new All-University Committee on the Use of Human Volunteers to act as a policy-making group, consisting of representatives from medicine and related health sciences, the applied sciences, humanities, social sciences and law, several of whom had been members of the earlier Advisory Committee. This All-University Committee drafted a **Statement of Policy and Procedures at the University of Minnesota With Regard to the Use of Human Subjects in Investigation**, which was approved and adopted by the Regents in November, 1966, and became the basis for the University's institutional assurance to the Public Health Service. Although the **Statement** was not formally submitted to the University Senate for its consideration, copies of the **Statement of Policy and Procedures** were sent to all of the faculty of the University inviting comments or suggestions for its revision and improvement.

Although the November, 1966, Statement of Policy asserted:

"The University of Minnesota agrees with the principles of the United States Public Health Service Policy on Investigations Involving Human Subjects, . . .

"The University of Minnesota also reaffirms its own established policy

- (a) to fully safeguard the rights and welfare of all human volunteers in medical or other types of research;
- (b) to accomplish this with as little obstruction as necessary to medical or scientific progress through continuing investigation of man in his environment;
- (c) to assume institutional responsibility for the implementation of these two objectives."

the actual assumption of an institutional responsibility was limited to "investigations involving human subjects financed by the U.S. Public Health Service" and the requirements spelled out in the policy that there must be a group review by institutional associates prior to the inception of any investigational procedures involving human subjects and that there was to be continuing surveillance of projects involving human subjects to provide guidance and advice to the investigators were also limited to "investigations involving human subjects financed by the U.S. Public Health Service." In its covering letter to the faculty, the 1966 committee indicated that "because of the seriousness of the issues involved, the committee decided to postpone any effort to establish University-wide policy applying to projects not supported by the Public Health Service until the faculty has had an opportunity to consider the matter and make suggestions. The need for some kind of review seems to be generally recognized. Furthermore, the application of a uniform procedure, unrelated to the source of financial support, appears desirable."

The procedures established in the 1966 Statement continued the All-University Committee on the Use of Human Volunteers as a policy-making body, which was to consist of representatives from the disciplines of medicine, related health professions, biological science, applied natural science, social science, humanities, philosophy and law. The actual administration of policy in providing prior group review of specific projects of investigation and providing the continuing supervision and guidance to protect the rights of the human subjects was to be carried out by a new body, the Clinical Research Committee, consisting of at least eight members from the College of Medical Sciences, one member from the College of Biological Sciences, one member from the College of Education, at least six members from the College of Liberal Arts (one each from anthropology, economics, philosophy, psychology, sociology and the School of Social Work), one from the College of Pharmacy, one from the Institute of Technology, one from the School of Dentistry and at least one from the Law School. In fact, the Clinical Research Committee has grown to approximately thirty-six members which function through subcommittees of nine members representing each of the major disciplines (bio-medical sciences, behavioral sciences, social sciences, humanities and law).

The Present Proposal:

Over the past two years the All-University Committee has been reviewing and revising the original statement of policy and procedures. It has worked closely with the Clinical Research Committee and its Executive Secretary because that committee has had more direct experience with the problems encountered under the present policy. The work of the All-University Committee has been carried on during the present academic year by the newly created University Committee on the Use of Human Subjects in Investigation, which contains three student representatives, under the new Senate Constitution and By-Laws.

The product of this process of revision is now being presented to the University Senate through the Senate Committee on Research for formal consideration, discussion and approval as University policy. What is being presented is in essence three separate documents:

A Senate Resolution, formally approving the statement of University policy and recommending it for approval and adoption by the Regents; creating a new University Committee under the Senate Constitution to implement the policy; and approving the procedures by which this new committee will operate.

Statement of Policy, which will replace the 1966 Statement of Policy and Procedures as the Regents action, eliminating much of the detailed procedural framework now contained in the 1966 Regents action, but retaining the basic policy determination that research involving human subjects should be a matter of institutional responsibility and should be subject to collegial review and collegial supervision and guidance to protect fully the rights and welfare of the human subject.

Procedures in Furtherance of University Policy, which establishes the administrative structure of the new Human Research Committee, spells out how further detailed policy can be initiated and adopted by that Committee subject to review and modification by the Senate, and then spells out in some detail the procedures for prior collegial review and continuing collegial supervision.

Reasons for the Revision:

One impetus for the revision of the original policy and procedures has been the new Senate Constitution and By-Laws which establishes a Senate Committee on Research "to study and recommend to the Senate policies with respect to research activities and resources of the University" under whose general jurisdiction there is a University Committee dealing with the problems of research involving human subjects. Some revision of our existing structure for administration of policy is needed to bring the current Clinical Research Committee within this Senate committee structure. At the same time, the basic policy considerations should be presented to the Senate for review and reaffirmation or revision.

Secondly, it seems desirable to amend the existing statement of policy and procedures to make it somewhat less detailed and to permit greater flexibility in the continuing development of policy and procedure than is possible with the entire policy and procedure enunciated as Regents action. Any present attempt to modify policy and procedure requires further submission and action by the Regents, presumably after Senate consideration and action. In the two years in which the present Clinical Research Committee has been operating, it has become apparent that we need a less time-consuming method of revising our procedures. What seems appropriate is a fairly broad statement of basic policy laid down by the Senate and the Regents, which includes a definition of what is viewed as "research involving human subjects," with the definition of details of procedure and some detailed policy determinations being made at lower levels more closely connected with the actual administration of the broad policy.

It also seems desirable to combine the policy-generating body and the body administering the policy into a single Human Research Committee, so that those who are initiating policy decisions are persons who administer the policy.

Thirdly, and most importantly, there is the problem of the scope of the University policy and the nature of the institutional responsibility of the University or the faculty and staff of the University in relation to research involving human subjects. It is to this central question or questions that the remainder of this preface is devoted.

A major concern of the members of the All-University Committee in 1966 and the continuing concern of members of the successive committees dealing with the use of human subjects in research has been the question of whether the University should assume an institutional responsibility to provide prior collegial review and continuing collegial supervision of research involving human subjects applicable to all such research, whether financed by the U.S. Public Health Service or by other research grants potential risks to the individual subjects than would colleagues who have worked with the successive committees of the College of Medical Sciences

and the University in providing prior collegial review (for any continuing surveillance or supervision has occurred primarily through the periodic review of renewal requests for grants) are persuaded that such collegial review is desirable. They have supported the extension of the University policy to cover all research involving human subjects conducted at the University or under its auspices.

The desirability of collegial review of research involving human subjects by a group of associates drawn from a fairly diverse background of specialities within the University appears to us to be two-fold:

First, because this is research in which humans are involved directly as subjects, it is important that special precautions be taken to assure the protection of the rights and welfare of these individuals. The individual human being has a prime value in our society and the protection of the individual human assumes a prime importance in the pursuit of knowledge. The investigator who is concerned with the advancement of knowledge in one special area and who proposes to undertake research involving humans is likely to be persuaded that the potential benefit of his research to a larger group of persons is great. He may give less weight to the potential risks to the individual subjects that would colleagues who have a less direct concern with the specific project of research. Moreover, the individual investigator with training in a particular specialty may be less aware of the potential risks to subjects than would be apparent to a group of colleagues drawn from a diverse background of specialized knowledge.

We do not mean to imply that we doubt the integrity of any of our colleagues or their sincere effort to provide protection for any humans who may be subjects of their research. What we do believe is that all investigators are themselves human and therefore are subject to some imperfections of judgment and some limitations of knowledge. We believe that for the more adequate protection of human subjects it is desirable to have a collective rather than an individual judgment as to the risks and potential benefits of research directly involving human subjects.

We do not mean that our position on this issue necessarily involves a conclusion that all individual research must be subjected to collegial review before being undertaken. We recognize that there are many other types of research which have an impact upon human beings, though they do not involve direct participation of humans as subjects. But in other types of research, the impact upon individual humans is likely to be somewhat indirect and to involve further steps or processes than the research itself. While there may be some need for collective judgment before the impact of any research is permitted to seriously affect the rights and welfare of individuals, the collective judgment may be introduced after the research has developed some conclusions. What differentiates the area of the present policy is that there is a direct impact on the individual subjects as a necessary adjunct of the research prior to the development of any conclusions from the research.

Second, we believe that collegial review is desirable for the protection of the individual investigator himself and for the protection of the scientific process. As has been noted, there is a risk that the individual investigator may be overly influenced by his own belief in the benefits of investigation and may underestimate the consequential risk to his subjects. The consequences to him of error in judgment in this regard may be devastating. The consequences to the process of all scientific investigation involving human subjects can likewise be seriously detrimental. The widespread publicity given to incidents such as Dr. Chester Southam's investigation of immunological reaction to implanted cancer cells in aged and infirm patients in the Jewish Chronic Disease Hospital in Brooklyn, New

York¹ or the experiments of Professor Stanley Milgram, Ph.D., at Yale University on "Behavioral Study of Obedience"² and the disclosures by Dr. Henry K. Beecher of alleged breaches of ethical conduct in his 1966 article on "Ethics and Clinical Research" in the *New England Journal of Medicine*³ can have a substantial impact upon the entire process of scientific investigation. Had the type of collegial review which we are proposing been applicable to such incidents, we believe that some of the deficiencies of experimental procedures noted by the critics could have been identified and probably avoided by the investigators.

The process of preparing a description of proposed research for review by colleagues may alert the investigator to potential risks of which he might not otherwise become conscious. It may also lead to modifications of protocol which are desirable. Those of us who have worked with this program in the past years believe that prior review has involved a desirable educational experience for some investigators.

Concern has been expressed by some members of the faculty that a requirement of prior collegial review of research involving human subjects and a provision for continuing surveillance or continuing supervision of approved projects involve an infringement of academic freedom and of scholarly responsibility.

The members of the present University Committee on the Use of Human Subjects in Investigation do not believe that there is an absolute and unrestricted claim to freedom from any collegial review of professional conduct and we do not understand others to make a claim to be without any responsibility to their professional colleagues or to the institution of which they are a part in their pursuit of research. The argument on academic freedom seems to focus on the propriety of prior review and a requirement of collegial approval as a prerequisite to the performance of research involving human beings as subjects. The proponents of the academic freedom argument or objection appear to believe that until some clear misconduct is shown a member of the academic profession should be subject to no specific restraints on his professional discretion regarding the research in which he will engage nor the techniques of research which he will use.

What we are proposing, and what has been the practice with regard to research funded by the Public Health Service over the past three years, is not in our opinion a restraint upon the questions of scientific inquiry

1. See Langer, "Human Experimentation: Cancer Studies at Sloan-Kettering Stir Public Debate on Medical Ethics," 143 *Science* 551-553 (February 7, 1964); Langer, "Human Experimentation: New York Verdict Affirms Patient's Rights," 151 *Science* 663-666 (February 11, 1966); Hyman, Letter to Editor, 152 *Science* 862 (May 13, 1966); Lear, "Do We Need New Rules for Experiments on People," *Saturday Review*, February 5, 1966, pp. 61-70; "Research in America: Experiments on People — The Growing Debate," *Saturday Review*, July 2, 1966, pp. 41-50.

2. Milgram, "Behavioral Study of Obedience," 67 *Journal of Abnormal and Social Psychology* 372-378 (1963); Baumrind, "Some Thoughts on Ethics of Research After Reading Milgram's 'Behavioral Study of Obedience,'" 19 *American Psychologist* 421-423 (June 1964); Milgram, "Issues in the Study of Obedience," 19 *American Psychologist* 484 (November 1964).

3. Beecher, "Ethics and Clinical Research," 274 *N.E. J. of Medicine* 1354-1360 (June 16, 1966), which refers to 50 studies containing references to 186 further likely examples of unethical or questionably ethical behavior in experimental procedures involving humans, of which some 22 examples are described in the article. See also Beecher, "Documenting the Abuses" in *Saturday Review*, July 2, 1966, pp. 45-46.

To indicate that concern for this problem is not limited to the medical sciences, see the discussions in Ruebenhausen and Brim, "Privacy and Behavioral Research," 65 *Columbia Law Review* 1184-1211 (1965), and 21 *American Psychologist* 423 (1966); Ruebenhausen, "Experiments with Human Subjects," 23 *The Record of the Association of the Bar of the City of New York*, 92-104 (February, 1968); Wolfensberger, "Ethical Issues in Research with Human Subjects," 155 *Science* 47-51 (January 6, 1967); and "A Preliminary Bibliography on Medical Experiments with Human Subjects," 23 *The Record of the Association of the Bar of the City of New York* 375-384 (May, 1968).

with which a scholar may choose to concern himself. We do not propose that there be any substantive area of inquiry into which research is not permissible. Indeed, we would agree that to foreclose completely scholarly inquiry into any substantive concern for man in his environment would be a denial of academic freedom.

We do believe, however, that a member of the academic profession does have a responsibility to society and to his professional calling to refrain from techniques of inquiry which directly infringe or imperil the rights and welfare of other human beings. And we believe that the task of preventing such invasion of the rights or peril to the welfare of individuals involved as subjects of research is a matter of collegial concern and not merely individual discretion. Moreover, we believe that where the technique of inquiry involves the direct use of humans as subjects, any questions as to the propriety of technique should be resolved before rather than after any injury to the subjects may occur.

We believe that the development of standards for safety in research involving human beings is a part of the collegial responsibility of academic professionals. As we have already stated, the human limitations of individual judgment and individual knowledge of potential risks of experimentation make collegial determinations desirable to accord the fullest protection to the rights and welfare of the human subjects.

If it were possible to develop detailed statements defining the limits of research involving human subjects, the need for prior review might be lessened. However, we doubt that, in the absence of concrete proposals for specific investigation, the entire spectrum of risks involved in such research will be clear. Moreover, we believe that, even if all the details of prospective or potential human experimentation or research could be anticipated, the details of the specific regulation necessary to cover all of these possibilities would prove to be so complex as to subject the individual investigator who is expected to comply with them to an unreasonable burden in examining all of the prospective regulations. The application of somewhat general standards by a group of informed colleagues focusing upon the specific proposal for research seems more likely to be efficient. At the same time, through a case-by-case analysis and application of general standards, these general standards of conduct can be made more precise and the nature of the standards of appropriate research technique in dealing with human subjects can be clarified for the academic world.

It has been suggested that the prospect of having to present a projected research item and the risks involved to a group of colleagues and having to await their judgment on the project may deter investigators from undertaking investigations involving human subjects to the ultimate detriment of the advancement of knowledge and man's ability to deal with his environment. The possibility that some investigators may seek other than human subjects for research is a real one. The possibility that needed research will go undone, is not so great, we believe. If, in fact, the prospects of collegial review is a detriment to undertaking a certain project of research, this may indicate the researcher's lack of commitment to the efficacy or need for such research. It may also suggest that the researcher is himself somewhat uncertain of the risk-benefit ratio involved in the use of humans as subjects. As we have said earlier in this preface, we believe that the process of preparing a statement of the potential risks and the means of avoiding them as well as the potential benefits to be derived from the research may prove to be a good prophylactic (in the sense of "fore guard") against the risk of injury to human subjects.

A related concern is that the process of prior review or the continuing supervision will result in unreasonable delays in research or unreasonable burdens of "paper work" on the researcher's time and energy. We are aware of this risk of burden, but hope that the procedures which are outlined in the documents which follow will not impose such unreasonable burdens. We believe we have simplified considerably the

present procedures for prior review. In the past two years the Clinical Research Committee has been fairly efficient in providing prompt review and approval of projects. With continuing experience, the improvement of forms for request of approval and a wider understanding of the factors on which the approval depends we believe that the burdens should prove minimal.

The second primary issue with regard to the proposed expansion of the policy of institutional responsibility for research involving human subjects is the definition of what constitutes "research involving human subjects." The term is not defined in the present policy and is not defined in the Public Health Service policy statements except by including all clinical research and investigation and "investigations in the behavioral and social sciences."

The **Statement of Policy** which we are proposing for Regent adoption contains a fairly lengthy "definition" of "research involving human subjects" and related concepts (pages 4 through 8) to which reference is made by footnotes in the earlier portion of that **Statement of Policy** and to which reference is made in the **Procedures**.

The proposed definition is intentionally a broad one. It begins by describing the fullest extent of research involving human subjects (pages 6-8) which would include not only direct participation by humans in the research itself (item (a) on page 6) but also the observation, correlation and evaluation of human activity as reflected in recorded data (item (b) on page 7). This broad concept of research involving human subjects is then distinguished from two other types of activity which involve human participants and which might be designated as "beneficial professional or semiprofessional services" (pages 9-11) or "clinical training" (page 10). The final portion (pages 10-11) of the definition distinguishes between those activities which are essentially beneficial professional or semiprofessional services or clinical training experiences and the separable, and usually subsequent, activity of research based on the data accumulated in the recording of such services and their outcome. Although the initial provision of services is not research and is not subject to the need for prior review or continuing supervision, the use of the data does seem to us to be "research" and appropriately subject to some of the same considerations which relate to performance of experimental procedures directly on humans. This data research does "involve human subjects" since it deals with data which may identify the individual subject, describe his personality or disclose details of his personal life. It seems to us appropriate, therefore, that there be an assurance that the privacy of the individual be protected and that the question of the appropriateness of obtaining consent to the use of such data be resolved. There is also the question of when procedures are undertaken primarily for the benefit of the individual "subject" and when they are undertaken for the research aspects of the study. We have sought to resolve this in the paragraph on pages 10-11.

As indicated, the definition of "research involving human subjects" has been drafted in what is probably its broadest form (with the possible exclusion of beneficial services undertaken with foreknowledge that the resulting data will be the subject of further research). It is apparent that some groups and individuals within the University would prefer a much more restrictive definition. We have chosen to submit this broader statement with the belief that it is easier to qualify and limit the broad definition than to expand a narrower one to take account of the rights and welfare of potential "human subjects." Some possible variations are noted here for purposes of consideration:

1. Elimination of the mere use of data accumulated in the course of professional or semiprofessional services which are beneficial, i.e., omission of item (b) on page 7, with a specific negation of its inclusion.

2. Limitation to the performance of procedures "primarily for the collection of data" and elimination of procedures in which the benefit to the subject or other related humans is of equal significance. One difficulty is that this would appear to eliminate a large portion of what is done in experimental medicine involving considerable risk to the "patient-subject" and might also exclude a substantial amount of experimental procedure in behavioral sciences, in counselling and social work which may involve risks to the "subjects" and all of which we have in the past dealt with as subject to the requirement of prior review if funded by Public Health Service grants. The difficulty here lies in separation of "patient care" or "beneficial service" from experimental research.

3. Limitation of "research involving human subjects" to the performance of those procedures which involve direct contact with or communication with human beings, and eliminating at least the observation and evaluation of data or the products of human activity otherwise carried on and possibly eliminating any observation-only activity where the experimenter or investigator did not himself initiate the stimuli or cause individuals to engage in activity. While this would limit the scope of review to those situations in which there is a deliberate manipulation of the environment of the subject, it would also ignore the possible concern with the privacy of individuals and a concern with whether anyone should be a "subject" of research without his knowing consent.

A definition of the scope of application of the University's policy to research "carried on in the University of Minnesota or under its auspices" is contained in the following section of the policy (page 12). At the same time, there is provision for permitting affiliated hospitals or other institutions to establish their own programs for review and supervision and for research carried on on such affiliated institutions to be subject to "local control." (page 3)

Finally, immediately following the **Statement of Policy** but related thereto, we are presenting two specific limited provisions of policy with respect to two special types of research: observation in a non-manipulated environment (**Specific Policy**, pages 1 through 4) and examination and correlation of prior recorded data (**Specific Policy** pages 5 and 6). These are being submitted to the Senate in the form of specific policy adopted by the University Committee on the Use of Human Subjects in Investigation for approval by the Senate in much the manner in which we are proposing that the future statements of detailed policy may be adopted by the proposed Human Research Committee subject to modification or disapproval by the Senate. We have not included these two policy determinations in the **Statement of Policy** which the Regents would be asked to adopt in order that the details of these specific policies may be more readily subject to modification in the future. We believe that the formal "prior approval" given to observation in a public place in which there is no manipulation of environmental factors and which does not involve identification of individual subjects is within the scope of the prior review and approval required by the Regents' policy and that the waiver of continuing supervision where no such manipulation of environmental factors and no identification of subjects is involved is also within the spirit of the general Regents' policy as formulated by this committee.

A Summary of the Committee Proposal

Currently any research project involving the use of humans as subjects which is financed by grants from the United States Public Health Service must be reviewed and approved by a group of institutional associates of the investigator prior to the grant of funds and the inception of any investigative procedures involving human subjects, and remains subject to continuing supervision, guidance, and advice by the institutional associates. The prior review and continuing supervision, guidance and advice are limited to (a) assuring that the rights and welfare of the human subjects are adequately safeguarded, (b) ascertaining that appropriate methods

are used to secure an adequately informed consent for such research, and (c) ascertaining that the risks to the human subjects are balanced by the prospective scientific benefit of such research.

The proposal presented here expands this policy of prior collegial review and continuing supervision, guidance and advice to cover all research involving human subjects carried on at the University of Minnesota or under its auspices.

The proposal also defines in some detail the scope of "research involving human subjects" [see Statement of Policy] and seeks to define more precisely what factors are relevant to safeguard adequately the rights and welfare of human subjects in some particular types of research involving human subjects.

The administration of the broad policy regarding research involving human subjects is to be carried out by a large and diversified Human Research Committee composed of representatives from bio-medical and related health sciences, non-health sciences (natural, behavioral and social), humanities and law, including students as well as faculty and staff members. This committee is to be established within the structure of the Constitution of the University Senate reporting to the Senate through the Senate Committee on Research.

The Human Research Committee, operating through subcommittees with representative membership, will provide prior review. Application for such review will be made by the principal investigator in writing describing the purpose of his proposed project, the nature of the procedures involving human subjects, the potential risks to the subjects and the precautions to be taken to avoid or minimize these risks, and the methods to be used to secure an adequately informed consent by the subjects or their legal representatives. Review will normally involve a subcommittee meeting at which the investigator is invited to be present if he desires. A decision by the subcommittee to approve or to limit approval to specific modifications in the proposed procedures or to withhold approval is subject to review by the full committee, again with opportunity for the investigator to be present at the committee meeting. Further review is permitted where a claim of infringement of academic freedom is involved.

The Human Research committee will also provide continuing supervision, guidance and advice relating to the rights and welfare of human subjects, with power to suspend or to withdraw approval of research where there is a question of full protection for the rights and welfare of human subjects. This supervision involves requiring reports of proposed modifications in procedure or untoward results or accidents involving human subjects, as well as reports by department heads or attending physicians of questions as to adequate protection of human subjects. The Committee will also require periodic reports of the progress and results of projects approved. On the basis of such reports the Committee, acting through subcommittees, will maintain a continuing supervision with regard to protection of the rights and welfare of human subjects.

The Human Research Committee is to develop more specific policy statements or guidelines for research involving human subjects which will become effective and binding as to all such research conducted at the University or under its auspices after review by the University Senate. This more specific policy may include summary approval of specific procedures of research involving human subjects which are deemed relatively innocuous and widely accepted research procedures.

Distinctions between Present Policy and Procedures (November 1966 Statement) and Proposals for Revised Policy and Procedures (1969-70)

Present Policy and Procedures

Coverage of Policy:

1. Applies only to research financed by U.S. Public Health Service;
2. Does not define scope of "research involving human subjects, though U.S. Public Health Service policy does contain some descriptions;
3. Does not describe scope of application of policy "in the University or under its auspices."

Administration and Procedures

1. Procedures include

- a. Prior review and continuing supervision by Clinical Research Committee of 36 faculty and staff acting through 12 to 14-member subcommittees on "medical research," and "social science research," but without explicit power to make or define policy.
 - b. Policy making by University Committee on use of Human Volunteers (currently 7 faculty, 2 ex officio from administration, 3 students), some of whom have served on Clinical Research Committee.
2. Involves an elaborate outline of application factors and specific questions for resolution by the reviewing body.
 3. Makes decision of Clinical Research Committee final;
 4. Requires investigator to make documentary record of consent and to maintain record or forward to Executive Secretary.

Proposal for Revised Policy and Procedures

Coverage of Policy:

1. Will cover all research involving human subjects carried on in or under auspices of University of Minnesota;
2. Will define "research involving human subjects" and related concepts;
3. Will define "in the University or under its auspices."

Administration

1. Procedures include

- a. Prior review and continuing supervision by University Human Research Committee of at least 40 faculty, staff and students, acting through 10-member subcommittees with majority from "health sciences" or "non-health sciences and humanities," including student members, contrasting discipline members and law member.
 - b. Policy to be developed by Policy Committee consisting of chairman of UHRC, chairmen of each subcommittee, Executive Secretary, and 4 members at large from UHRC one of whom is a student member subject to approval by full Human Research Committee and review and possible modification by University Senate.
2. Contains a simplified description by application and lists only four general factors to be considered by reviewing body.
 3. Permits limited review of question of infringement of academic freedom by an independent senate or assembly committee with power to require reconsideration by Human Research Committee.
 4. Requires principal investigator to obtain and maintain documentary evidence of informed consent by subject in form required by Human Research Committee.

SENATE RESOLUTION

(This resolution is submitted to the University Senate, through the Senate Committee on Research, for adoption. It is to be the basic Senate action approving the **Statement of Policy of the University of Minnesota with Regard to the Use of Human Subjects in Scientific Research**, creating the University Human Research Committee, and enacting **Procedures in Furtherance of the University Policy**.)

Be it resolved by the University Senate of the University of Minnesota:

1. That the University Senate approves and recommends for adoption by the Regents of the University the **Statement of Policy of the University of Minnesota With Regard to the Use of Human Subjects in Scientific Research** (which accompanies this resolution) reaffirming the policy of the University to safeguard fully the rights and welfare of individuals who are involved as human subjects of any research conducted at or under the auspices of the University of Minnesota with as little obstruction as necessary to the furtherance of scientific progress and assuming as institutional responsibilities: to provide prior collegial review and to provide continuing supervision of research involving human subjects and to provide guidance and advice for investigators engaged in such research to assure the continued safeguard of the rights and welfare of the human subjects.

2. That the University Senate in furtherance of this policy and in performance of its institutional responsibility establishes the University Human Research Committee to administer the aforesaid policy and to perform the functions of providing prior collegial review of proposed research involving human subjects and continuing supervision, guidance and advice with respect to projects of research involving human subjects, in accordance with the provisions of the **Procedures in Furtherance of University Policy With Regard to the Use of Human Subjects in Scientific Research**, which accompanies this resolution.

3. That the University Senate approves and adopts Part I of the **Procedures in Furtherance of University Policy** establishing the Administrative Structure of the Human Research Committee, including its composition, duties and responsibilities, and function as an initiator of further policies and procedures.

4. That the University Senate approves Parts II and III of the **Procedures in Furtherance of University Policy With Regard to the Use of Human Subjects in Scientific Research**, as the initial statements of procedures under the **Statement of Policy**, subject to amendment and additions under the provisions of the **Procedures Part I, subpart C, section 2**.

5. That the **Statement of Policy of the University With Regard to the Use of Human Subjects in Scientific Research**, as approved by the Regents, shall be effective as of July 1, 1970 and following its approval by the Regents.

6. That the creation of the University Human Research Committee and the establishment of the **Procedures in Furtherance of University Policy With Regard to the Use of Human Subjects in Scientific Research** shall be effective as of July 1, 1970, and following approval by the Regents of the foregoing **Statement of Policy**.

7. That as of the effective date of the **Statement of Policy** and the establishment of the Human Research Committee, the existing University Committee on the Use of Human Subjects in Investigation, established by the Senate Action on May 22, 1969, and the existing Clinical Research Committee, established by the President in 1967, shall be terminated. Those persons who have been appointed as members of the existing committees and for terms which would otherwise extend beyond the effective termination date shall be eligible for appointment to comparable terms on the University Human Research Committee.

STATEMENT OF POLICY OF THE UNIVERSITY OF MINNESOTA WITH REGARD TO THE USE OF HUMAN SUBJECTS IN SCIENTIFIC RESEARCH

(This Statement of Policy is submitted for approval to the University Senate through the Senate Committee on Research and for recommendation to the Regents for adoption to replace the present Statement of Policy and Procedures as adopted in November, 1966.)

The University of Minnesota reaffirms its established policy with regard to the use of human subjects in scientific research:

- A. To safeguard fully the rights and welfare of the individuals who are involved as human subjects in such research*,
- B. To accomplish this with as little obstruction as necessary to the furtherance of scientific progress through continuing investigation of man in his environment, and
- C. To assume an institutional responsibility for the implementation of these two objectives.

In performance of this institutional responsibility, the University of Minnesota will:

1. Provide prior collegial review of all research involving human subjects* carried on in the* University or under its auspices** through a University Human Research Committee composed of institutional associates of the investigator who are independent of the investigator and who have no vested interest in the specific project of research, which collegial review will involve determination of
 - a. the rights and welfare of the individuals involved as human subjects of research,*
 - b. the appropriateness of the methods used to secure an adequately informed consent for research involving human subjects,* and
 - c. the risks and potential scientific benefit of such research;

* "Research involving human subjects" and related concepts are defined later in this Statement of Policy at pages 6 through 11.

** The scope of "carried on in the University or under its auspices" is defined later in this Statement of Policy at page 12.

2. Exercise continuing supervision of such research involving human subjects*, to deal with changes in the procedures or emergent problems of the research which may alter the research with respect to the criteria for collegial review and prior approval;
3. Provide guidance and advice for the investigators on safeguarding the rights and welfare of the human beings involved in such research;
4. Assure that provision is made for professional attention and facilities to provide for the safety and welfare of human beings involved in such research;
5. Make and keep written records of all collegial reviews and decisions on the use of human subjects in such research; and require and keep documentary evidence of informed consent by subjects of all such research involving human subjects.*

In further performance of its institutional responsibility, the Regents of the University of Minnesota declare that:

No research involving human subjects* shall be carried on in the University of Minnesota or under its auspices** unless, prior to the inception of any procedures involving human subjects,* there has been a collegial review and approval of the research project and its procedures by a University Human Research Committee consisting of representatives drawn from the disciplines of medical and related health sciences and professions, applied natural sciences, social sciences, humanities and philosophy and law; except that where such research is carried on at another institution (such as a hospital or other research facility) which has a similar program of prior group review and advice to the investigator, the group review within that institution shall satisfy the requirements of this policy.

All research involving human subjects* carried on in the University of Minnesota or under its auspices** shall be subject to continuing supervision, guidance and advice by the University Human Research Committee; except that where such research is carried on at another institution (such as a hospital or other research facility) which has a similar program of collegial supervision, guidance and advice shall satisfy the requirement of this policy. It shall be the obligation of that committee to provide such supervision, guidance and advice as is necessary to continue the full protection of the rights and welfare of the human subjects and to accomplish this with as little obstruction as necessary to scientific progress. If at any time there is question as to the full protection afforded to the human subjects of research, the Human Research Committee shall have the power to suspend or withdraw its approval of a research project involving the use of human subjects* and following such suspension nor withdrawal of approval, the investigator shall not continue to engage in procedures involving human subjects* without further approval of the Committee. The University Human Research Committee, subject to review and modification by the University Senate, may adopt such specific statements of policy and procedures as are necessary to carry out the institutional responsibilities of the University within the limits described in this statement of policy with regard to the use of human subjects in research. Such policies and procedures, once adopted, shall be binding upon the Human Research Committee and all members of the faculty and staff of the University and all other individuals engaged in research involving human subjects carried on under the auspices of the University.*

* "Research involving human subjects" and "procedures involving human subjects" are defined on pages 6 through 11 of this Statement of Policy.

** The scope of "carried on in the University or under its auspices" is defined later in this Statement of Policy at page 12.

The sanctions which may be imposed for any violation of the provisions of this policy with regard to the use of human subjects in research shall include the following:

- (1) withholding of future research funds to be granted by the University or under its administration for further pursuit of research involving human subjects,
- (2) withdrawal of research funds already granted by the University or under its administration for procedures involving human subjects which are in violation of this policy and recovery of funds paid out for such procedures which violate the policy,
- (3) denial of the use of University staff members in the pursuit of research involving human subjects,
- (4) denial of the use of University facilities, equipment or premises for the conduct of research involving human subjects,
- (5) denial of benefits or academic degrees or credit for research involving human subjects which is in violation of this policy,
- (6) requiring that all further research involving human subjects be conducted by a violator only under the direct supervision of another principal investigator.

Definitions: Research involving human subjects and related concepts

The phrases "research involving human subjects" and "procedures involving human subjects" as used in this Statement of Policy With Regard to the Use of Human Subjects in Scientific Research are intended to cover the full range of activities which involve:

- (a) the collection of data from
 - (1) the examination of individual human beings and their bodily products,
 - (2) the observation of the performance of activities by individual human beings or groups of human beings,
 - (3) the observation of physical or psychological reaction of individual human beings or groups of human beings to stimuli, whether the stimuli are controlled by the investigator or are present in a normal non-manipulated environment,
 - (4) the observation or evaluation of the products of individual performance of tasks or individual reaction to stimuli or other similar research in which human beings other than the investigators or research personnel are directly involved as participants through their active conduct or through passively having procedures performed upon them;
- (b) the examination and correlation or evaluation of data derived from the types of examination or observation described in (a) (1) through (4) above, or research in which data concerning humans other than the investigator is the direct subject of research.

"Research involving human subjects and the correlative phrases "procedures . . ." and "research projects . . ." are not limited to the deliberate experimentation with human beings, although these phrases cover deliberate experimental research upon humans. They include, as well, the performance of any procedures which are not designed and performed primarily for the benefit of the human upon whom the procedure is performed or in relation to whom the procedure is performed but with either a primary or secondary purpose or objective of collecting data for subsequent correlation or evaluation not directly related to the treatment or care of human sub-

(Drafters' Note:

(The foregoing paragraphs set out the broadest meaning of research involving human subjects and correlative phrases. They include and differentiate between two types of activity which are research: (a) that involving direct participation by the human subject and (b) that in which data concerning humans is the direct subject of the research investigation but which does involve humans as the indirect subjects. Special provisions as to the University's concern with the latter type of research which indirectly involves humans are spelled out in the basic policy statement on page 16.

jects or the performance of beneficial service to that human subject. Procedures which fall within the scope of "research involving human subjects" include not only physical, chemical, electrical or psychological stimulation of responses within the human body but also interviewing, observation of behavior, administration of tests or other techniques of measurement or evaluation of individual humans.

Beneficial services distinguished from research involving human subjects

"Research involving human subjects" or "procedures involving human subjects" as used in this Statement of Policy are distinguished from activities or procedures in which humans are involved solely for the direct benefit of themselves or other individual humans. The latter type of activities and procedures, which might be classified as "beneficial services" include.

- (a) the teaching or training of individuals,
- (b) the examination, investigation or evaluation of individuals for diagnostic purposes for their own benefit or for the immediate benefit of others as in mass screening for disease or physical examination of staff and students associated in the University or other similar institutions or organizations,
- (c) the performance of therapeutic procedures for the direct benefit of the person upon whom they are performed or for the direct benefit of other individuals to whom the human participant has some relation or to whom the human participant has agreed to act as a donor, as in the case of the donation of blood or other tissues or interviewing relative to psychotherapy or counselling services to others,
- (d) the interviewing or investigation of individuals related to the performance of professional services in the practice of counselling, law, psychotherapy, social work or teaching.

Clinical training distinguished from research involving human subjects

"Research involving human subjects" and "procedures involving human subjects," as used in this Statement of Policy, do not include clinical training done within the University or under its auspices, provided that the procedures and activities are performed solely for the purposes of training or for the combined purposes of training and the provision of beneficial services to the individual upon whom the procedures are performed, or in relation to whom the procedures are performed. "Clinical training" covers those procedures and activities used primarily to teach students how to engage in professional or semiprofessional activities with other human beings that the teacher or student involved in the procedure. Training for conduct of research involving human subjects is within the meaning and scope of this Policy so long as humans are used as subjects for research itself.

Collection of data for beneficial services distinguished from research involving human subjects using such data

In a number of situations within the University or where procedures are performed under the auspices of the University, diagnostic or therapeutic procedures of benefit to the individual upon whom they are performed or conduct in the provision of professional services may be undertaken with the foreknowledge that the record of such procedures or services or the products of such procedures or services will ultimately be the subject of future study and evaluation which would constitute "research involving human subjects" within the meaning given that phrase in this Policy. Where the procedures or performance of services would be

(In the following pages, "research involving human subjects" and correlative phrases are distinguished from three other types of activity which involve human participants other than the investigator but which are not subject to this policy or the procedures implementing it: beneficial services as described on page 9 and clinical training as described on page 10, and collection of data related to beneficial services as described on pages 10 and 11.)

undertaken normally be the type of professional involved for the direct benefit of the individual subject to the procedures, rather than for purposes of obtaining information for advancement of human knowledge, the original performance of such procedures or professional services will not constitute "research involving human subjects" or "procedures involving human subjects" as those terms are used in this Statement of Policy.

However, the subsequent use of the records or products of such professional services for purposes other than the direct benefit of the subject or someone related to him or her or for other than clinical training and primarily for the advancement of knowledge shall be considered to be "research involving human subjects" and the present Policy and any procedures designed for its furtherance in the safeguarding of rights and welfare of a human subject shall be applicable to this subsequent use of record data.

Definition: Carried on in the University of Minnesota or under its Auspices.

Research involving human subjects is "carried on in the University of Minnesota or under its auspices" within the scope of this Policy when

1. the procedures are performed on the premises of the University, or
2. the procedures are performed with or involve the use of facilities or equipment belonging to the University, or
3. the research is financed by the University or by funds administered by the University, or
4. the research project satisfies a requirement imposed by the University as a condition for the award of a degree or for completion of a course of study in the University, or
5. the research project satisfies an obligation of employment by the University.

SPECIFIC POLICY STATEMENTS RELATING TO (1) OBSERVATION IN NON-MANIPULATED ENVIRONMENT AS A FORM OF RESEARCH INVOLVING HUMAN SUBJECTS, and (2) USE OF RECORDED DATA INVOLVING HUMANS.

(These are statements of specific policy adopted by the University Committee on the Use of Human Subjects in Investigation and submitted by it to the University Senate for approval within the scope of the more general Statement of Policy already approved by the Regents of the University in 1966 and the revision proposed earlier in this report. It is an example of the type of policy statement which would be developed by the Human Research Committee's Policy Committee and be adopted by the Human Research Committee subject to modification or disapproval by the Senate under the accompanying revised Statement of Policy and the Procedures.)

Policy relating to observation in non-manipulated environment

Where research involving human subjects is limited to (a) the observation of human beings in an environment in which the investigator makes no manipulation of the environmental factors and introduces no new stimuli into the environment, and (b) the evaluation and correlation of data derived from such observation, the concern of the University of Minnesota in relation to its general Statement of Policy With Regard to the Use of Human Subjects in Scientific Research is solely for the protection of the privacy of the individuals who are the subjects of observation. In furtherance of that concern and the general policy of the University, the following specific policy determinations are made:

A. When such observation without manipulation of the environment occurs in a public place in which the public character of the environment should give notice to an individual that his or her behavior may be open to deliberate observation by others present in the same environment, the University's sole concern with protection of privacy is that the identity of the individuals shall not be disclosed through the investigational research without the consent of the individual subjects. Therefore:

1. If the investigator does not anticipate or foresee that he or others in the research project will record in any manner or communicate in any manner the identity of any individual observed, such research is approved within the meaning of the **Statement of Policy** and further supervision of the research so limited is waived. The investigator need not make a specific application for prior review and approval of his research project and so long as neither he nor others involved in the research project record or communicate the identity of any individual who is observed the project is not subject to any mandatory supervision, guidance or advice from the Clinical Research Committee or any future Human Research Committee, although the investigator may seek such prior review or continuing guidance and advice if he so desires.
 2. If the investigator does anticipate or foresee that there will be any type of recording of individual identity or characteristics which might give rise to identification of individuals observed, or that he or others engaged in the research may make disclosure of the identity of any individual observed in the course of research or publication of the results of such research, he must submit the projected research for prior approval and the project remains subject to continuing supervision, guidance and advice within the scope of the **Statement of Policy**.
 3. In either event, if the investigator does at some point undertake himself or knows that others involved in the research are going to make a record of identification of individuals subject to observation or does propose to make disclosure of the identity of any individuals observed, he must obtain prior review and approval of such recording or disclosure from the Clinical Research Committee or any future Human Research Committee prior to undertaking such recording, communication or disclosure of identifying facts.
 4. In conducting prior review and in providing continuing supervision and guidance and advice of such project of observation in a non-manipulated environment, the reviewing committee shall limit its review, supervision and advice to the question of whether there has been an appropriately informed consent by the individual subject or subjects to reporting and disclosure of identifying facts.
- B. Where observation occurs in a place other than a public place the public character of which gives an adequate notice that the individual's behavior or presence is likely to be subject to deliberate observation by others and where the circumstances are such that an individual is unlikely to anticipate a premeditated observation of his conduct or presence by others, the primary concern of the University remains the privacy of the individual. In such circumstances, prior review and approval and continuing supervision, guidance and advice by the current Clinical Research Committee or any future Human Research Committee is required. However, the scope of this review and supervision should be limited as follows: The reviewing committee should ascertain:
1. whether the individuals subject to observation will be made aware of the nature of observation, including
 - a. whether he will know he may be subject to a premeditated and deliberate observation of his behavior;
 - b. whether he will be aware of the professional identity of the observer (e.g. medical scientist, psychologist, sociologist, etc.) although not necessarily of an observer's personal identity nor which specific person is an observer;
 - c. whether he will be aware of any apparatus other than human senses which is to be used for the purpose of observation or recording of observations, including viewing or listening devices, audio or visual recording devices or other artificial devices;

2. whether the individual subject to observation will have given explicit consent to being observed or will have the opportunity to withdraw from the scope of observation without prejudice to his other legitimate interests in being in the environment, e.g. a student in a classroom should not be compelled to absent himself from the classroom, or be subject to observation not directly related to his own participation in the class as a student;
3. whether individuals subject to observation will be in any way identified in any record, publication or communication by the investigator or others involved in the research, and if so whether an adequately informed consent will be obtained, such consent to be obtained only after disclosure of the nature of the observations made and the nature of the data collected relating to the individual and the nature of the disclosure intended to be made relative to the individual;
4. whether the privacy of the individual subjects is otherwise adequately protected in the research process.

Policy relating to the use of recorded data concerning humans

Where research involves only observation, examination or evaluation of data concerning humans which has been collected and initiated or generated by persons other than the investigator for purposes unrelated to his research project, the primary concern of this Policy is the protection of the privacy of the individual subjects.

Therefore the review and approval of the project by the Human Research Committee should be limited to ascertaining:

1. that all possible precautions have been taken to mask the identity of individual humans to which the data relates, consistent with the conduct of the research,
2. that the individuals to whom the data relates will not be identified in any publication or communication by the investigator without the express consent of the individual subjects to which the data refers, and that such consent is obtained only after disclosure of the nature of the data observed or examined and the nature of the disclosure to be made relative to the individual,
3. that the right of privacy of the individual subjects is otherwise adequately protected in the research process.

In such cases, the mere examination or evaluation of data without any identification by the investigator of individual subjects may not require specific individual prior consent of the subjects, although wherever feasible individuals should be informed that data concerning them may be used for purposes of research at some future time and wherever feasible consent to examination of data relating to private facts or matters not generally open to public observation should be obtained prior to the recording of data which may subsequently be the subject of research.

PROCEDURES IN FURTHERANCE OF UNIVERSITY POLICY WITH REGARD TO THE USE OF HUMAN SUBJECTS IN SCIENTIFIC RESEARCH

(The first portion of these Procedures, Part I. Administrative Structure, is recommended for approval and adoption by the University Senate to establish the Human Research Committee as a University Committee under the Constitution of the Senate. It also provides for the initiation of new policy and procedures through the Policy Committee of the Human Research Committee, subject to review and possible modification or disapproval by the Senate.)

I. Administrative Structure

A. Human Research Committee

1. Composition

a. Membership. The Human Research Committee shall consist of at least forty-four members drawn from the faculty, staff and student body of the University and specifically falling within the following five categories:

- (1) At least sixteen (16) members from the health sciences and biological sciences,

- (a) fourteen (14) of whom shall be drawn from the faculty and staff of the units of the University dealing with health sciences and biological sciences, and
- (b) two (2) of whom shall be graduate or professional students in these units of the University;
- (2) Two (2) members from the University Hospitals Administration Department;
- (3) At least eighteen (18) members from the non-health-or-biological sciences and the humanities,
 - (a) sixteen (16) of whom shall be from the faculty and staff of the units of the University dealing with the non-health sciences or humanities, and
 - (b) two (2) of whom shall be graduate or professional students in these units of the University; and
- (4) At least four (4) members from the faculty of the Law School.
- (5) At least four (4) members from the undergraduate student body of the University.

In the event that the size of the committee should be expanded to more than forty-four members, the proportions of members from each of the above categories should remain the same: that is, out of each eleven members on the committee, four should be drawn from the health sciences, four should be drawn from the non-health sciences and humanities, one from the law school, and one each from the graduate and professional student body and from the undergraduate student body.

b. Selection. The members of this committee and the chairman of this committee and of its subcommittees shall be appointed in accordance with the Constitution of the University Senate, Article IV, Section 4, and the Rules and Operational Procedures of the Senate, U1.302.2 and U1.302.3.

c. Terms. The terms of membership on this committee shall be in accordance with the Rules and Operational Procedures of the University Senate, U1.302.3, with the provision that the terms of faculty and staff members shall be so staggered that approximately one-third of the membership in each of the four categories described above in Subsection a, (1) (a), (2), (3) (a) and (4), shall be appointed in any one year.

2. Duties and Responsibilities.

a. Administration of Policy. The Human Research Committee shall perform the functions of prior collegial review of proposed research involving human subjects (as defined in the Statement of Policy of the University of Minnesota With Regard to the Use of Human Subjects in Scientific Research, adopted and approved by the University Senate on (insert the date of Senate adoption) and the Regents of University on (insert the date of Regents adoption), and of continuing supervision and advice with respect to approved projects of research involving human subjects, to assure the fullest protection of the rights and welfare of such subjects.

b. Formulation of Policy. The Human Research Committee shall initiate specific statements of policy and procedures necessary to carry out the institutional responsibility of the University with regard to the use of human subjects in research, through its Policy Committee, which statements of policy and procedures as approved by the full Human Research Committee and subject to review and modification by the University Senate shall be binding on the Human Research Committee, its subcommittees, members of the faculty and staff of the University and other individuals engaged in research involving the use of human subjects carried on under the auspices of the University.

3. Reporting to the Senate. The Human Research Committee shall report to the Senate through the Senate Committee on Research in accordance with the Rules and Organizational Procedures of the Senate, U1.302.5.

4. Subcommittees

a. Function. The Human Research Committee shall perform its functions of prior collegial review of proposed research involving human subjects and its continuing supervision and advising of approved projects through subcommittees, except where a request is specifically made for full committee consideration of a problem.

b. Composition and Specialization.

(1) There shall be at least two (2) subcommittees dealing with research projects in the bio-medical or health sciences, each consisting of eleven (11) members as follows: five (5) members chosen from those in the bio-medical or health sciences faculty and staff and one (1) member chosen from the University Hospital Administration who will serve for one year on such subcommittee; two (2) members chosen from those in the non-health sciences and humanities faculty and staff who will serve for six months on such subcommittee; one (1) member chosen from the faculty of the Law School; one member from the graduate and professional students in the health sciences and one member from the undergraduate students who will serve for one year on the subcommittee. (2) There shall be at least two (2) subcommittees dealing with research projects in the non-health sciences, the humanities and law, each consisting of eleven (11) members as follows: six (6) members chosen from those in the non-health sciences and humanities faculty and staff who will serve for one year on such subcommittee; two (2) members chosen from the health sciences faculty and staff who will serve for six months on such subcommittee; one (1) member chosen from the faculty of the Law School; one (1) member from graduate and professional students in the non-health sciences and humanities and one (1) member from the undergraduate students who will serve for one year on such subcommittee.

(3) So far as possible, membership on the subcommittees shall be rotated on an annual and semi-annual basis so that each member of the Human Research Committee serves in rotation one year in the area of his own specialization and the following year in a contrasting area. The exceptions to this rotation are members from the University Hospitals Administrative Department and student members.

c. **Chairmen of subcommittees.** The chairman of each subcommittee shall be appointed on an annual basis and shall be chosen from among those members in the category in which that subcommittee specializes (i.e., health sciences or non-health sciences and humanities and law). The chairman shall be counted as one of the members of the subcommittee from that category.

B. Executive Secretary of the Human Research Committee.

1. There shall be an Executive Secretary of the Human Research Committee who will handle the administrative work of the committee, schedule meetings of the committee and its subcommittees, call meetings, maintain adequate records for the committee including formal requests for approval of research projects, minutes of all committee and subcommittee meetings, and the formal decisions of the committee and its subcommittees, together with copies of all letters of approval sent to investigators and any periodical reports by investigators to the committee, as may be required by the procedures of the committee.

2. The Executive Secretary of the Human Research Committee shall not be a voting member of the committee or of its subcommittees, but shall be entitled to attend any committee meetings or subcommittee meetings. He shall be an ex officio member of the Policy Committee of the Human Research Committee with a vote in the deliberations of that Policy Committee.

3. The Executive Secretary of the Human Research Committee shall be appointed by the President with the approval of the University Senate for a three year term, subject to reappointment for successive terms.

C. The Policy Committee of the Human Research Committee.

1. **Composition.** The Policy Committee of the Human Research Committee shall consist of the following members:

- a. The chairman of the Human Research Committee;
- b. The chairman of each of its subcommittees;
- c. The Executive Secretary of the Human Research Committee;
- d. Three (3) members-at-large elected by the entire membership of the Human Research Committee from among the faculty staff members of the Human Research Committee for three year terms, one member-at-large being selected each year from among those faculty and staff members appointed for new three year terms (and in the initial year from those faculty and staff appointed for two and one-year terms); and
- e. Two (2) student members-at-large selected by the student members from among their own number for a one-year term, one from graduate and professional student members, one from undergraduate student members.

2. **Function.** The Policy Committee of the Human Research Committee shall initiate policies and procedures necessary to carry out the institutional responsibility of the University with regard to the use of human subjects in research.

3. **Procedures for Adoption of Detailed Policies and Procedures and for Amendment of Policies and Procedures.**

- a. As is necessary and desirable, the Policy Committee of the Human Research Committee shall meet and define proposed policies and procedures governing the conduct of research involving human subjects under the auspices of the University.
- b. These policies and procedures shall be submitted to the full Human Research Committee for its consideration and approval.
- c. The policies and procedures approved by the Human Research Committee shall be reported to the University Senate through the Senate Committee on Research at the next regular meeting of the Senate.
- d. The policies and procedures approved by the Human Research Committee and reported to the Senate shall become effective at the end of two calendar weeks following the regular meeting of the Senate at which they are reported, unless modified or disapproved by the action of the Senate.
- e. The Executive Secretary of the Human Research Committee shall promulgate the policies and procedures adopted in accordance with the above provisions.
- f. The policies and procedures so adopted and promulgated shall be binding on the Human Research Committee and its subcommittees and on members of the faculty and staff and all other individuals engaged in research involving human subjects carried on under the auspices of the University until specifically amended or superseded by other policies and procedures adopted in accordance with the foregoing provisions.

Organizational Chart of Human Research Committee
(This is a schematic presentation of the administrative structure as described in Part I of the Procedures.)

UNIVERSITY SENATE

Senate Committee on Research

UNIVERSITY HUMAN RESEARCH COMMITTEE

Membership: 44 members chosen from the following categories:

Health and Biological Sciences	University Hospitals Admin.	Non-Health Sciences and Humanities	Law School Faculty 4 members	Undergraduate Student Body 4 members
16 members:	2 members	18 members:		
14 faculty-staff		16 faculty-staff		
2 graduate-prof. students		2 graduate-prof. students		

Faculty-staff members appointed for three-year staggered terms.
Student (graduate or undergraduate) members chosen for one-year terms.
Chairman of Committee, Subcommittee members and chairmen and members of Policy Committee are chosen from this group.

Subcommittees of the Human Research Committee

Health Sciences Subcommittee I	Health Sciences Subcommittee II	Non-Health Sciences and Humanities Subcommittee I	Non-Health Sciences and Humanities Subcommittee II
5 HS fac-staff (1 year term)	5 HS fac-staff (1 year term)	6 NHS fac-staff (1 year term)	6 NHS fac-staff (1 year term)
1 HS grad. stud. (1 year term)	1 HS grad. stud. (1 year term)	1 NHS grad. stud. (1 year term)	1 NHS grad. stud. (1 year term)
1 Hosp. Admin. (1 year term)	1 Hosp. Admin. (1 year term)	2 HS fac-staff (6 mo. term)	2 HS fac-staff (6 mo. term)
2 NHS fac-staff (6 mo. term)	2 NHS fac-staff (6 mo. term)	1 Law fac. mem. (1 year term)	1 Law fac. mem. (1 year term)
1 Law fac. mem. (1 year term)	1 Law fac. mem. (1 year term)	1 Undergrad. stud. (1 year term)	1 Undergrad. stud. (1 year term)
1 Undergrad. stud. (1 year term)	1 Undergrad. stud. (1 year term)		

Policy Committee of Human Research Committee

Chairman of Human Research Committee
4 Subcommittee chairmen
3 Members-at-Large chosen from faculty-staff on three year staggered terms
2 Student-Members-at-Large (one graduate, one undergraduate) chosen for one year
Executive Secretary, ex officio with vote
Executive Secretary of Human Research Committee appointed for three-year renewable term from outside membership of Committee

(The following portions of the Procedures, Part II, **Procedures for Prior Review**, and Part III, **Provision for Continuing Supervision, Guidance and Advice**, are recommended for approval by the University Senate as part of the enabling resolution establishing the Human Research Committee. They would effectively establish the initial procedures for that committee and all personnel engaging in research involving human subjects at the University or under its auspices. They would be subject to further amendment and addition initiated by the Policy Committee of the Human Research Committee and approved by the full Human Research Committee, subject to review and modification by the Senate under Part I, Subpart C, Section 3.)

II. Procedures for Prior Review

A. No research involving human subjects shall be carried on in the University of Minnesota or under its auspices unless, prior to the inception of any research procedures involving human subjects, there has been a collegial review and approval of the research project by the Human Research Committee in accordance with the following procedures. "Research involving human subjects" and "carried on in . . . or under its auspices" shall have the same meaning in these procedural rules as they are given in the **Statement of Policy of the University of Minnesota With Regard to the Use of Human Subjects in Scientific Research**, as adopted and approved by the University Senate and the Regents of the University of Minnesota.

B. Summary Approval of Standard and Accepted Procedures

The Human Research Committee may specify particular standard and accepted procedures of research involving human subjects as approved for use in research carried on in the University or under its auspices. Projects which are limited to use of the designated standard and accepted procedures will be subject to summary approval as follows:

1. The principal investigator shall file with the Executive Secretary of the Human Research Committee a summary approval form which contains the following information:
 - a. designation of the project by title and a project number where available,
 - b. identification of the principal investigator and any other personnel to be engaged in research procedures involving human subjects, including professional or other qualifications,
 - c. description of the specific procedures to be used in the research which will involve human subjects,
 - d. certification that these procedures all fall within the approved list of standard and accepted procedures subject to summary approval,"
 - e. description of the human subjects to be involved, including
 - (1) whether "normal volunteers" or "clinical patients," and if the latter the type of patient,
 - (2) whether adults or minors, and if the latter the age range,
 - (3) anticipated number of subjects,
 - (4) method of selection or recruitment of subjects,
 - f. the specific form of consent to be obtained from each subject.
2. Copies of this summary approval form shall be sent by the Executive Secretary to all members of an appropriate subcommittee.
3. The procedures and the project, if limited to those on the approved list, shall be deemed approved until and unless within one week of the distribution of the summary approval form, one or more members of the subcommittee request the Executive Secretary to call a formal meeting for discussion as to the applicability of the summary approval to the specific research project,
4. If within one week of the distribution of the summary approval form any subcommittee member requests that there be a formal meeting and discussion of the specific research project, the Executive Secretary shall so notify the principal investigator, indicating that the summary approval has been suspended pending this formal consideration of the research proposal. The Executive Secretary shall at the same time place this proposal on the agenda for the next meeting of the subcommittee, or if no regular meeting is scheduled within the following month, shall call a special meeting to consider this proposal.
5. Following notification that the summary approval is suspended, the principal investigator shall refrain from conducting or performing any procedures involving human subjects pending a formal approval from the subcommittee or the Human Research Committee.
6. Where a formal meeting and discussion of the research project has been requested, the procedures shall be as described in Subpart D of this Part II.

C. Application for Regular Review and Approval. In order to obtain approval, the investigator or investigators who wish to undertake scientific research involving human subjects shall prepare and have forwarded to the Executive Secretary of the Human Research Committee an application:

1. The principal investigator shall prepare a written description of the research project indicating
 - a. the purpose of the project
 - b. the nature of any procedures involving human subjects,
 - c. the risks involved to such human subjects,
 - d. the precautions which are to be taken to avoid risk to the human subjects,
 - e. the methods to be used in securing an adequately informed consent by the human subjects or their legal representatives,
 - f. the provisions which are made for professional attention or facilities to provide for the welfare of subjects during and following the research procedures.
2. The written description of the project shall be reviewed by the department head of the department in which the project is to be conducted, or under whose auspices the project is being conducted, and his formal recommendation for approval, disapproval or proposed modifications in the project shall be indicated in writing on the application within one week of receipt by him.

3. Thereafter the application containing this written description and the recommendations of the department head shall be forwarded immediately to the Human Research Committee in care of the Executive Secretary.

D. Action by the Human Research Committee for Prior Review and Approval.

1. The Executive Secretary of the Human Research Committee shall duplicate the application for approval and circulate copies of the application to members of an appropriate subcommittee of the Human Research Committee. The assignment of an application to a particular subcommittee shall be made, as far as practicable, on the basis of
 - a. the particular qualifications of the members of the subcommittee to evaluate the particular projected investigation, and
 - b. an even distribution of work load among members of the committee serving on various subcommittees.
2. The subcommittee shall hold a meeting to review the project to which the investigator shall be invited to be present if he so desires or if the Executive Secretary or a member of a subcommittee believes that his presence would be helpful in the evaluation of the project. The time and place of the committee meeting shall be specified by the Executive Secretary in a notice sent to all members of the subcommittee holding the meeting.
3. The review of the application by the subcommittee and its recommendations shall take into account the following:
 - a. fully safeguarding all rights and welfare of the individuals involved as human subjects in the research procedures,
 - b. appropriateness of methods used to secure adequately informed consent for procedures involving human subjects.
 - c. risks and potential scientific benefits of the projected research.
 - d. accomplishment of review with as little obstruction as necessary to scientific progress in continuing investigation of man in his environment.
4. Following its review of the projected research, the subcommittee shall make a determination as to whether the proposed research project
 - a. shall be approved as described in the application,
 - b. shall be approved subject to specific modifications in the proposed procedures described in the application,
 - c. shall be disapproved with the recommendation that the investigator re-submit the proposal with modifications for further consideration by the Committee or its subcommittee, or
 - d. shall be disapproved without recommendation for revision or re-submission for approval.

The determination of the subcommittee shall be by majority vote of the subcommittee membership, but with opportunity for a formal recording of an expression of minority views by any members who disagree with the determinations or recommendations made, at their request.
5. The formal action of the subcommittee and minority views shall be reported to the Executive Secretary of the Committee, and by him to all members of the Committee and to the investigator.
6. The action of a subcommittee of the Human Research Committee shall be considered as the final action of the entire Committee unless a request for consideration of the application by the full Committee has been filed with the Executive Secretary of the Committee within a period to be determined by the full Committee as part of its rules and regulations, but not to be less than seven (7) calendar days nor more than twenty-one (21) calendar days following the distribution of the subcommittee report to the members of the full committee and to the investigator. A request for full committee consideration may be made by either:
 - a. five (5) members of the Human Research Committee, which may include dissenting members of the subcommittee, or
 - b. the investigator whose project has not received full approval in the form described by him in his request.
7. In the event that a request for full Committee consideration is made within the designated time period, the Executive Secretary shall so notify all members of the Committee and the investigator and shall call a meeting of the full Human Research Committee to be held within one week following the notice.
8. In any such review of subcommittee action by the full Committee, the full Committee may make a full scale review of the application including the consideration of any information presented to the subcommittee and any new factual information or opinion which it deems appropriate. The investigator whose project is under consideration shall be entitled to be present at the meeting of the Committee and to present any further information which he believes may be relevant to the Committee's consideration, but he may be excluded from the Committee's discussion of action to be taken.

9. Action taken by the full Human Research Committee, whether on an initial consideration of an application shall be considered as final, except as follows:
 - a. If the principal investigator is a member of the faculty or staff of the University, the Senate Committee on Faculty Affairs may review the submission and disapproval of a proposed research project to determine whether there has been any infringement of the principles of academic freedom, and if the Committee on Faculty Affairs finds that the circumstances involved in the action of the Human Research Committee involve an infringement of the principles of academic freedom, it may direct the Human Research Committee to re-examine the proposal and to reconsider its action.
 - b. If the principal investigator is a student at the University, the Twin Cities Assembly Committee on Student Affairs (or the comparable committee on student affairs of such other campus at which the student is in residence) may review the submission and disapproval of a proposed research project to determine whether there has been an infringement of the principles of student academic freedom, and if the Committee on Student Affairs finds that the circumstances involved in the action of the Human Research Committee involve an infringement of the principles of student academic freedom, it may direct the Human Research Committee to re-examine the proposal and to reconsider its action.
10. Notice of action by the Human Research Committee shall be sent to the Executive Secretary who will notify the investigator of the action, and a copy of the action of the full Committee shall be sent to each member of the Committee.

E. Records

1. The Executive Secretary of the Human Research Committee shall maintain permanent records of
 - a. all applications for approval of research involving the use of human subjects,
 - b. any reports concerning research or applications required by these procedures or requested by the Committee or its subcommittee,
 - c. any formal action taken by the Committee or its subcommittee on each application,
 - d. any request for full committee consideration of matters initially reviewed by a subcommittee,
 - e. copies of notices of Committee action or subcommittee action sent to investigators.
2. The principal investigator shall obtain and maintain documentary evidence of informed consent by subjects involved in approved research projects in such form as may be required by the Committee.

III. Provision for Continuing Supervision, Guidance and Advice

A. Responsibility of the Human Research Committee

1. All research involving human subjects carried on in the University of Minnesota or under its auspices, as these phrases are defined in the **Statement of Policy of the University of Minnesota with Regard to the Use of Human Subjects in Scientific Research**, shall be subject to continuing supervision, guidance and advice by the Human Research Committee.
2. It shall be the obligation of the Human Research Committee and its subcommittees to provide such advice and guidance as seems necessary to continue the full protection of the rights and welfare of the human subjects of research, to assure the appropriate securing of adequately informed consent by such subjects and to accomplish this with as little obstruction as necessary to medical and scientific progress through continuing investigation of man in his environment.
3. If at any time there is question as to the full protection afforded to human subjects of research, the Committee shall have the power to suspend or withdraw its approval of research involving human subjects and following such suspension or withdrawal, no investigator shall continue to engage in procedures involving human subjects without the further approval of the Committee.

B. Reports of Modifications or Incidents in Approved Projects

1. The principal investigator of a project of research involving human subjects shall notify the Human Research Committee through its Executive Secretary of any of the following, after the project has been approved by the Committee:

- a. any prospective modifications in procedure as described in the project application as approved by the Committee which will involve human subjects,
- b. any change in the type of subjects to be used,
- c. any change in the foreseeable risks or hazards to the rights and welfare of the human subjects,
- d. any modifications in the precautions to be taken to eliminate the risks or hazards as described in the project application as approved by the Committee.

None of these modifications or changes shall be undertaken by the investigators on the project without having received prior approval from the Committee or its subcommittee as described in Part II, subpart D.

2. The principal investigator of a research project involving human subjects which has been approved by the Committee shall notify the Executive Secretary of the Committee of the occurrence of any accident, untoward result, or unfavorable reaction involving any human subject in the course of the procedures of research or as a result of such procedures. Such notice shall be given within 48 hours of the occurrence or of the investigator's first knowledge of the occurrence. The notice shall contain information concerning the nature of the accident, untoward result or unfavorable reaction, its probable cause and the consequences to the subject involved. The Executive Secretary shall circulate such notice to the Committee members, and the Committee may require a detailed report from the principal investigator as to (a) the details of the accident, untoward result or unfavorable reaction, (b) the probable causes, (c) consequences to the subject in terms of current status and prognosis and (d) a detailed description of the precautions which have been taken to avoid a repetition of the occurrence.
3. All department heads shall be notified by the Executive Secretary of the Committee of projects approved for research in their departments and shall be requested to observe the activities of the investigators in their departments with special regard to the rights and welfare of the human subjects. A department head is to report to the Executive Secretary of the Committee any questions which he has as to the protection of the rights and welfare of the subjects in the course of any research in his department.
4. In the case of subjects of research who are clinical patients, any attending physician who is not involved as an investigator on the project shall be notified by the principal investigator of the research involving his patients and shall be asked to report to the Executive Secretary of the Committee any instance in which he believes that the patient-subject has not been handled in a completely proper manner or any instances in which he believes that the rights and welfare of a subject have not been fully protected.

C. Committee Action on Reports.

1. In the event of any of the above reports, the Executive Secretary shall circulate copies of the report to all members of the Human Research Committee and shall ask the subcommittee to which the project was originally submitted, or another subcommittee in the event that the original subcommittee is no longer functioning, to make a specific examination of the report and the circumstances of the project involved.
2. The Committee or the subcommittee designated by the Executive Secretary to make a specific study of the situation shall hold a meeting at which the investigator or investigators of the project and any other person making a report shall be entitled to be present to explain the matter reported and to explain or expand upon his views on the project or the occurrence or incident involved in the report. The Committee or its subcommittee may request any other member of the University faculty or staff to assist it in making an appropriate investigation of the matter reported.
3. On the basis of its investigation the Committee or its subcommittee shall determine
 - a. whether approval of the project should be continued,
 - b. whether approval of the project should be continued only upon condition that specific modifications are undertaken in the procedures or protocol of the project,
 - c. whether approval of the project should be withdrawn or suspended until the investigator has resubmitted a request for approval containing substantial revision of his proposal in the light of intervening events.
4. A report of the action of the Committee or its subcommittee shall be sent to the Executive Secretary and by him to the investigator and to any person other than the investigator making a report. The Executive Secretary shall circulate copies of the report to the full committee membership.
5. Any determination by a subcommittee shall become final action of the Human Research Committee unless a request for full committee consideration is made as provided in Part II, subpart D, Section 6, in which case a review of the subcommittee determination and final action by the Human Research Committee shall be taken as provided in Part II, subpart D, sections 7, 8 and 9, with opportunity given to the investigator and any other person making a report to be present and to make known his views to the full committee.

D. Requests for Guidance, Advice or Re-examination

1. At any time, an investigator may request that the Human Research Committee or the subcommittee originally or subsequently approving a project give him advice or guidance in the conduct of his research with regard to the full safeguarding of the rights and welfare of human subjects. Such request shall be sent through the Executive Secretary of the Committee and may be a request for
 - a. informal advice and/or guidance, or
 - b. formal action by the subcommittee or Committee for revision of the protocol or procedures as approved, such formal action to be taken in accordance with the procedures in subpart C above.
2. At any time, a member of the Human Research Committee may request that the Committee or a subcommittee re-examine a project originally reviewed and approved, following the procedures described in Subpart C for formal action or to provide informal guidance and advice to the investigator with regard to the fullest safeguarding of the rights and welfare of the human subjects.

E. Periodic Reports.

1. To assist it in the task of fulfilling its responsibilities to provide continuing supervision, guidance and advice concerning research involving human subjects, the Human Research Committee may require that the principal investigator of any project approved by it provide the Committee with periodic reports concerning the progress of the project, the procedures being done, the number and nature of human subjects involved, the results of the research, or the consequences to or reactions of subjects to the procedures of the research.

Members of the University Committee on Use of Human Subjects in Investigation 1969 - 1970

Ivan D. Frantz, Chairman
Frank Boddy, ex officio
Homer Mason
Allan McCoid
Paul Meehl
Jack Merwin

Lawrence Weaver
Anne Wirt, ex officio
Carl Witkop
Jon Paulson
Jean-Marie Rodgers
Mark Warken

Returned to the committee June 5 for further study and report to University Senate at the first meeting fall quarter 1970.

IX. REPORT OF THE UNIVERSITY COMMITTEE ON TENURE

Reported for Action

Changes which the University Committee on Tenure recommends should be made in the Tenure Regulations.

1. Lengthening of probationary period for Assistant Professors. The changes proposed in this area would accomplish the following objectives:

- a. They would lengthen the maximum probationary period for Assistant Professors from five years to seven years.
- b. The entire period of an Assistant Professor's prior service on a full-time regular appointment at this University, or as an Instructor,

Assistant Professor, Associate Professor or Professor at any other university or college, would be credited toward completion of the probationary period — with one exception. If the period of prior service at other institutions exceeds three years, the University would be authorized to require a probationary period of up to but not more than four years at this University. In such case only, the entire probationary period might exceed seven years.

- c. The notice deadline would be moved up from June 15 to April 15 of the calendar year preceding the terminal year except that it would remain June 15 if an initial 2-year appointment is to be terminated.

The proposal to lengthen the probationary period for Assistant Professors from five to seven years originated in the Institute of Technology. Dean Cheston, speaking for the IT Administrative Committee, maintains that the present maximum period is too short to allow the faculty to judge the attainment of an Assistant Professor and forces decisions on the basis of insufficient evidence. Some departments have been resorting to the undesirable practice of making initial appointments temporary (T) in order to escape the limitations of the present maximum probationary period.

Dean Ziebarth endorsed Dean Cheston's proposal. There is enclosed a table indicating the policies of 13 other major institutions in this regard. Of the 13, only Pennsylvania State University and the University of Washington have a probationary period for Assistant Professors as short as Minnesota's.

Our Committee was persuaded by Dean Cheston and Dean Ziebarth. We feel that there is a need for flexibility in this respect which will help to maintain the quality of the faculty without injuring any individual Assistant Professor. Obviously, seven years will be the **maximum** probationary period; no department will be prevented from recommending tenure for an Assistant Professor before the seven year period expires. We recommend that Section 4 of the Regulations be amended to make this point explicit.

If the probationary period is lengthened, we see no reason why prior service as an instructor in this University or at any rank in any other institution should not be fully credited toward completion of the maximum probationary period — with the exception noted. We think the University should have three years of experience with an Assistant Professor here, no matter how long he may have served elsewhere before it must decide whether to grant him tenure. Again, nothing will prevent a department from recommending tenure as quickly as it wishes in such case. With this safeguard, there is no reason not to credit service as an instructor in some other institution.

We should add that our recommendations are in accord with the Statement of Principles of the AAUP.

2. Clarify status of initial appointment to the rank of Associate Professor or Professor.

The Regulations now provide that an appointment to the rank of Associate Professor is for an indefinite period, unless a special contract is entered into pursuant to Section 16 of the Regulations. The difficulty with Section 16 apparently is that few departments have been aware that it authorizes special contracts under which a person appointed to the rank of Associate Professor does not automatically acquire indefinite tenure.

Dean Cheston also proposed to our Committee that the first appointment to the rank of Associate Professor should normally be provisional for a period of two years, with termination of indefinite tenure at the end of the provisional period. Dean Ziebarth and Provost Imholte have endorsed this proposal. The enclosed table indicates that of the 13 institutions listed, only Iowa State, Texas and Wisconsin make tenure mandatory with appointment to the rank of Associate Professor.

Again, our Committee was persuaded that the departments should be given the option of recommending initial appointments to the rank of Associate Professor (thus excluding promotions from Assistant to Associate Professor) which will not entail tenure. However, we thought it important to have a procedure which would make it crystal clear to new appointees and to Central Administration whether a particular appointment to the rank of Associate Professor was or was not accompanied by tenure. For this purpose, we thought that the special contract procedure provided in Section 16 was ideal. So we merely recommend that Section 16 be amended to make clear that it can be used to accomplish Dean Cheston's purpose.

Furthermore, we see no reason to differentiate, in this respect, between initial appointment to the rank of Associate Professor and initial appointment to the rank of Professor. Flexibility is required when promising men with some years of non-academic experience are sought to be attracted to academic life. They may be attracted by the rank of Associate Professor or Professor, but it is too risky to require that every such appointment be a tenure appointment.

We also recommend that the maximum probationary period under special contracts be seven years, with the seventh year being the terminal year. No department will be prevented from recommending tenure for an Associate Professor or Professor under special contract in less than six years.

Finally, though it is not likely that persons with academic experience elsewhere will be appointed to the rank of Associate Professor or Professor under a special contract, it is possible that this may happen. To give each Department the widest possible latitude, it is recommended that this option also be provided.

3. Provision for temporary removal for cause. New Section 11, Removals for cause, now provides for temporary as well as permanent removal for cause. Presumably temporary removal, or relief from duties, is now possible. However, the Committee was persuaded that it would be useful to state explicitly that a person could be removed temporarily. On occasion this right of the University has been challenged by persons whose competence to carry out their duties has been questioned. Further, temporary removal would permit immediate action of a less drastic nature than the initiation of proceedings for permanent removal for cause in critical situations which might be resolved in a relatively brief period of time. Temporary removal would also allow for a period of time for the determination of a person's competence to carry out his duties.

4. Determination of physical or mental disability and some implementary changes. a) The University has experienced cases of alleged physical or mental disability in which faculty members refuse to cooperate with procedures that would be helpful to determine the facts. We are concerned in this matter to protect the interests of the University and students, as well as the rights of the faculty member in question. Accord-

Institution	Professor	Associate Professor	Assistant Professor
Univ of Illinois,	Same as Assoc Professor	Appointments shall be for an indefinite term, except that first appts. or temporary appointments may be made for shorter periods. Indefinite tenure on re-appt.	Period of provisional status; 7 yrs max. Prior service elsewhere, credit of up to 3 years.
Univ of Iowa, State	Indefinite Tenure	Indefinite tenure.	Initial appt is for three yrs; provisional appt may be renewed for add'l three years; no provision for indefinite tenure in grade. (Academic VP reports movement to reduce prov'l period in this rank.)

Univ of Maryland,	Indefinite Tenure	First appt is provisional and is for two years; re-appt carries indefinite tenure; promotion carries indefinite tenure.	Initial appt is for three yrs, may be renewed for an add'l three years; indefinite tenure in grade after six years unless promoted.
Univ of Michigan,	Indefinite Tenure	General policy, indefinite tenure. Policies provide for exceptions. Not widely used.	Initial appt is for three yrs; may be renewed for add'l three yrs; indefinite tenure in grade after six yrs unless promoted.
State Univ Ohio, State	Indefinite Tenure	First appt is normally provisional for persons appointed from outside Univ, and is for two yrs; re-appt carries indefinite tenure as does promotion to rank.	Max. period of provisional appt of seven yrs; indefinite tenure in grade after seven yrs unless promoted.
Univ of Pennsylvania,	Same as Assoc Professor	First appt is provisional and period is indefinite with max of seven yrs. Promotion to rank carries indefinite tenure.	Initial appt is for two yrs; may be re-appt'd for an add'l two yrs; fifth year is terminal or indefinite tenure granted in rank unless promoted.
State Univ of Purdue	First appt is provisional and is for two yrs; re-appt. and promotion to grade carries indefinite tenure.	First appt is provisional and is for three yrs; re-appt and promotion to grade carries indefinite tenure.	Max. period in grade is seven yrs; indefinite tenure in grade after seven yrs unless promoted.
Northwestern	Not known	Same as Assistant Professor	Indefinite tenure after seven yrs of full-time service. Service at other institutions not counted.
Texas,	Indefinite Tenure	Indefinite Tenure	Provisional period is six yrs; an appt for a seventh yr is terminating.
Univ of Washington,	Same as Assoc Professor	Indefinite Tenure (provisional appts may be made for three years.)	Provisional period is three yrs; an appt for a fourth yr is terminating or indefinite tenure in grade.
Univ of Wisconsin,	Indefinite Tenure	Indefinite Tenure	Initial appt is provisional and is for three yrs; max. period in grade is seven yrs; promotion after seven yrs or indefinite tenure in grade. Previous full-time service, instructor or above, counts except that probationary status at U of Wisc may extend for as long as four yrs, even if max period is then exceeded.
Univ of Indiana,	Same as Assoc Professor	Indefinite tenure may be conferred at initial appt or after shorter period than seven yr probationary period.	Probationary period is seven yrs. Includes full-time service at other institutions if equivalent service at IU would count. Probationary period of not more than three yrs at IU may be required regardless of length or prior service elsewhere.

ingly, we propose to add a provision at the end of new section 13(a) to authorize the University officer contemplating the initiation of removal proceedings to secure the advice he thinks may help him decide upon the course of action he should take. To this end he may require the faculty member in question to submit to an examination prescribed by the University, but only if an ad hoc committee constituted in a manner to protect the rights of the faculty member in question, agrees that this requirement should be imposed. If the faculty member then refuses to submit to the examination, his refusal may be taken into consideration by the University officer in deciding whether to initiate removal proceedings.

ingly, we propose to add a provision at the end of new section 13(a) to authorize the University officer contemplating the initiation of removal proceedings to secure the advice he thinks may help him decide upon the course of action he should take. To this end he may require the faculty member in question to submit to an examination prescribed by the University, but only if an ad hoc committee constituted in a manner to protect the rights of the faculty member in question, agrees that this requirement should be imposed. If the faculty member then refuses to submit to the examination, his refusal may be taken into consideration by the University officer in deciding whether to initiate removal proceedings.

b) We have also added a provision in new section 13 that someone other than the person proposed to be removed may act on his behalf to request a hearing before the Judicial Committee. This is added because there might be situations in which the person proposed to be removed could not, or would find it difficult to, act on his own behalf.

Because experience in the administration of the present Regulations has shown that there is sometimes ambiguity with respect to whether the right to a hearing continues to be present in the absence of a request for a hearing, a statement is added which says that if no such request is made, the action removing the person, temporarily or permanently, becomes effective.

c) Similarly, new **Section 14, Hearings in other cases**, is changed to provide that a request for a hearing may be made by someone acting on behalf of the person who believes that his rights or status have been affected without his written consent. Again this is added because there might be situations in which a person could not, or would find it difficult to, act on his own behalf. And in order to facilitate the administration of these Regulations, a statement is added to make it explicit that failure to request a hearing as outlined in this section makes effective the action which has been taken.

5. Item 3, under **Interpretations and Procedures** is eliminated. The method of determining probationary credit is handled in new **Section 5, Tenure of Assistant Professors**. (See chart, lower left.)

Proposed Changes in the Regulations Concerning Faculty Tenure:

(1) **Sec. 4 Professors and Associate Professors on indefinite tenure.**

Except as provided in Sec. 17, appointments to the ranks of Professor and Associate Professor are for an indefinite period. Professors and Associate Professors on indefinite tenure are subject only to removal for cause, or to retirement in accordance with University regulations. **Promotion from an Assistant Professorship before the expiration of the maximum probationary period carries with it an appointment for an indefinite period.**

(2) **Sec. 5. Maximum Probationary Period (New).**

Except as provided in Sec. 4 and Sec. 6, the maximum probationary period of service of one who holds a regular faculty position shall be seven years. In computing the number of years served, the academic year is taken as the basis. Full-time service for less than two quarters in any year is disregarded in the computation, but full-time service for two quarters or more is counted as one year of service.

(3) **Sec. 6. Tenure of Assistant Professors.** Except as provided in Sec. 17, Assistant Professors acquire indefinite tenure only after serving for a probationary period as hereinafter defined. Assistant Professors on indefinite tenure are subject only to removal for cause, or to retirement in accordance with University regulations.

(a) The initial appointment of an Assistant Professor who has not previously served in a regular faculty position in this University or any other University or College is for a period of two years. If an Assistant Professor is not to be reappointed following his initial appointment, the President shall give him written notice on or before the June 15 of the calendar year immediately preceding the year in which his initial appoint-

ment terminates. His employment then terminates at the end of the second year of his initial appointment. In the absence of such notice, he shall on or before the June 15 of his second year either receive a terminating appointment of one year, which terminates his employment at the end thereof, or he shall be reappointed for a second period of two years.

If he is not to be reappointed following the second period of appointment, the President shall give him written notice on or before the April 15 of the calendar year immediately preceding the year in which his second period of appointment terminates. His employment then terminates at the end of his fourth year. In the absence of such notice he shall on or before the April 15 of his fourth year, receive either a terminating appointment of one year, which terminates his employment at the end of his fifth year of employment, or he shall be reappointed for a third period of two years.

If he is not to be reappointed following the third period of appointment, the President shall give him written notice on or before the April 15 of the calendar year immediately preceding the year in which his third period of appointment terminates. His employment then terminates at the end of his sixth year. In the absence of such notice he shall, on or before the April 15 of his sixth year, receive either a terminating appointment of one year, which terminates his employment at the end of his seventh year of service, or an appointment carrying indefinite tenure.

(b) If an individual, prior to his appointment as Assistant Professor at this University, has served full time on regular appointment at this University, his years of service in this capacity shall be credited toward completion of the probationary period. Unless he has previously received a written notice of termination from the President, he shall, on or before the April 15 of his sixth year of combined service, receive either a terminating appointment of one year, which terminates his employment at the end of his seventh year of combined service, or an appointment carrying indefinite tenure.

(c) If an Assistant Professor, prior to his appointment to this rank at this University, has served full time for a period of three years or less as an Instructor, Assistant Professor, Associate Professor or Professor in one or more other Universities or colleges, his years of service in this capacity shall be credited toward completion of the probationary period. Unless he has previously received a written notice of termination from the President, he shall, on or before the April 15 of his sixth year of combined service receive either a terminating appointment of one year, which terminates his employment at the end of his seventh year of combined service, or an appointment carrying indefinite tenure.

(d) If an Assistant Professor, prior to his appointment to this rank at this University, has served full time for a period of more than three years as an Instructor, Assistant Professor, Associate Professor, or Professor in one or more other Universities or Colleges, it may be agreed, in writing at the time of his appointment that he may be required to serve a probationary period of up to but not more than four years at this University. His initial appointment as an Assistant Professor is for two years. If he is not to be reappointed following his initial appointment, the President shall give him written notice on or before the April 15 of the calendar year immediately preceding the year in which his initial appointment terminates. His employment then terminates at the end of the second year of his initial appointment.

In the absence of such notice, the Assistant Professor shall be reappointed for the second period of one year. If he is not to be reappointed following his third year of service, the President shall give him written notice on or before the April 15 of the second year of his first period of appointment. His employment then terminates at the end of his third year of service. In the absence of such notice he shall, on or before the April 15

of his third year, receive either a terminating appointment of one year, which terminates his employment at the end of his fourth year, or an appointment carrying indefinite tenure.

Except as provided in Sec. 17 no person who has acquired the right to indefinite tenure by service as an Instructor loses it by promotion to Assistant Professor, by change of title, or otherwise.

(4) **Sec. 17. Special Contracts.** (a) A major purpose of these Regulations is to state the normal minimum tenure rights of persons appointed to the faculty of this University. These Regulations do not prevent the granting of indefinite tenure at an earlier date than is herein set forth, or the making of special contracts in writing with individual members of the faculty for appointments for periods of time different from those indicated.

In particular, special contracts may be utilized to make probationary appointments at the senior ranks of Associate Professor and Professor. Under such special contracts probationary appointments for two or three year periods may be made. Special contracts for two year periods may be renewed not more than three times; special contracts for three year periods may be made.

Unless the faculty member under such a special contract has previously received a written notice of termination from the President, or an appointment carrying indefinite tenure, he shall on or before the April 15 of his sixth year of service receive either a terminating appointment of one year, which terminates his employment at the end of his seventh year of service, or an appointment carrying indefinite tenure.

If a faculty member under such a special contract, prior to his appointment to the rank of Associate Professor or Professor at this University, has served full-time as an Instructor, Associate Professor, or Professor in one or more other Universities or colleges, his years of service in this capacity shall be credited toward completion of the probationary period in the manner provided for Assistant Professor in Sec. 6 (b) and (c).

Every special contract shall be in writing, signed by the faculty member, the department head, the dean or other officer who heads the unit concerned, and the Academic Vice President. It shall state that it does not conform to the ordinary regulations governing faculty appointments, and shall be effective only after approval by the Board of Regents.

(b) Nothing in these regulations prevents the establishment and later discontinuance of special departments, programs, or institutes of an experimental or temporary character. All appointments made in connection with such special projects are non-regular. The President shall give written notice to all persons who receive such appointments of the contingent, experimental, and probable temporary nature of the projects and of the probable termination of their employment when the projects are discontinued.

(5) Sections 4 through 19 will require renumbering, Sec. 4 becoming Sec. 5, etc.

(6) **Sec. 11. Temporary or permanent removals for cause.** Every person who holds a faculty position is subject to temporary or permanent removal for cause before the time set for the regular termination of his appointment. The causes for temporary or permanent removal are only such as seriously interfere with the person's capacity competently to perform his duties, or with his usefulness to the University.

Sec. 13. Procedures in cases of proposed temporary or permanent removal for cause.

(a) In the case of a dean or director who also holds a regular faculty position the President may initiate the proceedings for removing the incumbent from his faculty position or designate some other academic officer to initiate the proceedings. In all other cases of proposed temporary or permanent removal for cause the dean or other officer who heads the academic unit concerned, or a person designated by the President, shall initiate the proceedings for removal. Removal proceedings are initiated by

written notice of the proposed action and the reasons therefor to the person to be removed, with a copy to the President. The initiating officer may relieve him of his duties pending action by the President to suspend. If the initiating officer is uncertain whether to initiate proceedings against a dean, director or holder of a regular faculty position who is alleged to be suffering from a physical or mental disability which seriously interferes with his capacity competently to perform his duties, or with his usefulness to the University, he may request the individual involved to submit to an appropriate physical or mental examination prescribed by the University. The initiating officer shall not request the individual involved to submit to such an examination without the concurrence of an ad hoc committee composed of one faculty member designated by the Dean of the Medical School, one by the Dean of the Law School and one by the individual involved. If the individual involved is a member of the Law Faculty, the Dean of the Medical School shall designate two members; if he is a member of the Medical Faculty, the Dean of the Law School shall designate two members. If the individual involved fails to designate a member, the two members designated shall choose the third member of the committee. Refusal by the individual involved to submit to such an examination may be taken into account by the initiating officer in determining whether to initiate proceedings.

(b) Suspension during proceedings. Sole power to suspend rests with the President. The suspension may be with or without pay as the President determines to be in the best interests of the University. Prior to making a decision with respect to such suspension, the President shall consult with an ad hoc committee of academic personnel of his own choosing, including at least one member of the Faculty Consultative Committee. A person under suspension without pay pending proceedings for removal for cause continues to hold such rights as University insurance, retirement, hospitalization, and the like unimpaired until the Board of Regents has made final disposition of his case. A suspension without pay, insofar as such special rights are concerned, is regarded as a leave of absence without salary, unless the person suspended is subsequently reinstated.

(c) Further proceedings. A person against whom temporary or permanent removal proceedings have been initiated for any of the causes specified in Sec. 11 is entitled to a hearing before the Judicial Committee if, within thirty days after receipt of the notice from the initiating officer he, or someone on his behalf, makes written request therefor to the chairman of the Judicial Committee. If no such request is made, the action removing him, temporarily or permanently shall become effective.

If he requests an investigation, the Judicial Committee shall, as expeditiously as possible, make its investigation and report its findings of fact in writing to the President, with a copy to the appealing faculty member. After reaching his decision, the President shall notify the faculty member in writing concerning the general nature of his recommendations at least three weeks before the meeting of the Board of Regents at which he proposes to present his recommendations, unless the faculty member agrees in writing to a shorter period of notice. If the faculty member desires a hearing before the Board, he must make a request in writing to the President within five days after receipt of the notice from the President. The Board of Regents shall give him a full and open hearing unless he requests that those present be limited to individuals who are parties of interest, or are invited by parties of interest.

(d) Right of resignation. A person who has been relieved of his duties or suspended from his faculty position may resign at any time before the final decision by the Board of Regents. His resignation automatically terminates the proceedings on his appeal.

Sec. 14. Hearings in other cases. Any person who holds a faculty position is entitled to a hearing before the Judicial Committee on any action which, without his written consent, affects his rights or status under these

Regulations. To make this right effective, the individual concerned, or someone on his behalf, must, within thirty days after his receipt of written notice of the action or proposed action alleged to affect his rights or status, give written notice to the chairman of the Judicial Committee stating the manner in which he believes his rights or status are affected. The Judicial Committee shall hear such cases as promptly as possible and report its findings of fact as in cases of removal. **If the individual concerned, or someone acting on his behalf, fails to give the required written notice, the action shall become effective.**

(7) Under Interpretations and Procedures, item 3, delete the item.

(8) **Items 4 through 12 under Interpretations and Procedures require re-numbering, item 4 becoming item 3, etc.**

CARL AUERBACH
Chairman

Approved, June 4

X. REPORT OF SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS

1. Reported for Information

This being the last scheduled meeting of the year, the following items which describe areas of committee discussion or activities this year are reported for information:

1. In keeping with the spirit of the Twin Cities Assembly action of May 7, the Senate Committee on Academic Standing and Relations at its May 14, 1970 meeting approved the following recommended interim procedure which relates to waiver of end of 6th week deadlines for Spring Quarter 1970.

- 1) cancel-add procedures for changing courses, cancelling without grade, or for changing: from A-F to P-N (or S-U when appropriate) or vice versa should be completed promptly, at least by May 22
- 2) the lapse of Winter Quarter incompletes to F's may be extended to Fall Quarter 1970

Colleges may also waive the P-N restrictions for Spring Quarter 1970. Changes of the type described are college responsibilities and may be dealt with on an individual basis. Students concerned should check with their college offices. Reference is made to the May 12, 1970 policy document of the University Senate Consultative Committee as endorsed by the Administrative Committee May 13, 1970. We believe the actions taken by the Committee on Academic Standing and Relations as stated above permit the options listed in the Consultative Committee document.

2. The Senate Committee on Academic Standing and Relations was created as a part of the reorganization of the University governance structure. It has assumed most of the areas of responsibility previously assigned to the Senate Committees on Admissions Policy, Student Scholastic Standing, and Institutional Relationships. Several early meetings of the committee were devoted to reports and discussions of the activities of these committees and outlining directions for the new committee. Three subcommittees were established to examine the concerns of the committee in specific areas and to then bring appropriate recommendations to the full committee for discussion and action. The subcommittees and their areas of activity are:

a. Scholastic Standing (Leslie King, Chairman) Items considered include:

- (1) Changes in handling of incompletes (See items reported for action)
- (2) Consideration of experimental grading practices—In accordance with Section 19 of the University Senate action of March 9, 1967, which provided for Senate Committee approval of experimental plans for grading, this committee has reviewed several proposals as follows:
 - (a) S-U grading at University of Minnesota, Morris (approved by the Senate Committee on Academic Standing and Relations, Senate Minutes, March 12, 1970)
 - (b) Changes in grading for the University Medical School (approved by the Senate Committee on Academic Standing and Relations, Senate Minutes, March 12, 1970)
 - (c) Two other proposals are in the process of formulation at the time of this report: one from the College of Education recommending S-U grading for certain courses, and a second from the Council on Liberal Education regarding grades in the University College.
- (3) When the P-N grading system was instituted, provision was made for a review by the end of the 1970-71 school year. The review is being conducted by the Bureau of Institutional Research. This committee has heard reports from Keith Wharton of the BIR staff on the status of the review and will report to the Senate next year on the results of the studies made.

b. Admissions Policy (James Preus, Chairman)

The subcommittee's discussions have centered on the University's "Planned Growth" statements. A part of this discussion took place at a meeting of the full committee with Vice Presidents Smith, Champion, and Wenberg, and Chairman Ibele of the Senate Committee on Planning in attendance. Among the specific matters discussed at that meeting and subsequent meetings were the current restrictions being applied in the Colleges of Liberal Arts and Education and in the General College, the Kegler Report, the St. Paul proposal, and the Planning Committee's "Plan for a Plan."

c. Institutional Relationships (Jeanne Lupton, Chairman)

The discussions of the subcommittee have centered around ways of establishing effective communications and other professional relationships between faculty members at the various state institutions of higher education.

- (1) The subcommittee has proposed the establishment of liaison persons in all departments to establish and maintain contact with corresponding departments at other institutions in the state.
 - (2) A series of mini-conferences involving the University of Minnesota and other institutions was recommended. The first meeting involved counselors from North Hennepin State Junior College and representatives from CLA, GC and the Admissions Office.
 - (3) The subcommittee has heard reports on a number of planned or completed conferences which with one or two exceptions have involved members of the committee or staff in implementation. These include the MINNCOPP conference of physics teachers, the Fourth MIFC, a CBS-junior college biology conference, the midwest regional conference on English in the two-year college, a College of Education conference for bypassed populations, and a University of Minnesota conference on training programs for medical laboratory technicians for community health services.
 - (4) Reports have been received and discussions held on the HECC statewide computer study and the HECC program review committee activities.
3. An Advisory Committee on Private Secondary Schools was appointed in 1968. The revision of the **Criteria for the Accreditation of Private Secondary Schools** (Senate Minutes, December 4, 1969) was completed and will become effective next fall. Following completion of this revision, the committee has been reviewing ways of implementing the **Criteria** and streamlining the accreditation process.
 4. The on-going program of high school accreditation and transfer recognition has continued (See items reported for action). Annual Reports from private high schools have been reviewed and approved for continued accreditation. Biennial transfer recognition reports from eight colleges have been reviewed and approved for continued recognition.
 5. Preliminary discussions have been held on the Duluth resolution (Senate Minutes, March 12, 1970). The committee requested additional information from Associate Vice President Kegler. His report has been received and will be discussed by the committee subsequent to submitting this docket.
 6. A number of special meetings of the committee were held to discuss the Kegler Task Force Report and the St. Paul Prospectus report. Members of the committee were encouraged to develop their own statement and these, together with a statement by the Chairman, were forwarded to the Vice President's Task Force on behalf of the committee.

Accepted, June 4

2. Reported for Action

In recent years increasing concern has been expressed relative to the number of students who through confusion, misunderstanding, or general immaturity amass early in their college careers incompletes which automatically become F's after six weeks of their next quarter of attendance. Since the "administrative" F, lapsed from I for a student who did not complete a course, is something quite different from the "earned" F and yet contributes in the same manner to the grade point deficiency under the present grading system, it would appear that there is need for a different approach to the handling of incompletes.

Against this background the Senate Committee on Academic Standings and Relations proposes a modification in the handling of incompletes which will permit the various academic units greater flexibility in the making of decisions related to student scholastic status.

The Proposal

Referring to the "Grading System" section of any recent **Class Schedule**, the following changes are proposed:

For the present rule 8, which reads as follows:

"8. There shall be a temporary grade of I (incomplete) which may be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. This would be the case if the student has not done all the work of the course or if the instructor does not know why a student, officially registered for his course, has not appeared or has left. If the instructor is able to

ascertain that the student has no adequate excuse or if the student attended beyond the sixth week and was failing, **F** or **N** is the appropriate grade, with the choice of **F** or **N** depending on the grading system under which the student had registered for the course.

"An **I** which has not turned into a permanent grade or into a **W** (official cancellation with approval of the student's college) by the end of the sixth week of the next regular quarter of attendance shall become an **F** or **N**. (This does not apply to students in the Graduate School or to students in a Master's degree program in undergraduate colleges; their **I** grades remain until changed by the instructors to some other grade.) Permission to complete the work must be obtained from the instructor. He may set a makeup deadline of less than 6 weeks.

"An extension of time may be permitted for removal of **I** grades upon recommendation of the instructor concerned and with approval of the Scholastic Committee of the college in which the student is registered. If the petition is presented after the end of the sixth week of the next quarter of residence, a restoration of the mark of **I** and the completion of the required work would be considered in the nature of a special examination for which the special examination fee would be required."

Substitute the following:

"8. There shall be a registration symbol **I** (incomplete) that shall be assigned when a student neither earns a final grade by completing a course nor qualifies for a **W** (withdrawal) as defined in section 9 below. A student may earn a permanent grade in place of an **I** with permission of the instructor (or of the department, if the instructor is not available). For the convenience of both students and instructors, **I**'s should be made up early in the next regular quarter of attendance, but instructors may extend the time if they believe delay is justified. Students do not have to be registered in order to make up **I**'s.

"An **I** which is not made up remains on the student's record; it does not count in the grade point average. When an **I** is made up, it is removed from the record."

Leave 9 as stated:

"9. There shall be a symbol **W** to indicate official cancellation from a course without grade. This shall be assigned in all cases of official cancellation during the first 6 weeks of classes irrespective of the student's standing. Whether cancellation is permitted is within the authority of the student's college to determine. After 6 weeks, **W** shall be posted only if the student is not failing at the time of official cancellation. **W** is a registration symbol, not a grade, and shall be posted by the recorder on the basis of the student's registration activity as approved by the student's college."

Eliminate 10 (stated for information below) and renumber remaining sections:

"A student who cancels officially or otherwise leaves a class after the sixth week of classes and is failing at the time shall receive an **F** or **N**."

Discussion—The proposal is much more permissive than the present regulations, in that there is no grade point penalty attached to not completing a course. Scholastic committees within the various colleges may wish to develop scholastic probation and exclusion standards based on credits completed and requiring higher grade point averages than at present. Colleges could maintain essentially the same scholastic standards as at present but simply define them differently. With the **I** as defined in the proposal instead of the "administrative" **F** (**I** lapsed to **F**), however, the student's grade point loss would not be so severe as to preclude his chances of later success here or elsewhere.

Adoption of the proposal would, in addition, eliminate the often expressed criticism that an "administrative" **F** (**I** lapsed to **F**) should not have the same value in appraising a student's academic performance as an **F** earned by doing failing work in the course.

Under the provisions of the proposal, the make-up of a course which is not completed is left as a matter to be settled between the student and instructor (or department in the absence of the instructor), without the specific University-wide deadline which has brought the various scholastic committees so often into negotiations under the present rules. With the change suggested, departments and instructors could set and administer whatever deadlines seemed most appropriate.

Approved, June 4

3. Reported for Action by the Faculty Senate

1. Renewal of Accredited Status for Private Minnesota High Schools

In accordance with the procedures and standards for renewing accredited status outlined in the **Criteria for the Accreditation of Private Secondary Schools** (Senate Minutes, November 20, 1952, pp. 24-33) the following schools are recommended for continued accreditation by the University of Minnesota, subject to the submission of annual reports which satisfy the **Criteria**:

Cathedral High School	St. Cloud
Crosier High School	Onamia
Minnehaha Academy	Minneapolis
Our Lady of Peace High School	St. Paul
St. Anne Area High School	Wabasso
St. Benedict's High School	St. Joseph

These schools have been recommended for renewal of accredited status after review of reports of visiting committees, annual reports, and other supplementary information submitted by each school. In each case, the recommendation favoring continued accreditation has the concurrence of visiting committees composed of representatives drawn from the University, public and private high schools, and the State Department of Education. The time spent at the schools ranged from an evening and the following day in the smallest schools to an evening and two days for those schools which were reviewed concurrently with the North Central Association.

2. Accreditation of Private Minnesota High Schools

During 1969-70 the application of one private high school, Archbishop Thomas L. Grace High School, Fridley, was reviewed for possible accreditation by the University of Minnesota. This school had completed an institutional self-study utilizing the **Evaluative Criteria of the National Study of Secondary School Evaluation**.

The school was visited on February 16, 17 and 18, 1970, by a 26-member visiting committee composed of representatives from public and private high schools and the University of Minnesota and chaired by Richard Kimpston, Assistant Professor of Secondary Education, University of Minnesota. Procedures followed were those outlined in the **Criteria for Accreditation of Private Secondary Schools** (Senate Minutes, November 20, 1952, pp. 24-33). On the basis of the self-study and the visitation report, this Senate Committee recommends:

That Archbishop Thomas L. Grace High School, Fridley, Minnesota, be added to the list of private secondary schools accredited by the University of Minnesota. Accreditation is granted subject to the submission of annual reports which satisfy the Criteria.

3. Transfer Recognition for Normandale State Junior College, Bloomington

Normandale State Junior College began operation in the fall of 1968. In February, 1969, a committee chaired by John Goodding visited the institution and recommended that Normandale State Junior College be granted Transfer Recognition with the provision that a revisit be conducted during the 1969-70 academic year when the second year is in progress.

On February 28 and 29, 1970, the institution was revisited by the following committee:

James Preus, Director of Student Personnel, Lower Division, College of Liberal Arts, University of Minnesota (Chairman)
 John Alexander, Associate Professor, Physical Education, College of Education, University of Minnesota
 Robert Benson, Chairman, Department of Marketing and Business, St. Cloud State College

Raymond Bohling, Assistant Director, University Libraries, University of Minnesota
 Dwight Culver, Academic Dean, College of St. Catherine
 Adele Donchenko, Chairman, Department of Slavic Languages, College of Liberal Arts,
 University of Minnesota
 John Imholte, Provost, University of Minnesota, Morris
 Howard Jenkins, Associate Professor of Mathematics, Institute of Technology, University
 of Minnesota
 Donald Johnson, Dean of Students, Anoka-Ramsey State Junior College
 Walter Johnson, Professor of Physics, Institute of Technology, University of Minnesota
 Paul Manz, Professor, Music, Concordia College, St. Paul
 Manley Olson, Assistant Executive Secretary, Senate Committee on Academic Standing
 and Relations, University of Minnesota
 Louis Safer, Professor, Zoology, College of Biological Sciences, University of Minnesota
 James Underhill, Professor, Zoology, College of Biological Sciences, University of Min-
 nesota
 Robert Wright, Chairman, Department of English, Mankato State College

The committee was favorably impressed by the excellent program offered at Normandale. This was especially true of the transfer program. In fact, several committee members voiced concern that the transfer curriculum was receiving a disproportionate share of attention, resources and status.

The major problems identified by the first committee were the inadequacy of the library and the heavy faculty work loads. While some progress has been made, both remain as major concerns. The overall quality of the institution is such, however, that the visiting committee unanimously approved the following recommendation which is endorsed by the Senate Committee on Academic Standing and Relations and submitted to the Senate for approval:

That the Univerisity of Minnesota continue transfer recognition of Normandale State Junior College, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the program to which a student may be admitted.

4. Transfer Recognition for Lakewood State Junior College, White Bear Lake

Lakewood State Junior College, the fourth of the new metropolitan junior colleges, began operation in the fall of 1967. In February, 1968, a visiting committee chaired by Paul Cartwright recommended that Lakewood State Junior College be granted transfer recognition but that a revisit be held during the second year of operation.

In the spring of the 1968 academic year, the president of the college resigned and his successor did not assume the office until June, 1969. During the interim the chief administrative role was filled by an administrative committee consisting of Minnesota State Junior College Board staff members and administrators and staff from the college. Because of this situation, the college requested a postponement of the revisit. As a result of a meeting of the chairman and staff of this Senate Committee and the proposed chairman of the visiting committee with the interim administrative committee and the incoming president in the spring of 1968, it was decided that the visit would be rescheduled for the 1969-70 academic year.

On February 2 and 3, 1970, the following committee visited the school:
 Gerhard Weiss, Associate Dean for Humanities and Fine Arts, College of Liberal Arts,
 University of Minnesota (Chairman)

Paul Berrisford, Assistant Director, University Libraries, University of Minnesota
 C. Lloyd Bjornlie, Executive Secretary, Senate Committee on Academic Standing and
 Relations, University of Minnesota

Charles Byrne, Administrative Assistant, Department of Music, College of Liberal Arts,
 University of Minnesota

Norman Kerr, Associate Dean, College of Biological Sciences, University of Minnesota
 Gordon Kingsley, Professor and Head, Student Personnel Services, General College, Uni-
 versity of Minnesota

Raymond McClure, Director of Freshman English, College of Liberal Arts, University
 of Minnesota

William Nunn, Associate Professor of Social Science, St. Cloud State College

Manley Olson, Assistant Executive Secretary, Senate Committee on Academic Standing
 and Relations, University of Minnesota

Gilbert Smith, Chairman, Department of Economics and Business Administration, Wis-
 consin State University

Richard Goblirsch, Associate Professor of Mathematics, College of St. Thomas

The major weakness noted by the initial committee was due primarily to the totally inadequate physical facilities. This situation still exists. However, the college is scheduled to move into new facilities before the beginning of the next academic year. While the lack of physical facilities has been a deterrent, this has not prevented the development of a sound educational program. In fact, the committee was impressed and amazed at the way in which staff and students were surmounting the obstacles inherent in housing a collegiate institution in a discarded elementary school and a church basement.

Most of the other problems noted by the committee were those commonly associated with developing institutions. Work loads of faculty and administrators were very heavy, but were being improved. Curriculum development needs to be accelerated. Again the problem appears to be one of necessary staff and administrative time plus past problems of lack of administrative leadership.

The visiting committee was impressed with the capable and dedicated faculty and the excellent cooperation between administrators, faculty and students. It unanimously approved the following recommendation which is endorsed by the Senate Committee on Academic Standing and Relations and submitted to the Senate for approval:

That the University of Minnesota continue transfer recognition of Lakewood State Junior College, i.e., provide for the transfer of satisfactorily completed credits, appropriate to the program to which a student may be admitted.

Approved, June 4

4. Reported for Action by the Faculty Senate

5. Proposed Revision of Policy on College Transfer Recognition

Prior to spring, 1967, the University through the Senate Committee on Institutional Relationships served an accreditation function for other colleges and universities, which did not have regional accreditation (North Central Association for Secondary Schools and Colleges). At the request of such institutions, the University sent visiting committees to evaluate all aspects of development. The primary objectives of such accreditation were (a) the maintenance of adequate standards to facilitate student transfer, (b) the provision of educational support and assistance to facilitate the development of higher education in the state. Until such time as an institution received North Central Association accreditation this recognition served as a basis for transferring appropriate courses.

In June, 1967, the Senate approved a new policy for relating other institutions to the University. The change was precipitated by a broadening of North Central practices (new types of recognition were established) and by organizational changes in the patterns of higher education in the state (particularly the establishment of the State Junior College Board). With the developments described, overall University accreditation became unnecessary at best and inappropriate to other institutions in some instances. Thus, the more limited approach of "Transfer Recognition" was adopted.

The desire of the University to serve a cooperative partnership role in Minnesota higher education rather than any role which might be construed as regulatory, a review of the priorities of University resources devoted to institutional relationships, and the availability of suitable alternatives to present "Transfer Recognition" policies are all important reasons why the Senate Committee on Academic Standing and Relations recommends the approval of a new policy governing the transfer of credit from other colleges and universities to the University of Minnesota.

As additional background for the proposal, several existing general policies relating to credit transfer are useful to note:

1. individual courses or educational experiences may yield credit in transfer for particular individuals via University Credit by Examination procedures.

2. appropriate work satisfactorily completed taken at institutions outside of Minnesota is considered for transfer if the teaching institution is regionally accredited or if the credit is accepted by an institution analagous to the University of Minnesota in the particular state (e.g. another Big Ten University).

The Senate Committee on Academic Standing and Relations recommends that the following policy defining the bases for recognition of credit from other colleges and universities replace the "Transfer Recognition" policy approved by the Senate Committee on Institutional Relationships in April, 1967, and reported to the Senate for information in June, 1967. All points are to become effective upon approval of the policy.

1. The University discontinues present policies for formal "Transfer Recognition" relationships with other Minnesota colleges and universities as a basis for credit transfer.
2. To replace present policies either of the following conditions is an acceptable basis for the transfer of appropriate, satisfactorily completed credit from other Minnesota colleges and universities to the University of Minnesota.

- a. If another Minnesota institution now has or subsequently develops any level of official recognition from the North Central Association of Secondary Schools and Colleges (NCASSC), that shall be the basis for the appropriate transfer of credit; currently for example, the levels of recognition are "Correspondent Status," "Candidate Status," and "Accreditation Status."

NOTE: This is a broadening of current policy in that the use of "Correspondent Status" is added. Correspondent Status can be achieved from NCASSC early in the institution's development and involves certification that the institution can be expected to move toward full accreditation in a systematic fashion. A time schedule for review is established. As is currently the case for Candidate Status, credit transfer becomes effective when an institution achieves Correspondent Status, without visitation by the University.

- b. If another Minnesota institution does not now have any NCASSC affiliation but does now have a Transfer Recognition relationship with the University, that recognition shall be continued through the 1971-72 academic year. (Note: This is consistent with current policy in that review of any institution not having NCASSC recognition by 71-72 is called for.) By the end of spring quarter 1972, the Senate Committee on Academic Standing and Relations shall contact such Minnesota institutions and, if NCASSC affiliation has not been obtained, and it is judged not to be a reasonable affiliation, shall negotiate one of the following alternatives which shall be reported to the Senate for information (or action if it chooses).

- (1) continued transfer of credit based on successful transfer experience data or other arrangements better suited to this particular situation.
- (2) discontinuance of a regularized overall transfer relationship.

T. E. KELLOGG
Chairman

Approved, June 4

XI. REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY

1. Reported for Action

The Senate Committee on Educational Policy has approved and joins with the Council on Liberal Education in recommending that the University Senate:

1. endorse the proposal for A Program for Institutional Support of Educational Development at the University of Minnesota;

2. recommend that the President and the Board of Regents approve the Program and take the administrative steps necessary to implement the Program, recognizing that funding must necessarily be phased in in accordance with available resources; and
3. that the Senate Committee on Committees establish the University Committee on Educational Development to perform the functions outlined in the proposal. (See report of the Senate Committee on Committees).

Approved, June 4

A proposal¹ by the All-University Council on Liberal Education for

**A PROGRAM FOR INSTITUTIONAL SUPPORT OF
EDUCATIONAL DEVELOPMENT AT THE
UNIVERSITY OF MINNESOTA**

Abstract

It is proposed that the University of Minnesota establish an on-going All-University Educational Development Program in support of faculty and faculty-student efforts to improve undergraduate and graduate education. The Educational Development Program would provide flexible support for the systematic renewal of existing programs and for development of new programs, thereby generating experience for planning of future academic programs of the University. It is proposed that the Program be financed with a specific and regularly budgeted fraction of the total costs for instruction of the University. By the end of a five-year period, scheduled to insure harmony with present budgeting procedures and existing resource requirements, this proposal provides that 3% of University instructional resources be allocated to the Educational Development Program. These resources would be budgeted, in approximately equal amounts, at the three administrative levels of the University (departmental, collegiate and all-University) through a merit review procedure designed to insure that the resources of the Educational Development Program are directed to a coordinated and systematic plan to improve education at this University.

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I. Introduction

Perhaps the only certainty in the future of higher education is change. Whatever our colleges and universities have been and are, they will not long remain so. The question in higher education is not whether to change, but how and in what directions. Yet change can, in some respects, be planned. The program proposed here offers a specific plan for systematically renewing and developing the educational programs of the University

¹ prepared by a Council appointed sub-committee composed of: W. E. Ibele, L. H. Lofquist, M. C. Reynolds, J. M. Smith, D. R. Studelska, J. H. Wertz (Chairman).

of Minnesota. Its basic assumption is that the University—that is, the faculty, students, and administrators—contains the essential ideas, energy, and motivation for evolutionary change. This plan provides only the resources to support such change.

Social organizations—of which universities are an important example—do not change easily and seldom change themselves. Institutional change seems to require the confluence of four elements of change: pressure for change, agents for change, programs for change and resources for change. Universities are experiencing enormous pressure for change and many agents for change are evident. What is lacking is a systematic program for change and resources to support thoughtful efforts for change.

The pressures for change are obvious. They come from both without and within the university. But while elements outside the university are potent sources of pressure, they cannot be effective agents of productive change, for they understand too little the intimate workings of the university. Universities are unusual among social institutions in that—through their students—they include an element which is at once an external pressure for change and an integral agent for change. But it is the faculty which, because it provides the essential continuity of the university, must be the central change agent. Through its profound responsibility for intellectual development, the faculty has always accepted and cultivated the role of change agent. It is one of the great paradoxes of higher education that as the faculty has earned greater and greater responsibility for the operation of the university, it has so little exploited the potential for institutional change latent in its prime responsibility for intellectual change. Responding to the legitimate pressure for change by students, the faculty is the obvious principal agent for constructive change.

The program for change, proposed in section II below, argues that a major, on-going program of educational development, designed to address the complex of educational problems of a huge university, is an established an defective mechanism for evolutionary change.

The basic principles on which the Educational Development Program should be based are discussed in section III; and in section IV a detailed plan, consistent with these principles, is proposed.

II. Educational Development as a Program for Systematic Change

A. The Ideas of Educational Development

We base our argument for a University program for Educational Development on three ideas: Renewal, Innovation, and Educational Planning. Each of these ideas has an important place in University efforts to generate the future of higher education from the present realities.

1. The Idea of Renewal

Course and curriculum renewal is hardly new to higher education. Existing programs constantly change in a never-ending process of selecting texts, revising lecture notes, and modifying requirements. Indeed, the major fraction of faculty instructional effort goes into the quiet and systematic renewal of the educational program. Nevertheless, there is growing evidence that the resources available to faculty—time, support and materials—are unequal to the needs. The rapid development of technologies—T-V and other audio-visual mediums, information storage and retrieval systems, computing devices—require far greater efforts for full utilization than can be accommodated by present renewal efforts. Rapidly developing disciplines require much greater efforts of renewal than were once tolerable. The complexities of interdisciplinary and multi-disciplinary presentations require collaborations and joint efforts now nearly impossible to arrange. Concrete evidence for the need of new resources in support of program renewal comes from experience with the Small Grants Program of the Council on Liberal Education. The majority of proposals under this Program have been for straightforward efforts to develop new materials or new methods of presentation of old material for existing courses. Most of these requests come from single faculty members who speak to the inability to respond to felt need in their teaching due to lack of modest resources for the improvement of a segment of a course.

Very often renewal of a program takes the form of new course development. This manifestation of educational development most often takes place at the upper levels of the curriculum—graduate and upper division—where advances in knowledge suggest new patterns of organization of materials. But it also occurs with the recognition of a need for a thorough restructuring of old

materials as in the development of new inter-disciplinary courses or in the recognition of long neglected areas of curricular emphasis. And it also develops with a recognition of the impact of a new technology on the methodology of a discipline or area of study.

The development of such courses or programs cannot proceed with the vigor appropriate to a major university by piecing such development into the occasional breaks of the academic calendar, by squeezing them from the urgencies of the on-going instructional program, and by financing them with the intermittent leaks and occasional over-flow of the formal budget reservoir.

Yet the future of academic programs lies in these development efforts; it is self-defeating not to provide in a systematic and regular way for their support. The very least a university can do is make specific and direct provision of resources for the renewal of the instructional programs through existing course and program improvement and new course and program development.

2. The Idea of Innovation

Innovation has been touted so many times and in so many places as a solution to the ills of higher education that its meaning, when averaged across the academy, is elusive. Trumpeted innovations in teaching method, in assessment procedures, in admission procedures, in general education requirements, in purposes of the undergraduate experience almost always turn out to have appeared at an earlier time in the same or a different place.

Nevertheless, we believe it a mistake to dismiss innovation as merely rediscovery, accurate as that may be. For the value of innovation is more subtle. Doing things in a new way—regardless of how many times they have been done that way by others at other times—is unsettling and, in an imaginative mind, liberating. To teach Newtonian mechanics using age old numerical analysis techniques (made practical by the use of high speed computers) has been exhilarating to teacher and student by liberating the material from the confines of analytic techniques. To teach a course on a P-N grading basis has encouraged experimentation with learning experiences not easily assessed by traditional grading.

To encourage innovation, then, is thoroughly justified by its leavening action, if not by its direct results. And indeed this University has taken many steps in recent years to encourage innovation through enabling programs and procedures: P-N grading, independent study courses, honors seminars, directed teaching programs, off-campus study procedures, experimental course programs, independent research opportunities, work study programs, living-learning centers, Martin Luther King tutorial groups. But we have seen, too, that providing the form for innovative efforts does not insure the substance of innovative teaching and learning. What is now needed, even more than new forms, are the resources to realize the potential of innovation. Realizing this potential is the work of teachers and students, and the resources essential to such work must be a part of the on-going program of the University.

3. The Idea of Development as the Basis for Academic Planning

Planning for future eventualities has never been one of the strengths of universities. The difficulties of planning—whether for facilities, staff, parking or whatever—arise from the fact that all elements of the University program are generated by the needs of the academic program. And the difficulties of projecting the future of academic programs are legion. (Indeed only a few wise men have succeeded in untangling, in retrospect, the past of academic program development.) We suggest here that a carefully developed and monitored program of educational development—which is, after all, program development for the future—will provide evidence of the directions which academic programs will take in the future and of indicators of future needs. For example, if the Educational Development Program in a given period supports a large number of successful experiments with small class teaching using undergraduate assistants, one can infer something of the geometry of future classrooms. And if there is enormous development activity in the use of on-line computing in instruction, the future needs for the distribution of computer terminals can be estimated.

Thus if the development activities chosen by the faculty are monitored by those responsible for providing the facilities and resources for on-going instruction, projections of the future needs of academic programs will be increasingly possible.

It is important to recognize that the idea of development as a basis for educational planning implies a series of new and difficult problems. Presumably, implementing some of the successful development efforts will require new resources. In a time when it is unlikely that new resources will be easily gained, the question will be not simply "whether to implement" but "if implemented, what other program must go." Difficult as such questions will be, we feel the institution will be invigorated as they are raised. We much prefer the trauma of choice to the ennui of decision by default.

B. The Responsibility for Educational Development

Obviously the responsibility for educational development rests with the faculty of the University together with their students. But the responsibility for decisions regarding what development is to be done, and by whom, must be shared by the three administrative levels of the University at which academic decisions are made:

departmental, college and centrally. Thus while all faculty who do educational development belong to departments, it does not follow that educational development decisions should be made only by departments; nor does it follow that educational development decisions should be made only by colleges because all faculty belong to colleges.

It is clear that some educational development decisions are best made by departments. Departments are uniquely capable of making educational development decisions regarding renewal of courses and curricula in the discipline or area of academic concentration of that department. Obviously the decisions, subject to review, regarding educational development in these areas should be left to the department concerned both to proclaim the locus of responsibility for such decisions and to simplify the procedures for supporting the development. Obviously then, a portion of the University resources for educational development should be formally allocated, by line item, in the printed budget of each academic department.

There are, however, areas of the academic program shared by all departments of a college but the specific responsibility of none. Decisions regarding educational development for these areas are the responsibility of the college, and educational development funds must therefore be available at the college level. The development of interdisciplinary courses and programs, of new departments, of college-wide programs such as freshman seminars, of more effective counseling and advising services, of new criteria for college admissions — all are of a scale appropriate to collegiate units. Obviously then, a portion of the University resources for educational development should be formally allocated, by line item, in the printed budget of each collegiate unit.

And finally there are areas of the academic program not specific to any single college of the University but shared by all. Programs relating the University to the community, efforts to interrelate the programs of the University to those of other educational institutions of the State, plans for inter-campus educational development efforts, development of the all-University liberal education requirement are all examples of activities which require decisions on an all-University basis. Indeed, much of the work of University Senate Committees would be sharply accelerated by the availability of development resources to pursue specific tasks. It follows then that a portion of the University resources for educational development should be formally allocated, by line item, in the printed budget of the central administration.

The designation of responsibility and resources to meet the responsibilities for educational development at the three administrative levels does not imply independence of the three levels. On the contrary, it is essential that the colleges and central administration be aware in detail of development efforts at the departmental level, and conversely. And it is essential that the collegiate deans and the Academic Vice President be able to exercise leadership in the allocation of educational development funds to insure they are used to match the total contour of University responsibilities. Consequently, the resources allocated to the Educational Development Program should be distributed across the three administrative levels of the University through a program review procedure interlacing the three levels. The intent of the Educational Development Program, then, should be to encourage the exercise of responsibility for educational development in departments, colleges and centrally. The review procedure should determine the extent to which the responsibility is met and resources should be allocated accordingly.

III. The Operating Principles of the Educational Development Program

In constructing the elements of a long-range program with major implications for the future of the University, it is important to focus attention on the essential principles on which the program is based. On the other hand, it is also necessary to be sufficiently detailed to encourage a common understanding of the program.

In this section we offer our best advice, and the rationale for it, for the operating principles of the Educational Development Program. It would be foolish to suppose that these recommended operating principles will satisfy all requirements for future educational development of the University. Consequently, while we believe the principles proposed will serve well during the initial years of the Educational Development Program, we assign the function of reappraisal to the new Senate Committee on Educational Development proposed in section IV-A.

The general principles under which the Educational Development Program will operate provide the guides for determination of the level of support and the procedures by which resources under the Program will be allocated.

A. The Level of Support for the Program

Specifying the level of support for the Educational Development Program could be accomplished by one or another of three alternative procedures: a) a fixed sum could be specified for the purpose; b) a fixed percent of the annual instructional budget of the University could be assigned to the Program; c) a formula reflecting the changing needs for educational development of the different segments of the University could be devised.

We reject the first as insensitive to the changing needs of the institution; we reject the third as unnecessarily complicated but affirm that the plan to be adopted must incorporate procedures sufficiently flexible to be routinely sensitive to the diverse needs of a complex University.

We recommend the second — that a fixed percent of the annual University instructional budget be designated for the educational Development budget — for two reasons:

—This principle is simple and can be directly and easily applied in the complex procedure of University budgeting.

—This principle ties the level of support firmly to the most rudimentary measure of the educational function of the University.

To be specific in what follows, we define the University instructional budget² in the following way: The University instructional budget is the sum of the instructional budgets of all of the academic departments plus the operating and administrative costs of all central college activities which relate to instruction. The instructional budget of an academic department is the sum of academic salaries including administrator salaries (line item and unassigned instruction), civil service salaries (line item and miscellaneous payroll) and supplies and equipment.

For the 1969-70 fiscal year, the total instructional budget of the University, so defined, is \$56.1 million (\$49.6 million of which is budgetarily assigned to the 162 academic departments,³ the re-

² We are aware of small but meaningful ambiguities in this definition which will require informed negotiation by University administrators in consultation with the Educational Development Committee. As an example, one unit of the University has included in its budget the salary and operating costs of the library serving that unit. Since the definition does not include the University Library system—or any other “free” services in support of instruction—an adjustment in the figure used as the instructional budget of that unit would be required to establish reasonable parity.

³ 25% of the academic departments have instructional budgets less than \$80,000; 50% of departments have instructional budgets less than \$200,000; 75% of departments have instructional budgets less than \$360,000; the largest department has an instructional budget of about \$2.0 million.

mainder to central college activities). Dividing \$56.1 million evenly among 162 departments indicates that \$346,000 per year is required to support the instructional activities of an average sized (and therefore hypothetical) University academic department.

In moving from these facts to a specific recommendation for the percent of support to be assigned to the Educational Development Program we can offer only the general guide that the support should be neither so small as to be ineffective nor so large as to be an impossible burden on the limited resources of the University.

We believe that 3% of the annual instructional budget, directed to the Educational Development Program, would provide an adequate and meaningful but hardly extravagant investment in the future educational programs of the University. This recommendation is not to be understood as a replacement of or substitute for resources presently directed, largely through departments, for the improvement of educational programs. Rather, it is proposed to supplement existing efforts, to encourage flexibility in the procedures for allocation of development resources, to stimulate development efforts inhibited under present procedures, and to provide a sharp focus on the importance of systematic and imaginative efforts to improve the instructional program.

Translated into dollar terms using data from the 1969-70 fiscal year, 3% of the annual instructional budget is approximately \$1.7 million. If the allocation procedure were to distribute this resource among the various units according to their instructional budget (caution: see section III-B below) then the faculty members of one-fourth of the departments would have less than \$2,400 for educational development per year; faculty members of one-fourth of the departments would have between \$2,400 and \$6,000; faculty members of one-fourth of the departments would have between \$6,000 and \$10,800; and one-fourth between \$10,800 and \$60,000. Stated differently, a 3% allocation to educational development would provide, on an average, about \$10,000 for the use of faculty members of an average sized department each year.

B. The Allocation of Resources Under the Program

We propose that the Educational Development Program allocate its resources in a manner which will emphasize three basic principles: the responsibility for allocation of resources should be shared, approximately equally, among the three administrative levels of the University; the support at the department and college level should be scaled to the level of instructional activity; and the support should be allocated through the budgeting procedure on the merit of proposed educational development projects. We justify basing the allocation on these three not always congruent principles in the following way.

1. The Principle of Equally Shared Responsibility

It was argued in section II-B that the responsibility for decisions regarding the development of educational programs must be shared among the three administrative levels of the University: departmental, collegiate and all-University. To emphasize and insure the validity of this point, we recommend that the basic decision regarding allocation of approximately one-third of resources of the Educational Development Program (i.e., 1% of University instructional resources) be made at the departmental level; that the decisions regarding one-third of the resources be made at the collegiate level and that the decisions regarding the remaining one-third be made centrally.

It is important to realize that we speak of the responsibility for decision making. The actual resource allocation resulting from these decisions, based on the merit of proposals and the perspective from various administrative levels, will certainly differ from a formula 1% — 1% — 1%. For example, a department, following a period of extensive development, may require no development funds during a given year. Or a college may wish to devote a significant fraction of its collegiate resources to an extensive development of one of its departments. Or central funds may be allocated to an extensive effort in a particular college or even a particular department of a college.

The point to be emphasized here is not the level where the resources are utilized but the level at which the decision to allocate is to be taken; and we believe this responsibility for decisions should be shared equally at the departmental, collegiate, and all-University levels.

2. The Principle of Allocation Proportional to Instructional Activity

We believe the allocation of resources for educational development to a unit of the University should be strongly influenced by the level of instructional activity of that unit. In developing our recommendation on this point we have considered resource allocation based on three measures of instructional activity: instructional budget (as defined in III-A above); full-time-equivalent instructional staff; and student credit hours taught.

In the main, there are strong correlations between these three measures of instructional activity, but there are also remarkable differences. But because the differences between the measures are not larger than intelligent allocation procedures can accommodate⁴ and because the actual allocation of funds must be based on the merit of proposals—as is argued in section B-3 following—we believe the preliminary decisions on allocation should be based on the instructional budget. It may well be that, as experience with the program grows and as data on which to base a more meaningful measure of instructional activity are generated, another scheme should be adopted; a recommendation for such a change would be the responsibility of the Educational Development Committee. In the meantime, to measure instructional activity in terms of the instructional budget and to guide distribution on that basis seems entirely adequate to the purposes at hand.

3. The Principle of Allocation Based on Merit.

The great universities have flowered on the supposition that the level of support should be based in major part on the quality of ideas and the commitment of energy. We believe the educational development of the University would be best served by a procedure which encourages the most stimulating, imaginative and potentially most productive efforts to improve the educational program.

We argued, in the previous sections, that support for the Educational Development Program should be set at 3% of the University instructional budget and allocated through a procedure under which decisions regarding one-third (i.e., 1%) of this resource be made at the departmental level, one-third at the college level and one-third centrally. But we emphasize that the purposes of the Educational Development Program will not be realized by a mindless allocation on a strict formula basis.

To the contrary, the procedure by which resources are actually allocated must provide for thoughtful and perceptive student-faculty advice and the opportunity for the exercise of leadership by college deans and all-University leaders in order to insure that the future instructional programs of the University are built on the best ideas for educational renewal and innovation. The allocation of resources under the Educational Development Program must be accomplished through a student-faculty-administration review procedure designed to insure that this investment in the future is based on the quality of ideas and the potential for productive change.

IV. The Plan for Institutional Support of Educational Development

We propose an on-going program whereby (following a four-year period during which resources are assembled on a schedule detailed below) 3% of the regular instructional resources of the University are systematically and formally assigned to the development of the educational program. The base on which this 3% is to be computed is defined as the sum of the academic, administrative, and civil service salaries and supply and equipment budgets of academic units with a responsibility for instruction.

Subject to the review and allocation procedure discussed below, up to one-third of these educational development funds (i.e., about 1% of the total University budget for instruction) will be budgeted at the department level, up to one-third at the college level and the remainder at the all-University level. That is, a given academic department will have assigned, as a line item in its printed budget, a sum equaling up to 1% of its share of the college instructional budget; each college will have assigned, as a line item in its printed budget, a sum equaling up to 1% of the total instructional budgets of the departments of the college plus the operating and administrative costs of central college

⁴ For example, consider resources to be allocated by decisions taken at the collegiate level: to shift from an allocation among colleges based on instructional budget to one based on full-time equivalent instructional staff (taken from the October 15, 1969, payroll) would require a redistribution of 12% of the funds; to shift from an allocation among colleges based on instructional budget to one based on student credit hours taught (taken from the fall quarter 1969 second week class list) would require a redistribution of 24% of the funds.

activities which relate to instruction; the office of the Vice President for Academic Administration will have assigned as a line item in its printed budget the remainder of the Educational Development 3% (that is, not less than 1%) of the total instructional budget of the University.

A. Operation of the Plan

The plan provides that 3% of University instructional resources will be regularly available for educational development. However, the decisions for actual expenditures will be monitored and the detailed budgeting approved by the following procedure:

Annually and at a time distinct from but prior to the period during which the University budget is prepared for submission to the Regents, each department chairman will prepare a report of the use being made of the educational development resources available to his department during the current year along with a proposal for the use of funds for the next year. It is assumed that the report and proposal would be developed in consultation with the appropriate student-faculty departmental committees and that the proposal be based on the assumption of a 1% allocation.

The report and proposal from each department would be submitted to the dean of the college. In consultation with an appropriate student-faculty college committee the departmental proposals will be reviewed. While it should be expected that any deficiencies in departmental proposals would be relieved by consultation, the dean would, nonetheless, have the right to reduce to less than 1% the educational development budget of any department.

The dean would then transmit the departmental reports and proposals to the Vice President for Academic Administration along with his recommendation of the appropriate percent (1% usually, but possibly less).

At the same time the dean would prepare a report of the use of the college educational development funds for the current year and a proposal for the use of the 1% college funds for the following year. It is assumed that the dean would work through the student-faculty college committee in preparing the report and, especially, in developing the college proposal.

The college report and proposal would be submitted to the Vice President for Academic Administration for review and approval.

The Vice President for Academic Administration would be advised by a special all-University student-faculty committee composed in part of members able to represent the concerns and interests of the Council on Liberal Education, the Graduate School Executive Committee and the University Senate Committee on Educational Policy.⁵ The Vice President, or his designate, would serve as an ex-officio members of this committee. The function of the committee would be five-fold.

1. To review the departmental reports and proposals and the recommendations of the college deans.

The committee could recommend to the Vice President for Academic Administration modifications in these proposals but the budgeted percent in any department is not to exceed 1%.

2. To review the collegiate reports and proposals. The Committee could recommend to the Vice President for Academic Administration a budgeted percent in any college up to a maximum of 1%.

3. To receive, review and recommend proposals submitted directly to the Vice President for Academic Administration from any part or any level of the University.

⁵ If the University Senate approves the recommendations of this report, we recommend that the Senate Committee on Committees take steps to establish (as a standing committee of the Senate reporting to the Senate through the Educational Policy Committee), the Senate Educational Development Committee to perform the functions outlined in this section for the all-University student-faculty committee.

The resources under which these proposals would be supported would consist of the 1% residue from the 3% University Educational Development Fund after the departmental and college allocation have been made. The resources available for central distribution would, then, not be less than 1% of the University instructional budget.

4. To develop the detailed guidelines and operating procedures, consistent with the Plan here recommended, for the Educational Development Program. For the smooth and effective operation of the Program, extensive effort by a staff in support of the Committees' work will be required. Such a staff should be organized at the direction of the Vice President for Academic Administration largely from existing University staff with experience in educational research and development, educational assessment and evaluation, and the several educational technologies.⁶

5. To report annually to the University Senate on the status of and plans for the Educational Development Program and to recommend to the University Senate any policy changes suggested in the light of experience with the Program.

With the advice of this all-University student-faculty committee, the Vice President for Academic Administration would, following any further review and adjustment he felt appropriate, apply assigned percentages in constructing the formal University budget.

The above plan of operation is proposed in order to achieve three major objectives:

1. To emphasize in concrete fashion that the responsibility for educational development rests firmly at the three levels of academic responsibility: the department, the college, and centrally.

2. To provide a review procedure which will insure that resources assigned to educational development are used exclusively for that purpose. The review procedure will provide ample opportunity for advice and counsel at all levels to insure optimum use of these modest resources. It is assumed that the review procedure will only rarely provide percentages less than 1%; such cases will be considered failures of the idea of University educational development.

And most importantly:

3. To provide in a regular way for the development of the educational program of the University as a normal, unexceptional, systematic, and on-going responsibility of the University.

B. Implementation of the Plan

It is not, of course, realistic to suppose that a plan involving complexities of resource allocation and program development of the magnitude proposed can be implemented abruptly. Consequently, we propose a detailed schedule by which the University could realize the full potential of the proposed plan over a 5 year period.

To offer a specific schedule as part of our recommendation is not to imply an inflexibility which would be inappropriate to any projection into the future of this University. We offer a schedule

The schedule below may be summarized as follows:

EDUCATIONAL DEVELOPMENT ALLOCATION				
Fiscal Year	Departments	Colleges	All-University	Total University Commitment
1970-71	0.00%	0.50%	0.00%	0.50%
1971-72	0.75%	0.50%	0.25%	1.50%
1972-73	1.00%	0.50%	0.50%	2.00%
1973-74	1.00%	0.75%	0.75%	2.50%
1974-75 and thereafter	1.00%	1.00%	1.00%	3.00%

⁶ In this connection, it is important to observe that many of the educational development efforts supported under the Educational Development Program will require the facilities and assistance of the staff of the University service and research units that operate in support of instructional programs (especially Audio-Visual Resources, the University Libraries, the University Computer Services, the Department of Radio and Television, the Bureau of Institutional Research, the Center for Research in Human Learning, and the Programmed Learning Center).

to emphasize the necessity of implementing the Educational Development Plan in an orderly way over a reasonable period and to offer a reasoned schedule for that orderly development. Obviously financial disaster for the University would require modification in all programs of the University, including the Educational Development Program; obviously too, good fortune coupled to felt need, would argue for an acceleration more rapid than proposed toward full implementation of the Educational Development Program.

Discussion:

1. The schedule for the Total University Commitment

The proposed schedule provides for a modest initial commitment to implement the program by July 1, 1970. The amount of money represented by $\frac{1}{2}\%$ of university instructional resources would total about \$280,000. This sum is a realistic first step both from the point of view of resource allocation and from the point of view of existing program needs.

Following the first year of experience we propose a 1% increase to 1.50%. This increase will permit manageable implementation of all elements of the plan. While the ease with which this sharp increase in the allocation to 1.5% of University instructional resources can be accomplished will turn on the degree to which the 1971 Legislature understands the intent and potential of educational development, we believe it essential that the program progress at this level of support from the beginning of full-scale activity. The need is too great and faculty-student interest too high to say otherwise.

Following the 1971-72 fiscal year we propose that the annual total University commitment increase by $\frac{1}{2}\%$ per year to the steady-state value of 3.00%. This gradual increase will permit the orderly and systematic development of all three components of the program to the level which we believe appropriate to the diverse and complex instructional effort of the University.

2. Schedule for Distribution of Resources Under the Plan

We propose that all of the resources of the program during the initial year of operation be directed to the colleges. We assume that the relatively modest resources available for this first year of operation would be directed to pressing educational problems identified by departmental units and would be supported on a proposal-grant basis.

We propose this plan of operation for three reasons:

1. Evidence from the operation of the Small Grants Program of the Council on Liberal Education and the special program to purchase educational apparatus indicates many straight-forward but important departmental development efforts, as yet unsupported, which could be mounted without extensive additional planning.

2. The limited funds must be distributed in grants of sufficient size both to have an effect and to provide a visibility for stimulation of later efforts. Distribution of $\frac{1}{2}\%$ among all departments according to level of activity would provide an average of only about \$1700 per department.

3. Allocation of funds from the college level would activate the full review procedure to be used under full implementation of the plan. That is, proposals would originate in departments resulting from an assessment of departmental educational needs. The college dean, in consultation with the college committee, would identify those proposals to be supported with the college $\frac{1}{2}\%$; the college recommendations would be forwarded for review and approval by the Vice President for Academic Administration and the all-University committee. Once the substantive decisions had been made, the $\frac{1}{2}\%$ would be budgeted in the college educational development item and the supported projects initiated.

Following the initial year of operation, the full plan will be in operation, albeit at support levels less than the full 1% - 1% - 1% allocation. Support at the departmental level will reach the 1% level first, in the third year of operation, on the thesis that the felt need and backlog of projects is most acute at this level. The college and all-University support will be increased regularly, the colleges receiving relatively greater support during the first two years of operation of the plan and increasing apace thereafter.

2. Reported for Action

The Senate Committee on Educational Policy has approved and, with the endorsement of the University College Committee, and with the concurrence of the Senate Committee on Academic Standing and Relations with respect to section III A., joins with the Council on Liberal Education in recommending that the Senate approve and adopt the report on the Development of Undergraduate Programs at the University of Minnesota.

Approved, June 4

A REPORT FROM THE COUNCIL ON LIBERAL EDUCATION ON THE DEVELOPMENT OF UNDERGRADUATE PROGRAMS AT THE UNIVERSITY OF MINNESOTA

For higher education the decade of the sixties revealed marked discontent with traditional designs of curriculum and instruction. On campuses throughout the land accustomed patterns of collegiate education were criticized, sometimes assailed, by students, faculty and administration. Proposals were enthusiastically advanced for novel collegiate structures, for student participation in decision-making, for increasing the scope of educational experiences, for new ways of perceiving and evaluating the roles of student and teacher. And not infrequently these proposals were adopted and tried. It is likely, indeed, that the seventies will witness increased demands for experimentation and innovation in the entire field of higher education, and that the tempo of change will become more rapid.

It was appropriate, therefore, for the Council on Liberal Education in the fall of 1969 to appoint a subcommittee to consider the development of vital undergraduate programs at this University. In his charge to that subcommittee, the Chairman of the Council, Dr. James F. Hogg instructed it to assess "those elements of the organization of the undergraduate programs of this University which encourage and those which inhibit the use of the full resources of the University. This analysis, "the charge continued, "should serve as a basis for suggestion of organizational patterns designed to overcome these inhibitions."

The report was written by a subcommittee including Susan Kalitowski, Lloyd Lofquist, Leon Reisman, Steven Sundre, James Werntz, Norman Kerr (chairman).

The response of the subcommittee is given in three sections, as follows:

I. Where are we?

A. Current opportunities for diverse and innovative undergraduate programs.

B. Limitations on developing new kinds of undergraduate programs.

II. Where should we go?

A. A proposal for change.

B. A plan for the implementation of approved experimental programs.

III. Senate actions required for implementation of Part II.

1. Where Are We?

A. Current opportunities for diverse and innovative undergraduate programs.

In addition to a rich array of more or less traditional majors and curricula, a student at the University of Minnesota may choose from a number of other options. If he is a student in the College of Liberal Arts he may devise a unique interdepartmental major, or enroll in established interdisciplinary programs such as Humanities, American Studies, or Pre-Theology. If he is a student in General College, with its free-elective program and its general comprehensive examinations, he can explore a curriculum which avoids specialization. Or a student may elect an intercollegiate major, such as Agricultural Journalism; or secure a joint degree, for example from CLA and the College of Education; and he will discover that departments fiscally located outside CLA may offer majors in the Arts College, employing the services of intercollegiate faculties.

University College functions to permit students to design individual intercollegiate programs. For example, they may build programs combining social science and humanities courses (CLA) with business (School of Business Administration); or an interior design curriculum including courses in CLA, Business Administration, and the College of Agriculture, Forestry, and Home Economics; or a Peace Corps program embracing the social sciences and agriculture. The possibilities in University College are limited only by the needs and the ingenuity of the student and the total resources of the University.

Those who wish to study independently have a variety of choices available. With the consent of a faculty member a student may designate his enrollment in a course as "Independent Study," and negotiate with the faculty member the nature of his responsibilities. By registering for extra credit in a course he may explore a subject in greater depth. He may investigate an area not regularly treated in class by enrolling in an "Independent Readings" course, offered in most University departments. He may study on his own in order to take a course by examination. He may even embark upon an off-campus independent study project for as many as 15 credits, having enlisted the services of University College to act as his agent in negotiating how these credits may be applied towards a degree.

Often in response to student demand new "temporary" courses arise, focusing upon critical current issues such as "Crisis in Human Relations," "Urban Crisis: Civil Disorder in the Twin Cities," "Vietnam: Image and Reality," "Biology and the Future of Man," "Contemporary Race Relations." The Honors Program, by student request, is offering one-time-only courses; the Living-Learning Center helps students build field-work courses involving the community.

Instructional techniques which demand student participation are being widely used. Students can register for field work or internships, for seminars and recitation sections, for conferences and tutorials. The Teacher Service Corps, besides exploring new kinds of courses and making them available to students, is studying different methods of evaluation. The P-N system of grading may encourage students to take courses outside their special fields of competence.

It is abundantly clear that undergraduate education at the University often is impressively various and imaginative, and that a student has considerable sovereignty, if he cares to exercise it, to plan educational experiences congenial to his individual needs.

B. Limitations on developing new kinds of undergraduate programs

If the University appears to be decently liberal in providing flexible opportunities for a student to build his undergraduate educational experience, why do relatively few students take advantage of these opportunities, and who do a significant and vocal number of students decry what they consider rigid patterns of undergraduate education?

Part of the answer must lie in bureaucratic pressures which inevitably accompany size: multiple All-University rules, further explicit regulations by colleges and departments, distribution requirements — in other words, the entire structure designed to monitor the progress of thousands upon thousands of students towards university degrees. Interesting and viable alternatives, as we have seen, are indeed available. But the sheer expertise and perseverance needed to discern and to follow such alternatives discourage both students and advisors. Frustrated and uneasy in the face of their own inexperience and half-knowledge, they settle for what seems safe and expedient. All too often, exploration is discouraged by closed sections. As a result, the luxuriant resources of the University—the other concomitant of its size—are too rarely employed to create a unique educational experience for the individual student. Under these conditions advisors find they have little advice to give, and the warm promise of a human and personal relationship between student and advisor often dwindles into a polite encounter when a faculty advisor simply signs, without comment, a program the student has already mechanically assembled.

University architecture, too, tends to succumb to the pressure of size and preserves the traditional educational style. Forced by the exigencies of budget to offer some large classes in large classrooms, a department discovers that the University routinely anticipates filling these classrooms hour after hour, year after year. Despite student cries that such educational experiences are “depersonalizing” or “dehumanizing,” the shortage of classroom space perpetuates the educational pattern: to accommodate the number of students, all classrooms simply must be used. Space for living, where students and faculty can meet and talk and work together, even for a few hours is extremely limited. Especially on a commuter campus, the educational design becomes quite restricted: large numbers of students attend classes and then disperse to all corners of the metropolitan area. It is not surprising, then, that many share the plea: let us rebuild the campus into human-sized neighborhoods of students and faculty.

Joint student and faculty interaction has arrived more quickly in University government than in curriculum design. All too often only an impersonal relationship exists between a student and a faculty member. Too frequently even the beginning of a meaningful dialogue about education, building together the educational experiences of a course or program, is absent. In this context the faculty member should play the role of an advanced student, being flexible and immediately responsive to student requests for conferences, seminars, lecture series and the like, as his and his student's educational adventures and probings require. Curriculum innovation in this sense implies constant student and faculty change, and a “home” on campus, even for commuting students.

The traditional goals of a college education are also being challenged. The traditional dichotomy between general and special education, between breadth and depth, may become specious and meaningless. Rather, the goal is an educational experience which is socially and emotionally and intellectually significant and satisfying; and the test is the way course content relates to the world of action and values. The proponent of this kind of educational program wishes to emphasize social values in addition to intellectual concepts. He looks favorably upon the community as a promising sphere for action; so that what at first seem to be collegiate defects — an urban location and a commuter student body — become, when viewed creatively, educational assets.

The evaluation of performance in a program with nontraditional goals must often differ from the standard grading system. What are the rewards and measurements for self-actualization and openness; for spontaneity, honesty, creativity, artistic-musical-literary-cinematic-dramatic expressiveness? Grades do not seem appropriate: they are accused of inhibiting learning and exploration, or confining the educational experience to pre-established achievement measures, of failing to reward seeking and thinking—in short, of preventing the student

from acquiring the kind of education which he can significantly employ throughout his life. The University may be confronted with a barrage of evaluation devices different from those typically used in arriving at grades: student and faculty reports and papers, comments about field and travel experiences, student-faculty joint written assessments of strengths and weaknesses, etc.

The kind of educational enterprise described in the preceding paragraphs does not seem to be provided for in the extant machinery for introducing innovative courses. Nor does that machinery clearly provide for the introduction of total collegiate programs. Such ambitious programs may well be proposed even by faculty and students who prefer to operate along rather traditional lines. But especially for faculty who want to free themselves and their students for experimental programs quite different from those already noted in Section I-A of this report, there is no provision for campus space, for faculty salaries, for equipment and supplies, or for secretarial and assistant help.

II. Where Should We Go?

A. A proposal for change.

The University and all of its component parts must continue to be involved in an ongoing renaissance, rearranging courses, curricula, departments and colleges to meet the challenges of the future while building on the experiences of the past. This review and renaissance should take place in three ways:

1. Development within existing colleges, schools, departments and programs.

a. Review. As has been almost universally the practice in the past, all aspects of the curriculum within the existing instructional units should continually undergo review, revision and renovation. Faculty must be allowed time to engage in educational development activities as a regular part of their duties instead of being forced to carry out such activities as an overload. This review should take place at every level:

(1) **Courses.** Rather than selecting content and forming objectives only when a course is first added to the curriculum faculty and students should undertake these tasks on a cyclic basis so that periodically every course is rejustified.

(2) **Curricula.** Similarly, departmental and college curricula should be reevaluated periodically. Departments, programs and schools should not insist upon required curricula so time consuming and tightly scheduled that they limit the educational opportunities of a substantial number of students.

(3) **Colleges.** Our individual colleges should continue to review their overall admission policies, distribution requirements and graduation requirements. Colleges as well as departments should be careful not to restrict learning possibilities with unnecessarily rigid requirements.

b. Pilot courses and curricula. Pilot or experimental sections of courses should be encouraged. The department responsible for any course which includes either more than 5 sections/year or 100 students/year should be encouraged to operate continually an experimental or pilot section of that course. Following an annual evaluation of this section, some of its most successful innovations could be incorporated into the regular course. Here graduate students, training to be college teachers, can be of substantial help. Indeed, one or more graduate students might be given the responsibility, under supervision, to develop and teach each pilot section.

In a similar manner departments might devise "pilot" major sequences, and colleges might develop diverse ways of enabling students to satisfy liberal education distribution requirements. For example, colleges might wish to consider proposing these two models which differ markedly from the current "n credits in each of x categories":

- (1) Students choosing this program must satisfy the faculty that they have met the spirit of the liberal education requirements by experi-

encing each of the 'Ways of Knowing' and each of the 'Subject-Matter Areas' as outlined by the Council on Liberal Education. Periodically each student must prepare a well-written essay outlining the progress he has made towards fulfilling the objectives of a liberal education and the plans he has made for the coming year.

- (2) Groups of teachers representing the diverse disciplines of a liberal education faculty shall organize 'distribution courses,' to be offered over 6 to 12 quarters which, when completed, would satisfy designated portions of a student's distribution requirements.

c. Intracollege experimental curricula. Many proposals for "experimental colleges" could actually be created and operated within the framework of an existing college. This should be true especially for Morris, Duluth and the College of Liberal Arts which draws its faculty widely from across the Twin Cities campus. CLA also has machinery for establishing interdisciplinary majors which could closely approach many of the proposed experimental curricula.

To encourage the establishment of intracollege satellite "experimental colleges" and pilot programs, faculty and students of existing colleges of the University must be encouraged to re-examine their procedures for approving innovations in their curricula, their admissions policies, and their methods of student evaluation.

2. Establishment of new colleges within the University.

Faculty who feel they can no longer offer a proper course of study within one of the established colleges of the University can propose the establishment of a new college. Procedures for creating a new college, though tortuous and tedious, are well established. The initial proposal is made to the Senate Committee on Educational Policy. Once that committee recommends approval, the proposal must be approved by the University Senate, by the State Higher Education Coordinating Commission and approved by the Board of Regents. A new college was last established in 1964: the College of Biological Sciences.

3. Expansion of the role of University College.

There may be patterns of higher education which should be tried even though the faculty of no regular college of the University collectively feel that the effort should be a part of their responsibility. With no budgeted faculty of its own, and with the entire faculty of the University as potential participants, University College might expand its role to house experimental programs of collegiate scope. This expansion should in no way detract from its present mission.

a. Management. As the role of University College expands, it will need a full-time Dean and a larger administrative staff. In addition, a University College Governing Council should be established, replacing the existing University College Committee. This new Council should be nominated by the All-University Senate Committee on Committees, appointed by the President, and ratified by the Senate in the same way that other University Committees are appointed. The University College Governing Council, representing the faculty and students of the University, should present a report of its activities to the University Senate via the Senate Committee on Educational Policy at least once each year. Because they elect the members of the Senate Committee on Committees and the Senate, the faculty and students of the University would be able to influence the actions of the Council without crippling the implementation of possible far-out ideas for experimental curricula.

b. Origin of programs. Any group of University faculty or students should be encouraged to present preliminary ideas about experimental programs to the UC Governing Council. The Council can then help guide and, perhaps, finance the conception of experimental programs, rather than merely react to completed proposals. In many instances the Council may recommend a proposal to a regular college for implementation. If there seems to be no convenient home for the new program, the UC Governing Council is authorized to

implement the program within University College, subject to normal budgetary procedures.

The task of designing the final format for proposals should be left to the Council. In general, however, proposals should include a statement of educational objectives, procedures to be used to evaluate the program, how much student interest exists, how students are to be evaluated, and a budget. The procedures by which faculty will apply for reassignment to the experimental program, and the criteria which will be used to judge their applications, must also be stated.

c. Origin of faculty. Any regular, full-time member of the University of Minnesota faculty may be considered a member of the faculty of University College, and hence eligible to serve as a faculty member in an experimental program of collegiate scope. Since experimental programs within University College must, by their very nature, be tenuous and evanescent, their faculty must also be transitory. Because all regular faculty must first be hired by another college of the University, problems concerned with faculty retention and tenure can remain with the parent college.

d. Admissions. At the present time the University College admits only students who have already been accepted by another college of the University. This custom should be modified to permit them to admit any individual, including a freshman, to an approved University College program. Arrangements should be made between Admissions and Records and University College to establish the necessary machinery to handle University College admissions.

e. Full-collegiate programs. University College should be authorized to offer full collegiate or learning experiences. By their nature, however, all of its collegiate programs, formal courses, and other sorts of formal learning experiences must be experimental. To ensure that they remain so, their approval should include a built-in "destruct" clause, so that after a given number of years they would cease to exist. (One might expect a new proposal to grow out of an old experimental curriculum or course; where it has merit, such a proposal is to be encouraged.)

Programs which can be approved by University College should include, but need not be limited to, full collegiate programs in which a student takes all of his undergraduate credits. The faculty of such approved programs, drawn from other colleges of the University, (1) can offer a full range of courses and other learning experiences, (2) are charged with assessing each student's performance, and (3) are charged with certifying that the student has reached a level of competence which deserves a bachelor's degree. In other words, the faculty and students in one of these programs may be considered a separate "college" except that it is temporary and it exists as a program in University College.

f. Examples of programs of collegiate scope. A number of types of experimental programs of collegiate scope might be imagined, including the following:

(1) **Work experience:** There is a real question whether it is desirable for a student to enter the University immediately after he completes high school. In the work-experience proposal, a student admitted to the program would spend a few weeks on campus in an orientation session. The University would help him find a job either in business or industry, or in a service field (as a teacher aide, as a social-work aide, in community relations, as an elected-official's aide, etc.) The student would work for two years, returning to the University only episodically, before beginning his formal higher education. After two years of work-experience, he would return to the University on a full-time basis. A specially structured curriculum might be necessary for these students.

(2) **Problem centered:** A number of centers have appeared on the campus during the past dozen years. An experimental program con-

cerned with a particular problem could use the special resources and facilities of one of these centers. Thus an Urban Studies program might be nurtured by the Center for Urban and Regional Affairs.

(3) **Research centered:** An entire curriculum might be structured around the research interests of faculty and students. Students would spend periods of time working with faculty (and graduate students) on research problems of mutual interest.

(4) **Mission oriented:** Under this scheme a number of new professionally oriented programs might be explored and evaluated. The program in the Training of Teacher Trainers serves as an example.

(5) **Student centered:** Rather than fulfilling a prescribed curriculum, each student might seek to design his own set of learning experiences. Lecture series and seminars would be formed whenever a group of students desired them. Each student would work with an advisor to draw up a contract which he would have to fulfill in order to complete the requirements for a degree.

4. Miscellaneous comments. Basic policies regulating grading, credits, and fees are at present the responsibility of the University Senate, the central administration, and the Board of Regents rather than the individual colleges. It seems wise to insist that experimental programs of collegiate scope follow the same regulations imposed on other, regular colleges of the University, with minor modifications.

a. Grading. Many experimental programs will wish to try new methods of evaluating students' learning; such experimentation should be encouraged. Yet at this time, and perhaps for some time to come, a formal record of some sort which can be accepted by a more traditional college is necessary. Mindful of this situation, the University Senate at its meeting on March 9, 1967, adopted the following statement:

"The Senate wishes to encourage college faculties to experiment with grading systems or combinations of systems other than those explicitly defined by the action of the Senate. Accordingly, the faculties of several colleges are authorized to propose to the Senate Committee on Student Scholastic Standing¹ experimental plans for grading which fall outside those plans currently approved by the Senate. If approval for a proposed experiment is given by the Senate Committee on Student Scholastic Standing¹ the faculty making the proposal will be further authorized to proceed with this experiment for a period of 3 years. At the end of the three-year period, the plan will be reviewed by the Senate according to the procedures stipulated in item 7 for review of experiments with 'pass-no credit' grading."²

If this existing policy were amended by extending the 3-year limit, it should allow sufficient flexibility for experimental programs.

b. Credits. Faculty offering experimental programs of collegiate scope should insist that their students complete the equivalent of approximately 45 credits during a school year, and that the equivalent of 180 credits be earned before a Bachelor's degree is awarded. Faculty and students should be encouraged to imaginatively design courses which will award credits without the constriction of current practices. For example, it should be possible to award credits for work completed without giving grades. Credit by examination should also be encouraged.

c. Fees. Since a substantial portion of the University's resources derives from tuition and fees, students earning credits in an experimental program should pay fees comparable to those paid by other undergraduates.

d. Nomenclature. We should resist calling an approved experimental program of collegiate scope "The Experimental College," since one of the goals of this proposal is that several such programs operate simul-

¹ Since replaced by the Senate Committee on Academic Standing and Relations.

² University of Minnesota Senate Minutes, Year 1966-67, No. 5, P. 77.

taneously and independently. Perhaps each program might be named after a distinguished scholar or, if private funds were obtained, after a donor.

e. **Student-faculty ratio.** Because of the time required for educational development, most experimental and pilot programs will demand more faculty time and effort than do existing programs. Therefore, the student-faculty ratio applied to most undergraduate programs should not be applied to experimental programs. On the other hand, perhaps the greatest value of experimental programs is the possibility of replicating successful programs and incorporating them into the regular, nonexperimental curricula and colleges of the University. The Council should therefore resist approving programs which propose unreasonable student-faculty ratios.

B. A Plan for the Implementation of an Approved Experimental Program.

Once an experimental or pilot program has been approved as outlined in Section A, there remains yet one major hurdle: money. It seems unlikely that the University will receive in the foreseeable future all the funds it needs to carry out its educational mission in an optimal manner. Inasmuch as innovation and experimentation prevent stagnation, some experimental programs should be funded even at the expense of other, regular, ongoing, oversubscribed programs. Financial support will be needed for several facets of a program, including physical space, permanent equipment, operating supplies, salaries for supporting personnel such as teaching assistants and secretaries, and salaries for teaching faculty.

Too often in the past, new programs have been implemented by faculty willing to spend extra time without remuneration. Clearly, the need for experimental programs must be recognized when budgets are established. Therefore, the approval of a proposed experimental program should be contingent upon the presentation of a realistic budget which can support it. The proposed budget would be subject to normal review and approval procedures.

1. **Physical space.** Permanent space probably should not be provided for any given temporary program. Ideally, however, University College might eventually acquire permanent space including offices, conference rooms, and laboratories, which it could assign to temporary programs it was sheltering. In the interim, space must be found by making use of rooms during evening and weekend hours, or by renting facilities near the campus.

2. **Permanent equipment and operating supplies.** Funds for these items must be made available at the departmental, college, or university level, depending on the program. The University College Governing Council, through its Dean, should recommend budget items for programs being developed under its jurisdiction.

3. **Supporting personnel.** Salary money for supporting personnel such as secretaries, teaching assistants, and, where appropriate, outside "experts" must be made available. Should University College begin to shelter a number of experimental programs on a regular basis, it will obviously need funds for a permanent administration and civil service staff.

4. **Faculty.** As was emphasized earlier, faculty for experimental programs must be recruited from regular, full-time faculty of the University. A faculty member cannot be expected to innovate and to spend substantial time developing new programs if these activities are added to a full-time load. Therefore, a method must be devised to permit him to reduce his regular duties and to devote his efforts instead to developing and teaching in an experimental program.

A faculty member who wishes to teach in an experimental program should apply to the administrators of that program. Once the application has been approved, it should be forwarded via the dean of the college sponsoring the experimental program to the chairman of the faculty members' department. The department chairman, following discussion with

the faculty member, **must** forward the application with his recommendations to the faculty member's budgetary dean. The department chairman should include in his recommendation of approval or disapproval a discussion of the faculty member's ability to carry out a stated role in the experimental program, his expertise and professional competence in the experimental program; and the difficulties which will be created in his home department because of his absence. If the experimental program is housed in a different college (such as University College), the faculty member's budgetary dean will then negotiate with the dean of the host college to determine appropriate cross-charges and to resolve any possible difficulties or disagreements. Once a faculty member has been appointed to an experimental program, the administration of that program must report each year to the faculty member's department chairman, through the appropriate dean, so that the department chairman will have the best possible information on which to base promotion, tenure, and merit increases in salary.

A faculty member may initially request reassignment to an experimental program for as long as three years. He may seek renewal of his reassignment for additional years. The approved experimental program to which the faculty member is reassigned need not be in his department, division, or college.

Ordinarily, reassignment to an experimental program should be considered a privilege of the faculty in much the same sense as are single-quarter leaves and sabbatical furloughs. Because some faculty members may have unique and indispensable expertise, and because faculty members will eventually have to return to their home departments, their reassignment must be negotiated with their department chairmen and deans. Provision for reassignment should be made available only to full-time faculty holding regular appointments.

Ordinarily a faculty member will probably not request that all of his time be transferred to an experimental program. Most faculty members will undoubtedly wish to continue their research programs, to advise graduate students, and, perhaps, to teach graduate-level courses in their home departments while on reassignment to an experimental program. But since the reassigned faculty member will surely give up much of his regular teaching, counseling, and service duties, cross-charge funds must often be made available so that a temporary replacement teacher can be employed.

The three year term for initial reassignment is a compromise between the length of time necessary to design, implement, and evaluate an experimental program and the amount of hardship bearable by the parent department. It should be possible to negotiate additional years of reassignment towards the end of the initial term.

III. Senate action required for implementation of Part II.

The Senate of the University of Minnesota accepts the above report in principle, and urges that the faculty and students of the colleges of the University consider implementing the recommendations in section II which are pertinent to them. It hereby approved the following:

A. The policy concerning experimental grading systems as adopted by the Senate on March 9, 1967, shall be amended as follows:

For the sentences that read:

If approval for a proposed experiment is given by the Senate Committee on Student Scholastic Standing the faculty making the proposal will be further authorized to proceed with this experiment for a period of 3 years. At the end of the three-year period, the plan will be reviewed by the Senate

Substitute:

If approval for a proposed experiment is given by the Senate Committee on Academic Standing and Relations the faculty making the

proposal will be further authorized to proceed with this experiment for a stated period of time. If no definite period of time is stated, the authorization will be for 3 years. At the end of the stated period of time, or the three-year period, the plan will be reviewed by the Senate

B. Any regular full-time member of the faculty of the University of Minnesota may request reassignment to an approved experimental program for as long as three years, with renewal possible. The approved experimental program to which the faculty member is reassigned need not be in his department, division, or college. The procedure for reassignment is as follows:

1. Application is made to the administrators of an approved experimental program.

2. Once the application has been approved by the experimental program and by the Dean of the College serving as a host for the program, it shall be forwarded to the chairman of the faculty member's department.

3. The department chairman, following discussion with the faculty member, **must** forward the application with his recommendations of approval or disapproval to the faculty member's budgetary dean. The department chairman should include in his recommendation:

(a) a discussion of the faculty member's ability to carry out a stated role in the experimental program,

(b) his expertise and professional competence in the experimental program,

(c) the difficulties which will be created in his home department because of his absence.

4. The faculty member's budgetary dean will then negotiate with the dean of the host college to resolve any difficulties or disagreements and to determine appropriate cross-charges.

5. Once a faculty member has been appointed to an experimental program, the administrator of that program must report each year to the faculty member's department chairman, through the appropriate deans, so that the department chairman will have the best possible information on which promotion, tenure, and merit increases in salary.

C. The role of University College is expanded as follows:

1. All regular full-time members of the University of Minnesota faculty are considered members of the faculty of University College. They are represented in University College by the University College Governing Council, which shall serve as the voting faculty of University College.

The composition of the University College Governing Council shall be chosen so as to widely represent the regular undergraduate degree programs of the University, and will be appointed through the same procedures as are All-University Committees.

2. University College is authorized to admit prebaccalaureate students at any level, including freshmen. University College is authorized to offer up to and including full curricula leading to the Bachelor's degree, with the restriction that all courses and curricula remain experimental, each must, at the time of its approval, have attached to it an appropriate plan for evaluation and termination date.

3. University College may appoint only regular, full-time members of the faculty of the University to its regular teaching faculty. It may employ for a maximum of four years, an individual on a part-time or non-regular basis.

Approved, June 5

3. Reported for Information

The Senate Committee on Educational Policy has approved and, with the concurrence of the Graduate School, reports the following Proposals of the Task Force on the Graduate School for information.

The Task Force members are agreed that qualified practitioners in an accepted discipline are the persons who should decide to whom and on what basis degrees should be awarded in that discipline. This agreement is qualified by the stipulation that decisions which affect other units than the discipline must be made at a level which will permit them to participate in the decision-making.

For this reason reorganization of the structure of the Graduate School is deemed desirable, both because the decision-making power is now centralized more than is necessary, and because the present group committee system, as it does not provide continuous representation for all major fields, is not adequate. The recommendations of the Task Force which deal with mechanisms of operation and organizational structure are designed both to improve the functions of the Graduate School and to provide an atmosphere more amenable to change and further improvement. It is the hope of the committee that both the faculty and students will be able to realize through the newly restructured Graduate School an environment for graduate educational experience sensitive to the needs of society and responsive to the need for continued flexibility and change. Additionally, it is anticipated that with the increasing size of the Graduate School the proposed structure will be better able to handle the increased volume of paperwork.

The recommendations of the Task Force involve a modification of the present system, and a redistribution of some of the responsibilities of the Group Committees and of the Graduate School Office. This calls for the organization of the graduate faculty in the major fields into what the Task Force has chosen to call "Units." These Units (which might consist of a single field or of two or more in association) will be made up of the graduate faculty members representing the graduate major fields in that particular Unit and they will assume many of the responsibilities presently borne by the Graduate Group Committees, including, for example, the review of individual student programs, petitions, thesis proposals and committee appointments, within basic guidelines established by the Dean of the Graduate School. The Group Committee system itself will be expanded to provide continuous representation for each major field, and will be given major new responsibilities. It is recommended that fields, Units, and Groups make provision for graduate student representation in discussions leading to general review and policy formulation.

Aside from the redistribution of certain responsibilities to the Unit level, the most important aspect of these recommendations is that the Group Committees become involved in periodic intensive reviews of all graduate degree programs, covering all aspects of their operation. The Group Committee of which the field is a part will be expected to review the curriculum, to assess the faculty and students and the facilities available. It will also be expected to look at among other things the relationship between the resources of the field and the size of its graduate program. Where appropriate the inclusion of outside consultants and student representatives should be encouraged. On the basis of the considerations of the Group Committee, a decision will be made as to whether the program is operating well, and, if necessary, steps to correct deficiencies can be recommended to the Dean.

A brief outline of the way in which the Task Force feels this reorganization might be accomplished is attached.

Francis M. Boddy	Karl Potter
Raymond O. Collier	Clarence M. Stowe
Virgil Hoftiezer	John W. Webb
Warren E. Ibele	Albert K. Wickesberg
Albert J. Linck	Cecil Wood
Lloyd H. Lofquist, Chairman	Leslie Zieve
William E. Parham	

- I. We recommend the expansion of the present Group Committee system to a total of (for example) from 10 to 20 Groups made up of related

major fields, and providing for continuous representation on a committee for all major fields.

- A. These Groups will be defined initially by an **ad hoc** committee appointed by the Dean of the Graduate School. The **ad hoc** committee will take into account the preferences for group assignment of the graduate faculty in each major field.
 - B. Once the groups have been defined a representative to serve on the Group Committee for each graduate program will be selected by procedures established by the graduate faculty of each field. These procedures will be reported to the Dean of the Graduate School. The Dean of the Graduate School will appoint a chairman for each Group from among the members elected. These chairmen will be members of the Executive Committee of the Graduate School.
 - C. The first task of a Group will be to work with the graduate faculty in the various major fields of which it is comprised to establish the Units.
 1. These Units will be established so as to provide for homogeneity of interests combined with sufficient heterogeneity of outlook to assure full discussion and a multiplicity of viewpoints.
 2. The Groups will make the decisions as to how Units will be organized, after consulting with them. Comparable criteria and procedures for making these decisions should be employed by various Groups such that organization is consistently determined from one Group to another. If the graduate faculty in a program wishes to change its association at a future date a new proposal can be submitted to the Dean of the Graduate School.
 - D. The Group Committees can also recommend to the Dean revision of Unit definitions, restructuring of Units or changes in Unit functions.
- II. We recommend the following distribution of responsibilities:
- A. Responsibilities of the Unit:
 1. Recommendations which will be made by the Units and transmitted directly to the Dean of the Graduate School include:
 - a. Individual student items:
 - 1) Degree programs and changes in programs
 - 2) Thesis topics and changes in thesis topics
 - 3) Extensions of time
 - 4) Appointment of or changes in examining committees
 - 5) Petitions for changes in the above items
 - b. Admissions decisions:
 - 1) The Dean will publish the current general rules and policies for admission to the Graduate School.
 - 2) The Units will state the standards they will apply in their fields.
 - 3) Units will decide on each application and return it to the Dean for review. If the Dean disagrees with a decision by a Unit, he may consult with the Unit to resolve the individual case. Following consultation the Unit will review the case and forward its decision to the Dean. If the Dean does not concur procedures in item 4 will be invoked.
 - 4) If the Dean determines that a Unit is departing significantly from established standards in their admissions decisions he will call for a special review by the appropriate Group Committee of the admissions standards in the Unit, and may at the same time instruct admissions personnel to cease admitting marginal students until the results of the review are known. The Group Committee will make a recommendation to the Dean and he will determine what action should be taken.

2. Recommendations which will be made by the Units and be reported to the Group Committees for their concurrence before final approval by the Dean:
 - a. Approval of new graduate level courses
 - b. Approval of nominations to the graduate faculty
 - c. Modifications (or abolition) of general requirements for a degree
- B. Group Committee responsibilities:
 1. The most important will be the periodic review of graduate degree programs.
 - a. Reports of these reviews will be made to the Dean of the Graduate School, to the graduate faculty in the Unit and to other relevant deans.
 - b. It is suggested that the Dean of the Graduate School be represented *ex officio* on the review committees.
 - c. It is also suggested, that submission of a written report of the results of a review be made mandatory.
 2. Review of new or modified degree programs and curricula
 3. New or modified structures and procedures
- C. Executive Committee:
 1. The Executive Committee of the Graduate School serves as an advisory body to the Dean with respect to University-wide Graduate School matters.

Accepted, June 5

XIa. REPORT OF THE SENATE COMMITTEE ON COMMITTEES

Reported for Action

Resolution for the establishment of a new University committee in accordance with Article IV, No. 3a, of the Constitution and Bylaws.

The Senate Committee on Committees recommends to the Senate the establishment of the University Committee on Educational Development, to report to the Senate through the Senate Committee on Educational Policy. The University Committee on Educational Development, to be appointed by usual procedures, will consist of 7 faculty and 5 students chosen from the entire University. Committee members will be selected, in part, to represent the concerns and interests of the Council on Liberal Education, the Graduate School Executive Committee, and the Senate Committee on Educational Policy. The Vice-President for Academic Administration, or his designate, will serve as an ex-officio member of this Committee. The functions of the University Committee on Educational Development will be:

1. To develop detailed guidelines and operating procedures for the Educational Development Program, consistent with policy established by the Senate;
2. To report annually to the Senate on the status of and plans for the Educational Development Program and to recommend to the Senate, through the Senate Committee on Educational Policy, any policy changes suggested in the light of experience with the Program;
3. To assist the Vice-President for Academic Administration in his review of departmental and collegiate reports on and proposals for educational development projects; and
4. To review and recommend action on proposals for educational development efforts submitted directly to the Vice-President for Academic Administration from any part or any level of the University.

NEAL R. AMUNDSON
Chairman

Approved, June 5

XIb. REPORT OF SENATE COMMITTEE ON COMMITTEES **Reported for Action**

Establishment of a University College Governing Council

[A resolution for the establishment of a new University Committee in accordance with Article IV, No. 3a of the Constitution and Bylaws.]

The Senate Committee on Committees recommends that the Senate take the following action:

- a) establish a University College Governing Council charged both with carrying forward the traditional function of University College and with meeting the new responsibilities outlined in the Report on the Development of Undergraduate Programs at the University of Minnesota;
- b) specify the University College Governing Council as a University Committee reporting to the Senate through the Senate Committee on Educational Policy;
- c) provide that the University College Governing Council membership shall consist of ten faculty, five students and such ex officio membership including the Vice President for Academic Administration or his representative and the senior administrative officer of the University College as the President shall recommend;
- d) provide that the members of the University College Governing Council be nominated and appointed in the fashion usual for the University committees, with the expectation that there would be broad representation of the colleges and campuses engaged in undergraduate education;
- e) request the University College Governing Council to report to the Senate through the Committee on Educational Policy at least once each year.

NEAL R. AMUNDSON
Chairman

Approved, June 5

XII. REPORT OF THE SPECIAL COMMITTEE ON **UNIVERSITY-ROTC RELATIONSHIPS**

I. PREAMBLE

On April 17, 1969, in a letter addressed to sixteen members of the faculty and the student body, the President of the University established a special committee to undertake a review of University-ROTC relationships. In accordance with a recommendation of the Senate Committee on Committees the sixteen included representation from the Committee on Education Policy, Committee on Student Affairs, and the Standing Reserve Officers Training Corps Committee, plus several faculty members and students not serving on these committees.

In asking members of the Committee to serve, the President observed that:

1. "As a land grant institution, the University of Minnesota has assumed a responsibility, stipulated by the Morrill Act, providing instruction in military science."
2. "The nature of this instruction has varied over the years . . . and has been subject to review."
3. "This seems an appropriate time to . . . undertake . . . a study (which) might well include the mission of the (ROTC) programs their content and relationship to other academic programs, the obligations and proper role of the University as a land grant institution in relation to . . . the federal government for support both of the programs and of the students participating."

The Committee has held 18 meetings over an eleven-month period (beginning April 29, 1969 and including the summer, when no meetings were held). All of the meetings have been considered open meetings. Members of the University community were free to speak at all meetings; a repre-

sentative of the **Minnesota Daily** was present at many meetings and was advised that all discussion and decisions of the Committee would be open information. Two meetings of the Committee (one in the spring and one in the fall) were announced in the **Daily** as occasions on which the Committee would receive statements of fact and opinion from all interested members of the University community.

The Committee has now concluded its investigation based upon (1) testimony presented by the University Attorney, the heads of the four ROTC departments and their staffs, the chairman of the standing ROTC committee, approximately 30 students, and 15 faculty members; (2) a careful reading of a large body of documentary materials submitted by the heads of the ROTC departments and other interested and helpful parties; and (3) responses by the deans of University of Minnesota colleges to a questionnaire (Appendix I) concerning current college practices in accreditation of ROTC courses in degree programs within the colleges.

In this report we present, first, our findings with respect to the obligation the University under law to offer ROTC programs or military instruction, and second, our general findings with respect to the present ROTC programs in terms of academic content, quality and relevance of their curricula, qualifications of the ROTC staffs for academic teaching, and control of curricula by an outside organization not a part of the University of Minnesota (in this instance, the Department of Defense). We then proceed to a formulation of our tempered judgment of the nature of the need for officer procurement and training in fulfillment of the requirements of national defense and how our University might best relate to such national needs in terms of its own academic character and its tradition of service to the society which has created and sustains it.

Finally, we offer a set of specific suggestions for modification of present arrangements to effect what we believe will be an improvement both in the well-being of the University and in officer training for the armed services of the United States.

Although this report carries the approval of a majority of the Committee, it is certainly true that no member feels entirely comfortable with all parts of the analysis or agrees with all of the recommendations. Our procedure has been to examine each issue and recommendation in detail and to carry the discussion to the point that a majority of the Committee could accept the statement here offered. We have been fortunate in that even the most difficult issues were examined and resolved through free, frank, and respectful dialogue tempered only by a desire to discover recommendations in the best interest of the University and of the greater society.

II. THE RESERVE OFFICERS TRAINING PROGRAMS AT THE UNIVERSITY OF MINNESOTA

A. The Legal History of ROTC Programs

Based on a careful reading of five documents—the Morrill Land Grant Act of 1862; the National Defense Act of 1916; the ROTC Revitalization Act of 1964; the Application and Agreement for Establishment of an Army ROTC Unit; and Standard Contracts of the several military departments with ROTC Units at the University of Minnesota—we believe the following holds:

1. There is no legal requirement for ROTC at an institution such as the University of Minnesota which can be derived from the Morrill Act of 1862.

The Morrill Act refers to:
“the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related . . .
to agriculture and mechanic arts, in such manners as the legislatures of the State may respectively prescribe . . .”

The Morrill Act's purpose was to establish in each state at least one college which fits the above requirements. There is nothing which

states how "military tactics" would be taught, or by whom. This position is supported by Report of the Special Committee on ROTC to the Secretary of Defense, 9/22/59 (herein referred to as the Benson Report), which states, "Colleges and universities do elect whether they will invite the program. They are under no compulsion to do so . . ." (p. 26). This statement is in the context of a discussion on the propriety of an instructional program (in the curriculum of a university) that is "largely determined by an external body." However, the quoted statement is ambiguous and not modified in its impact by the context in which it is made. It is apparent that the Benson Committee believes that no general legal requirement for ROTC exists.

A further relevant fact is that the "Application and Agreement" documents used by both the Army and the Air Force provide that the agreement may be terminated by either party upon one year's notice in writing.

2. The National Defense Act of 1916 authorized the Secretary of War to prescribe standard courses for ROTC and specified that a ROTC unit should not be maintained at an institution unless the latter adopted the prescribed courses into its curriculum. The ROTC Revitalization Act of 1963 incorporated essentially this same requirement by making adoption of a prescribed course of training by the military department concerned a condition for maintenance of an ROTC unit. It also requires that the senior commissioned officer assigned to each ROTC program be given the academic rank of professor by the institution to which he is assigned.

3. The Application and Agreement document of the Army specifies the following:

- a. That the Department of Military Science is to be established as "an integral academic and administrative department of the institution."
- b. That the academic credit applicable toward graduation be granted for successful completion of courses offered by the Department of Military Science.
- c. That the institution will determine the acceptability of Army personnel to be assigned to the department.

Parallel points are made in the comparable document used by the Air Force. **If a university does not comply with the points above, the contract is not fulfilled.**

The Application and Agreement document of the Air Force and the Navy contract examined both required that the institution not discriminate among prospective students on the basis of race, creed, color, or national origin.

Points covered under (2) and (3) above, along with the requirement that the senior officer of a ROTC unit be given the rank of professor, were considered worthy of particular attention by the Benson Committee on ROTC in its report to the Secretary of Defense.

Although we do not find that there is a legal requirement for ROTC, we do not hold that this lack of a legal requirement for ROTC at the University of Minnesota is per se an argument for the discontinuation of ROTC programs at the University.

B. The History and Organization of ROTC Programs at the University of Minnesota

Military drill and instruction were initiated at the University of Minnesota in 1869. The Army ROTC unit was established in 1920, remaining the sole service unit until 1939, when the Naval ROTC unit was established. The Air ROTC was inaugurated on the Twin Cities campus in 1948. A fourth unit, the Air ROTC, was established on the Duluth Campus of the University in 1950. Compulsory registration in ROTC was abolished by act of the Board of Regents in 1935.

The several ROTC programs now exist as separate departments officially identified as the Department of Military Science and Tactics (Army), the Department of Naval Science, and the Departments of Aerospace Studies (at both the Twin Cities and Duluth campuses). The three departments at Minneapolis stand outside the usual affiliation with a college or school and are administered directly by the Vice President for Academic Administration with the advice of the Standing ROTC Committee. The Department of Aerospace Studies at Duluth is administratively responsible to the Academic Dean and exists as a regular department of the Duluth Campus, subject to the same administrative procedures and arrangements as all other departments.

The military faculties of each of the programs are assigned to the University on three-year tours of duty, holding dual positions, first as active commissioned officers responsible to the Department of Defense and, secondly, as professors responsible to the University of Minnesota. The civilian faculty participating in the programs are regular members of the faculty of the University whose primary appointments and teaching responsibilities are in collegiate departments.

The programs of the several ROTC departments differ in course content, provisions, and to some extent in specific goals. All have one goal in common however: the training of university-educated officers for military duty in the service of the United States.

The following brief description prepared by the Army ROTC Program is included provide an over-all picture of major components of the largest program.

ORGANIZATION: The Army ROTC program provides for college-level military instruction, consisting of the Basic Course, Military Science I (freshman) and Military Science II (sophomore); and the Advanced Course, Military Science III (junior) and Military Science IV (senior).

PROGRAMS: The following Army ROTC programs are offered at the University of Minnesota:

1. Four-year. This program is divided into two parts—the basic and advanced courses. The Basic Course (pre-professional phase) includes instruction in academic subjects to provide a background for the military instruction which follows. The Advanced Course (professional phase) includes military instruction to qualify the student to be a commissioned officer in the Army upon graduation. The Advanced Course also includes a six-week Advanced Summer Training Camp, normally taken between the junior and senior years, at which time military instruction not appropriate for presentation on campus is conducted.

2. Two-Year. This program is conducted for students who did not have the opportunity to, or did not participate in the Army ROTC program during their first two years in college. It consists of an intensive six-week Basic Summer Training Camp taken after the sophomore year which takes the place of the Basic Course in the Four-Year Program. Upon successful completion of the Basic Summer Camp, the student may enter the Advanced Course along with students enrolled in the Four-Year Program. Courses and requirements of the Advanced Course are identical for both the Two-Year and Four-Year Programs.

3. Scholarships. Four-Year and Two-Year Scholarships are available for students enrolled in the Four-Year Army ROTC Program. Each scholarship pays all tuition, lab fees, textbooks, and other classroom expenses. In addition the student receives \$50.00 per month subsistence pay. The student applies for the Four-Year Scholarship during his senior year in high school; upon receiving the scholarship he may enroll in any college or university at which he is accepted that has an Army ROTC unit. A student enrolled in the Four-Year Program applies for the Two-Year Scholarship during his sophomore year; if approved, the scholarship applies during his junior and senior year.

2. The Use of Regular Academic Courses as Specifically Required Parts of ROTC Programs

Since many of the substantive topics considered appropriate to the education of a modern military officer are within the traditional domain of academic departments, it is remarkable that the Department of Military Science have not found it possible to include, in their required curricula, more courses offered as part of the regular program of the University. To our knowledge only the following five courses satisfy a specific requirement in some ROTC Program and also are simultaneously listed in the course offerings of some other departments.

Mil. Sc. 11-12-13	World Military History
Mil. Sc. 21-22-23	Foundations of National Power
Mil. Sc. 45	American Military History
Nav. Sc. 12-13	Sea Power
Nav. Sc. 53	Celestial Navigation

This circumstance seems to result from two effects: (i) Academic departments have been justifiably reluctant to tailor courses to programs whose objectives and content are determined outside the faculty of the University, and (ii) the military services have been too inflexible in the specification of courses from other departments as part of the ROTC curricula.

Since the Committee accepts and endorses the stated view of local and national ROTC authorities that one of the essential reasons for campus-oriented officer training is the value of the regular program of the University to officer training, the Committee believes the use of regular University courses (whether existing courses or new courses developed by academic departments at the suggestion of the ROTC staff) to satisfy ROTC curriculum requirements should be greatly expanded. We believe regular University departments will cooperate in every way consistent with their intellectual standards and sensibilities, but we believe that important changes in the criteria evidently applied for approval of ROTC courses by national authorities must be achieved before progress can be made in this respect.

3. Use of ROTC Credits to Satisfy Requirements for the Baccalaureate Degree

Perhaps the area in which the University has failed most clearly to exercise its power and responsibility is in the collegiate responsibility for accepting ROTC credits as part of the requirements for graduation. With the single exception of the Duluth Campus, evidently no college of the University routinely examines ROTC courses in detail before accepting them as part of the program offered for the baccalaureate degree. (For clarity, we emphasize that we are not speaking of courses of the sort described in 2, above; we speak here of courses such as Naval Science 63, Leadership, 3 credits.)

A wide variety of usage exists among the several colleges: some accept only a certain number of such credits as general electives, others accept all such credits taken by a student in the college who is also a ROTC student. Somewhat understandable, the practice has evolved from the time when Army ROTC was required of all male students at this University. Further, the Committee warmly endorses the policy by which colleges determine the requirements for degrees granted. But we simply do not believe that colleges would accept all, of a specified number, of credits earned in ROTC courses if the usual standards for scrutiny of courses offered outside the college were applied. In any restructuring of ROTC programs at this University, we believe it essential that each college, in accepting ROTC credits toward a degree, do so not by default but by carefully considered positive action.

D. Academic Administration, Review and Accrediting of ROTC Courses

Upon investigation of University procedures for the general faculty scrutiny of ROTC courses for University credit, the Committee found a lack of uniformity and evidence of abrogation of responsibility. The complexity of this situation requires a detailed discussion in three areas of academic procedure: the role of the Standing ROTC Committee on the Twin Cities Campus, the use of regular academic courses as specifically required parts of ROTC programs, and the use of ROTC credits to satisfy requirements for the baccalaureate degree.

1. The Standing ROTC Committee (Twin Cities Campus)

The responsibility of this Committee includes:

a. Advising the Vice President for Academic Administration about the acceptance by the University of officers proposed by the Army, Navy, and Air Force as faculty members of the ROTC departments. The high quality of officers who have served and are serving as faculty members of the ROTC departments speaks to the effectiveness of this advisory procedure and to the careful exercise of responsibility by the Vice President for Academic Administration and the Committee. For example, in recent years many members of the ROTC faculties have held the M.S. or M.A. degree and all have been judged admissible to the Graduate School of the University of Minnesota. This Committee believes that the procedures by which officers have been admitted to the University community have been in the proper interest of University and the military services. However, we do find inappropriate the organizational arrangement which assigns the ROTC programs on the Twin Cities Campus departmental status within the office of the Vice President for Academic Administration. We believe that ROTC programs should stand, in the administrative structure of the University, within an appropriate collegiate or divisional unit at a level no higher than any other University department or program.

In this connection, the Committee observes that the tradition (formalized in the conditions of the contract between the University and the Department of Defense) by which the ROTC instructors carry unqualified professorial rank is appropriate. There is great meaning to the criteria employed within the University by which the titles assistant professor, associate professor, and professor are conferred, and these criteria are not applied to the instructors of ROTC programs.

b. Crediting of courses offered within the ROTC departments.

It has been the tradition that the Standing ROTC Committee (Twin Cities Campus) has generally accepted the advice of the ROTC department faculty (acting, obviously, under the guidelines specified by the respective military services) regarding new ROTC courses, course changes and deletions, and curricular revisions. Consequently, University credit has been routinely approved for activities very specific to the training and socialization of officers of the military services as determined, in the main, by extra-university authorities.

At the Duluth Campus, accreditation of ROTC courses is handled by the regular Curriculum Committee and receives the same review as all other courses.

Our Committee feels that the evidence supports the conclusion that in most cases the assignment of University credits to ROTC courses has been inadequately justified. Although we believe that ROTC courses may be useful for the training of military officers, this should not automatically mean that such courses are acceptable for degree credit in the University. The Committee feels that much of the instructional program either does not meet the criteria applied to courses accepted for University degree credit, or duplicates courses already offered in the academic departments.

4. Flight Training. Flight instruction is offered to qualified Army ROTC students during their senior year. Flight training includes 35 hours of ground instruction and 36 hours of flight instruction taken on an extra-curricular basis. This FAA approved training can lead to a private pilot's license.

MILITARY OBLIGATION: A student who receives his commission as a result of participating in the Army ROTC program has the following active duty military obligation:

1. Four-Year or Two-Year Programs. Two years on active duty. This is the same military obligation the student would have if he were drafted; the difference is that he serves as an officer, where he has a better opportunity to use his education.
2. Scholarship. Four years on active duty.
3. Flight Training. Three years on active duty.

PAY AND BENEFITS:

1. During the Basic Course, students are furnished with all textbooks and uniforms required for Army ROTC courses. The program is completely voluntary; the student may drop the program at any time consistent with university policy on withdrawing from courses.
2. During the Advanced Course, students are furnished with all textbooks and uniforms required for Army ROTC courses, plus \$50.00 per month subsistence pay.
3. Students attending the Basic Summer Camp are paid \$153.45 for the six weeks, plus six cents a mile travel pay to and from camp.

C. The Current Contribution of University Programs to United States Officer Training

With respect to the officer procurement needs of the Army, Navy, and Air Force, the services report that the ROTC programs at the University of Minnesota rank noticeably above the average in quality of commissioned officers and in the ratio of commissions earned relative to total enrollment, but ranks in the bottom ranges in number enrolled and commissioned. The ROTC enrollment figures for academic year 1968-69 at the University of Minnesota were:

Military Science and Tactics (Army	175
Naval Science	133
Aerospace Studies (Air Force-Mpls.)	136
Aerospace Studie (Air Force-Duluth)	136
Total	580

Commissions earned at the University of Minnesota in 1968-69 were:

Army	54
Navy	10
Air Force (Mpls.)	32
Air Force (Duluth)	20
Total	116

With 175 students enrolled in its Army ROTC in 1968-69 the University of Minnesota supplied only twelve one-thousandths of one percent (0.012%) of the 148,336 students enrolled in Army ROTC across the nation. Navy and Air ROTC enrollments at the University of Minnesota are smaller than Army ROTC in absolute numbers but larger relative to national totals. Even allowing for the fact that about half of the 268 institutions offering ROTC require of all male students a minimum participation of one year, whereas ROTC registration at the University of Minnesota has been voluntary since 1935, it is evident that the ROTC programs at the University have relatively limited appeal for our students. By the same token, as now constituted, University of Minnesota ROTC programs cannot be said to contribute greatly to our officer procurement needs of the military services of the United States government.

E. University Financial Contributions to ROTC Programs

The Department of Defense has provided most of the costs of the University of Minnesota ROTC program through salaries paid for all ROTC instruction. (The University has provided, by direct budgeting, modest support for civil service staff, routine office supplies and equipment, and maintenance and upkeep of the ROTC physical space totaling \$45,526 for the 1968-69 academic year.)

The Committee observes that direct University financial contribution to ROTC programs is unique in that it knows of no other University program in which University resources are applied for the professional training of individuals for service under a specified employer. There are, however, many instances in which a specific employer pays the University directly and in full for University services for its employees.

F. The ROTC and University Ceremonial Occasions

Traditionally, uniformed (and symbolically armed) members of the ROTC programs (staff and students) have taken prominent part in the great ceremonial occasions of the University. The University stands symbolically for many things in an open and pluralistic society, but we feel it should use prominent occasions to indicate clearly only those things it treasures most highly. The necessity to maintain military defense forces is not among the highest forms of social achievement, and universities must not give any impression to the contrary.

G. Student Contracts

The Committee commends programs which financially assist students to pursue higher education. There can be no doubt that the several programs which support the education of ROTC students at the University have provided essential funds for many University students.

The Committee is concerned, however, with the conditions of certain contractual agreements into which certain ROTC students enter before attendance at the University. Such agreements contain commitments which may seem appropriate to a high school senior but which may look different in the light of experience in the University environment. We believe it important that all ROTC students have the opportunity to adjust objectives and programs at any time before entering an advanced ROTC program (which usually takes place during the final two years at the University) without duress or disciplinary threat.

III. THE COMMITTEE'S RECOMMENDATIONS

A. Special Considerations

In its effort to confront the issue of the proper relation between the University of Minnesota and ROTC programs, the Committee had first to reach an understanding of whether or not any relation was proper. Such an understanding comes primarily in the context of the complex of relationships between the University and society. The American tradition that the great universities are apart from, yet responsive to, society at large has provided a tension responsible in no small part for the strength of the universities and the vitality of society.

The process by which the Committee has concluded that the University should maintain a formal relationship, albeit much modified from past practice, with ROTC programs began with the acceptance of the uncomfortable necessity that the United States must maintain a stable and effective military force. The ideal of resolving conflict by means other than armed force or the threat of armed force remains a goal to be pressed for. It is nevertheless a fact that a military force is a social reality which the University must recognize.

In taking the next step, most members of the Committee reject the argument that the University, being a creation of the society, must gratify all social needs—whether stated in terms of the needs of an external agency or in terms of students' right to learn from the University whatever they want to know. Rather, we move on the premise that it is the

University's responsibility to determine those areas in which its particular competencies can be directed to the advantage of the society, consistent with the ideals of the University. The University has many competencies, mostly technical, which are of great value to all components of a technological society, including the military. But it also has a capacity for the development of humane thinking essential to all men. To the extent that the University can impart to any of its students the ability to cope humanely with a material universe, it should be able to impart the same attributes to those of its students intending military careers. Here we find the first of our two basic justifications for recommending the continuation of ROTC programs at the University: we believe the University carries a clear responsibility to do all it can to ensure that a component of military officers have experienced the best we can offer in higher education.

To those who say that maintaining any relation with the military negatively affects the University, we observe that the facts speak otherwise. We have no evidence that the existence of ROTC on campus has modified in any fundamental way the behavior of this institution in its pursuit of knowledge.

The second of our justifications for recommending the continuation of ROTC programs at the University arises from the belief that through a continued relationship the University can, in a small way, contribute its values to the development of programs for training military officers. Removal of ROTC programs from the campus would indeed have an effect on the continuing development of programs for training military officers, but not one in which the University would have any voice. Given the alternatives of first, an uncertain potential for improvement of the society through the infusion of University values into the military services and, second, the certainty of no influence if the University rejects a relation with ROTC, we choose the first, more promising course.

The most convincing reason, as we see it, for a continuing relationship between ROTC and the University, is that we believe the University has a liberalizing influence on the potential military officer. The substance and direction given to this important educational impact should be the prime responsibility of the University, not that of the Department of Defense. Although there has been continuing change and improvement in the ROTC programs, too much control of on-campus course offerings, faculty recruitment, and student evaluation remains in the hands of the Department of Defense.

We emphasize that our universities serve society in a special way. Responsible autonomy of its institutions is an essential of a free society. In contributing to a society concerned with the maintenance of freedom, the University must not simply legitimate the position of other institutions, such as the military, but must influence them in a desirable fashion. We view our task as providing a liberal education to students, some of whom may become officers. We do not believe that the University has a special obligation to any single agency or industry to recruit or provide special preparation to students for the exclusive needs of that organization alone.

Given the premises and findings stated above, we see several unsatisfactory features in the existing ROTC-University relationships. The first is that the ROTC departments on the Twin Cities campus are units entirely outside the normal collegiate structure of the University. Second, because curriculum development and review are fundamentally a collegiate responsibility within the University, present arrangements have resulted in inadequate faculty concern and involvement in developing curricula, reviewing courses, and granting degree credits for ROTC programs. Third, the University has by default and agreement permitted an outside agency to determine certain aspects of its curricula. In addition, contracts between the University and the Department of Defense have not (so far as we are informed) kept pace with recent trends in overhead reimbursement.

Further, the conspicuous participation of uniformed military personnel in University ceremonies is not in keeping with the essential character of academic functions.

B. Recommendations

To adjust and correct these deficiencies we offer the following recommendations:

RECOMMENDATION 1: ADMINISTRATIVE LOCATION

Our findings show that: none of the ROTC departments has a regular full-time academic faculty primarily responsible to the University in their basic appointments; none of the ROTC departments offers a major through which a student may qualify for a baccalaureate degree in his college; the military training component of ROTC represents a professional specialization that does not fall within the normal scope of any existing college; and no other academic departments exist directly within the Office of the Vice President for Academic Administration on a continuing basis.

The peculiar and special character of the ROTC departments make it difficult to find a wholly suitable administrative location for them in the structure of the University consistent with the prevailing principles governing affiliation of academic units.

In the absence of the existence of a separate college for special professional training (such as social work, journalism, library science, public affairs, etc.), we see but one reasonable solution consistent with the needs of ROTC and the goals and purposes of the University and its several colleges.

We therefore recommend that the four ROTC departments be reconstituted as programs in the General Extension Division of the University of Minnesota.

So located, the ROTC programs would: (a) function at the appropriate level within the formal structure of the University; (b) have available the general titular structure of University staff (see Recommendation 4, below) and the use of University physical facilities (see Recommendation 5, below) and (c) have available, under conditions ensuring proper scrutiny, the full machinery for faculty accrediting of courses offered in the program (see Recommendation 2, following).

The Committee recognizes the special needs and traditions of programs on the Duluth Campus of the University. Consequently, though a majority of the Committee believes that all ROTC programs should be administratively located in the General Extension Division of the University, special provision must be made for the detailed involvement of the Academic Dean and the Provost in administering the ROTC Aerospace Program on the Duluth Campus.

The Committee observes that whatever the location of the ROTC program within the University the tradition of appointing the senior ROTC staff member to the Administrative Committee of the University is inappropriate and should be discontinued.

RECOMMENDATION 2: ROTC EXECUTIVE COMMITTEES AND CURRICULUM REVIEW

We recommend that the Standing ROTC Committee be replaced with an Executive Committee for the ROTC Programs on the Twin Cities Campus and by an Executive Committee of the ROTC Aerospace Program on the Duluth Campus.

1. We suggest that the University Senate Committee on Committees examine the functions of the executive committees, detailed below, and then move to the establishment of each committee as a standing committee of the appropriate campus assembly, reporting to the Senate through the Committee on Educational Policy. The members of these committees should be chosen primarily for their interest in the development of proper relationships between the University and the general society. The membership should comprise both faculty and students.

2. The functions of the ROTC Executive Committees would be three: (a) To review nominations from the national ROTC authorities for officers to be assigned to the University as staff members in the ROTC programs. Recommendations for appointment would be transmitted to the Dean of the General Extension Division and thence to the Vice President for Academic Administration. This new way of certifying ROTC staff is not proposed to correct any known defects in present procedures at this University but simply to include the ROTC staff in the pattern by which University staff is certified. (b) To receive, evaluate, and, where appropriate, recommend action on proposals relevant to the ROTC programs for any and all course curriculum additions, deletions, and changes. Clearly, the curriculum required for commissioning an officer of the military services is a matter to be determined by the service involved. But the question of University credit for any part of the curriculum leading to a commission is the essential substantive tie between the University and the ROTC programs and because it is in this area that past performance has been least satisfactory, we discuss this matter in considerable detail in section 3 below. (c) To perform a complete evaluation of the program of instruction from time to time with the possibility of improving or terminating the program.

3. Courses required as part of the ROTC programs are of three types:

a. Courses which are offered as regular University courses, approved through well-established departmental and college procedures, and available for credit to any University of Minnesota student for any approved purpose.

We believe that the number of such courses in required ROTC programs should be increased, and we find evidence, in public statements of national military and ROTC leaders, that the military believes likewise. We further believe that such courses should constitute the major portion of the on-campus ROTC programs. The executive committees would provide an essential service to the ROTC staff from its members' knowledge of existing courses and individual faculty throughout the University.

b. Courses which are offered as military training specialties designed to develop techniques specific to the military only or to provide for socialization within the military system.

Courses of this order — such as drill, weaponry, and platoon leadership — are best presented as outside activities or as phases of summer camp or cruise programs. We recommend that such courses or activities not be given any form of university accreditation and should stand in the same relation to the University as extra-curricular activities. In recent years, ROTC programs at the University of Minnesota have already moved significantly in this direction. It will be a major responsibility of the ROTC Executive Committees to determine which ROTC courses, present and future, may be of this nature. That such courses are not to be given University credit says nothing of their value to the training of military officers. It says simply that the activities are not of an academic nature which is appropriate for University accreditation.

c. Courses which are appropriate for University accreditation, but which have not been established through the procedures discussed in (a) above — for example, a course essential or useful to a ROTC curriculum which assimilates ideas from a number of established disciplines in a way not in the tradition of any discipline.

In such cases, we recommend that the course be offered for credit in the General Extension Division under the conditions, first, that it be reviewed by the appropriate academic departments whose disciplines relate closely to the subject of the proposed course and that it be formally recommended as appropriate for University credit by at least one of these departments, and second, that such courses be offered for a period not longer than three years, subject to renewal by the procedures under which the course was first offered.

Credits earned in General Extension Division ROTC courses may be accepted by any college toward baccalaureate degrees offered by the college through the traditional procedures by which General Extension Division credits are accepted by that college.

RECOMMENDATION 3: STUDENT CONTRACTS

We recommend that the University take steps to ensure that formal procedures under which a student, before any military service or university experience, makes an agreement with a ROTC program shall permit withdrawal without penalty (including immediate active military service) before the student enters the last two years of the ROTC program. We believe all students should have a substantial period (usually two years) in the University environment before decisions regarding their continuation in the ROTC programs are irrevocably binding. In any event, the University should not assume responsibility for enforcing student-ROTC contracts, and we recommend that present regulations to that effect be rescinded.

We also find repugnant those provisions in Armed Services contracts which restrict the right of students to take courses of study which are a legitimate part of the University's liberal education, and we recommend that they be terminated.

RECOMMENDATION 4: ACADEMIC RANK OF ROTC MILITARY STAFF

We recommend that military officers assigned by the military and accepted by the University carry the formal titles Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor. We believe that qualifying the professorial titles with "visiting" is properly descriptive of the circumstances of the appointment while implying the appropriate dignity and prestige of the position.

RECOMMENDATION 5: SPACE ALLOCATION

We recommend that space assignments for the staff and operation of all ROTC programs be reviewed through procedures which apply to all University programs. That is, the ROTC programs should share on the same footing with other University programs the priority system which space limitations require for the orderly operation of the University.

Appendix I

TO: Deans of the Several Colleges

FROM: E. A. Hoebel, Chairman of the Special Committee on ROTC-University Relationships

As you know, President Moos has appointed a Special Committee to examine present relationships between the ROTC programs of the University and the academic and service functions of the University. The basic charge to the Committee, taken from the letter from President Moos appointing the Committee, is:

"This seems an appropriate time to ask that a special committee including members of the Senate Committees on Educational Policy, ROTC, and Student Affairs undertake a review of University-ROTC relationships. Such a study might well include the mission of the programs, their content and relationship to the academic programs, the obligations and proper role of the University as a land grant institution in relation to such programs, and the responsibility on the part of the federal government for support both of the programs and of the students participating."

The Committee is beginning its work with the collection of facts and statements of established procedures regarding ROTC programs. One of our most important concerns turns on the means by which the several colleges relate to the ROTC programs. We must rely on information provided directly from the individual colleges and request your assistance in obtaining for us and relaying to us answers to questions in two important areas:

A. Procedures for academic certification of specific courses offered within the ROTC programs.

As you may know, certain courses offered in ROTC programs have been certified through usual college procedures for regular academic credit in a department of the college. The courses thus may be taken by any University student as if the course has originated in that academic department.

Request A-1: Please identify any such courses presently offered by departments of your college.

Request A-2: Please describe the procedures by which such courses are (or could be) accredited by departments of your college. As part of your answer, describe the procedures which are (or could be) followed for systematic review of such course accreditation.

RECOMMENDATION 6: DIRECT AND INDIRECT COST OF ROTC PROGRAMS

We recommend that the University negotiate with the Department of Defense for adequate payment to cover all direct and indirect costs of maintenance and operation of the ROTC programs on a scale comparable to those allowances made by other agencies of the government of the United States.

RECOMMENDATION 7: CEREMONIAL OCCASIONS

We recommend that the University cease immediately the inclusion of uniformed military personnel in the ceremonial occasions of the University. Further, we see no reason to include the officer commissioning ceremony in the graduation exercises of the University. Provision should be made for the commissioning ceremony but not during the ceremony in which the academic degrees of the University are conferred.

RECOMMENDATION 8: INTER-UNIVERSITY COOPERATION

We recommend that the University initiate discussion within the framework of the Big Ten and other appropriate inter-university bodies to examine the possibility of cooperation in negotiating recommended changes with the Department of Defense.

B. Procedures for application of credits earned in ROTC programs toward degrees offered by your College.

In addition to courses accredited as described in A above, it has been common to many colleges to accept toward graduation credits earned in ROTC courses.

Request B-1: Please describe the present arrangement for accepting ROTC credits toward a degree in your college.

Request B-2: Please describe the procedures of your College by which decisions are made and reviewed for accepting ROTC credits toward a degree from your College.

In order that the Committee can make good progress in its discussions, could we have your response by May 19, 1969? Thank you for your assistance.

IV. MINORITY REPORT

While in agreement with the majority report in its analysis of the present ROTC program and in its conclusion that ROTC should remain within the University of Minnesota, and with Recommendation 2 to 8 inclusive, we disagree with Recommendation 1 and the parts of the Majority Report where Recommendation 1 applies. We believe the General Extension Division to be an inappropriate administrative location for ROTC.

The majority report states (p. 30) "We view our task as providing a liberal education to students, some of whom may become officers." To accomplish this desired objective for ROTC enrollees, an administrative location for ROTC should be found that will maximize interaction of ROTC and the liberal arts curriculum.

We therefore recommend that the three Twin Cities ROTC departments be reconstituted as programs within CLA on the Twin Cities Campus. We are not stipulating details of implementation, but suggest that a restructuring of the School of Public Affairs might provide the most appropriate locale for ROTC.

At the Duluth Campus, the ROTC Aerospace program is integrated into the University as a department reporting to the Academic Dean. The ROTC courses are processed through the Duluth Campus Curriculum Committee and receive the same review as other courses within the college. The ROTC activities are also treated in the same way as other departmental activities. The Duluth Campus relationship between the ROTC Aerospace program and other college departments and activities seems to represent the nearly optimum administrative situation needed to encourage and to foster the desired liberalizing and broadening influence of the University environment on military officer education.

On the Duluth Campus, placing the ROTC program in the General Extension Division would remove it entirely from the Duluth Campus administrative structure, for the General Extension Division reports to a dean on the Twin Cities Campus. **We strongly recommend that the UMD ROTC program be administered from within the Duluth Campus administrative structure.**

John M. Brostrom
James R. Codin
William S. Howell
Ralph W. Marsden
Paul G. Quie

SPECIAL COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS

Members Concurring in the Report:

Neal R. Amundson
Richard N. Blue
Ernest Coleman
Keith J. Ford
Warren E. Ibele
Richard A. Nelson
James H. Wertz
E. Adamson Hoebel, chairman

Members Submitting the Minority Report:

John M. Brostorm
James R. Codlin
William S. Howell
Ralph W. Marsden
Paul G. Quie

Member Dissenting:

Michael T. Meeks

Members Absent on Leave, Fall, Winter 1969-70

Ralph E. Comstock
Douglas C. Pratt

The report was amended by deleting paragraphs 4, 5, and 6 of IIIA.

XIII. REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY

The Senate Committee on Educational Policy requests consent to re-order the Docket for the meeting of the Senate, May 28, 1970, for the purpose of presenting for action an Item already printed in the Docket for the meeting of the Senate, June 4, 1970.

1. Reported for Action

The Senate Committee on Educational Policy recommends that the Senate approve the Report to the President of the All-University Special Committee on University-ROTC Relationships, previously printed in the Minnesota Daily, May 18, 1970, subject to two amendments as follows:

First amendment: that the paragraph at the bottom of page 11 of the Report, beginning with the words "The process . . ." and ending with the words "must recognize," be deleted and that the following be substituted therefor:

Responsible consideration of the ROTC issue requires prior attention to the legitimacy and role of armed force in international relations and in conflict resolution. What we say or do about ROTC programs cannot be divorced from our convictions concerning the use of armed force. No position on ROTC can be understood unless its relation to the larger issue concerning armed force has been explicitly clarified.

A military force for national defense has traditionally appeared legitimate and proper to all except the most dedicated pacifists. However, even the defense argument for military force is, in today's world, open to serious question in view of the following problems:

1. If our "national interest" is considered to be involved in struggles between, or political changes within, large and small countries in every part of the world, the use of armed force by the United States in these struggles raises a fundamental question: When is it legitimate for a nation to defend itself or another nation?
2. By virtue of modern technological development the only absolute and certain military defense would be through world domination, since massive defensive force cannot be distinguished from massive offensive force. If

it is legitimate for us to maintain a military capability to insure our defense, it is legitimate for other countries to do the same. The dilemma is posed that each would have the power to destroy the other.

3. A real and present danger exists that continued dependence on the military defense concept will destroy us by the economic and psychological strains it places on us or through resentment that would inevitably accumulate in the rest of the world.
4. An ethical problem that cannot be ignored is raised by the fact that military activity causes death and grave physical or psychological injury to civilians who have a right to life, health, and happiness. Such damage to these people violates the moral standards we set for ourselves and destroys our own humanity and self-respect. The view that such damage to others is justified if it is required to prevent its happening to us is repugnant to men of conscience.

These considerations lead us to the conclusion (1) that the military approach is inadequate and extremely dangerous in our present world, and (2) that a determined search for effective non-military means and methods in the conduct of international affairs and in resolving conflict is a categorically urgent need of our times.

However, as inadequate as military solution to conflict may be, we also recognize the uncomfortable necessity for the maintenance of a stable military force until such time as our search for other methods of conflict resolution produces realistic alternatives. Decreased dependence on military force will not come rapidly and in the meantime provisions for the training of officers remain necessary.

Second amendment: that Section IIIB on pages 13-17 of the Report of the Special Committee be replaced by the following:

The Senate Committee on Educational Policy recommends that the Senate approve the following two proposals and transmit them to the President and the Board of Regents with the recommendation that they be approved and implemented without undue delay:

- I. That this University join with other CIC institutions and other inter-university organizations for the purpose of concerted negotiations with the Department of Defense, as soon as possible, with a view to revision of ROTC contracts to conform with the actions recommended below.
- II. That without waiting for the results of the concerted negotiations recommended in the first proposal, the Regents of the University of Minnesota approve and adopt the following statement of principles and the following action. It is understood that the action recommendations represent goals to be sought by negotiation; that the action recommendations are to be implemented whenever possible during the period of negotiation; and that the action recommendations are to be fully implemented as soon as possible following the date on which this statement becomes the policy of the University.

I. Principles

- a) We recognize that there is such a diversity of conflicting views on the role of ROTC in the University community that no resolution of these conflicting views can be satisfactory to all;
- b) We recognize that a university has obligations to the society of which it is a part, and that these obligations can neither be dictated by society nor unilaterally defined by a university;
- c) We recognize the right of a student freely to elect an academically sound educational program leading to a bachelor's degree while at the same time participating in a military training program leading to an officer's commission;
- d) We reaffirm the proposition that the faculty alone are qualified to establish the criteria for and exercise control over the academic programs of the University;

- e) We affirm that courses, programs, and activities that do not carry credit toward a degree and that subserve military training are properly under the jurisdiction, control, and implementation of the military services, that such training courses, programs, and activities should be conducted or scheduled in such a way as not to interfere with the educational programs of participating students, and that all training programs and activities should be conducted off campus;
- f) We affirm the proposition that the University is obligated to fund all teaching of courses carrying credit for a University degree and all student personnel services formally accepted as a part of University programs;
- g) We recognize that students enrolled in University of Minnesota ROTC programs as of the date of implementation of the policy have the right to complete ROTC programs in which they are then participating. Further, we recognize that the University must honor all contractual arrangements in effect as of the date of implementation of the policy with respect to the several ROTC programs.

2. Action

The Senate authorizes, and the Senate Committee on Committees is requested to effect, the establishment of a standing student-faculty University Committee on University-ROTC Relationships. The Committee will report for administrative purposes to a committee composed of the Deans of CLA, IT, CBS, SBA, IA, Education, Law, and the Provost of the Duluth Campus and chaired in alternate years by the Deans of CLA and IT, and for academic purposes to the Senate through the Senate Committee on Educational Policy. Upon the establishment of the University Committee on University-ROTC Relationships, the presently existing Campus Committee on ROTC will be abolished.

The University Committee on University-ROTC Relationships will be appointed by the usual procedures appropriate for University committees and will have the following functions (to be considered the total extent of University-ROTC relations excepting those required by existing contractual relationships and unless modified by future Senate and Regents action):

Advisory and Policy Functions:

1. To serve as an advisory committee to the Vice-President for Academic Administration with respect to inter-university policies and relations between the University of Minnesota and the Department of Defense.
2. To formulate and report to the Senate, through the Senate Committee on Educational Policy, recommendations concerning policy changes regarding University-ROTC relationships.

Operating Functions:

3. To coordinate courses offered in regular academic teaching units on approval by regular collegiate procedures which may be required as part of an officer education program. Such courses would, of course, be available to all University of Minnesota students.
4. To propose new courses, not already available in the University, which are important to military officer education programs. Such courses may be offered only as regular courses, upon usual collegiate approval.
5. To publish documents and otherwise offer advice to University of Minnesota students regarding military officer education programs, especially to those students registered in regular University programs who also are engaged in military officer training programs.
6. To facilitate the retention of properly qualified military personnel in the teaching of regular University courses, subject entirely to the procedures followed and standards required by the teaching unit and college offering the course.

Comment on the Operating Functions (3, 4, 5, and 6 above):

To aid the committee in its work, the services of a staff may be required. Such staff, if required, is to be provided through University funds and may consist of properly qualified military personnel.

It is understood that the above functions imply that non-University courses and activities associated with military training programs, including commissioning ceremonies and military review activities, will take place off campus under the full administration and operation of the appropriate military service.

The University will encourage in every way the provision, by the Department of Defense, of direct financial support for students who choose to participate in a coordinated program of regular academic course work and off-campus training which would lead to a military commission at the end of, but separate from, the conclusion of baccalaureate work.

For Action

The Senate Committee on Educational Policy endorses in principle the establishment of a teaching and research unit in the field of conflict resolution. The Committee recommends that the Senate establish, through the agency of the Senate Committee on Committees, a Senate Task Force to investigate and study the feasibility and desirability of the establishment of a School, Institute, or other unit devoted to research and teaching in the field of conflict resolution, international and domestic, together with the possible relationship between such a unit and military officer education programs and the possibility or desirability of including such programs within such a unit, and to report to the Senate no later than the regular meeting of the Senate during the Winter Quarter, 1971.

ROBERT S. HOYT
Chairman

Approved, June 4

2. Reported for Action

THE DEVELOPMENT OF THE GENERAL COLLEGE 1970-1980

The future of the General College should be viewed as part of a commitment—a commitment by the people of Minnesota to education beyond high school for the many. When the states Higher Education Coordinating Commission proposes that, by 1985, 85% of high school graduates should have the opportunity to continue their education primarily in public institutions, the Commission reflects this commitment. Dramatic increases in legislative support for the state junior colleges reflect it again. Thus, a key question facing the state, and its systems of higher education, is how to make higher education accessible in Minnesota to those who, in increasing numbers, will seek it. For although estimates of the magnitude and rate of growth vary, no one is predicting that fewer students will seek education after high school in 1980 than were in 1970.

Conservative projections suggest the increase in numbers can be accommodated by expanding existing institutions. Other projections, however, predict the need for new institutions. Nevertheless, those studying the problem agree that capacity to accommodate sheer numbers will not of itself provide greater access to educational opportunity. (In the Twin Cities area particularly, the relationship between availability of space and availability of opportunity will soon become a critical problem.) A recurring theme in studies of higher education—in Minnesota as elsewhere—is the need for experimentation with new models. Education's house does not lack advocates of change—each crying his own particular version.

Some of the more recent proposals for change have been: to bring all two-year post-secondary programs in Minnesota under the governance of a single board; to establish a free-standing upper division college in

the Twin Cities; to locate a new comprehensive four or five year state college in the same area; to convert a metropolitan junior college into a baccalaureate institution; to expand the upper division capacity of the University, particularly on the St. Paul campus; to expand the mission of University College; and to modify the General College so that included in its programs are some at the baccalaureate level.

This paper is a response to the proposal mentioned last. In February of 1970, the Vice Presidents requested the General College to "enter into discussions with representatives of Central Administration and appropriate Senate committees concerning the feasibility and possible form of the proposed expansion of G.C. mission and function."

Since the decision to modify the College is a major one, not only for the College, but for the University, and thus for the State, it is important to make clear the position taken by the General College with regard to its future role and function. This position can be stated in relation to two basic issues: (1) The need for change, and 2) Modification of General College as a desirable response to the need.

I

The Need for Change

One factor underlying the persistent demand for experimentation and change in higher education is the growing awareness that traditional baccalaureate institutions no longer fit the needs and aspirations of large numbers of students. This is made clear by one study after another of student unrest, alienation, and dissatisfaction, not to mention the direct demands for reform by students themselves. In the University the recent proposals for modifying University College and establishing a new experimental college stem in large part from student and faculty dissatisfaction with traditional undergraduate programs.

Another underlying factor, not so widely discussed perhaps, but of even greater long range significance, has been the emergence of a stratified system of higher education.

No doubt it was an awareness of this problem that prompted President Moos to declare in a recent speech that establishing "parity of relationships" must receive high priority as Minnesota's systems of post-secondary education develop in the 1970's. Dr. Moos said:

There cannot be, during the seventies, any continuation of a big-brother syndrome. As systems and institutions mature, they must be accepted into full partnership in educational endeavors. We must not create a layer cake of institutions exclusively concerned with different segments of our population. Rather we must seek a marble cake relationship—sharing missions and students of differing abilities and permitting them to move in a mobile market of educational opportunity.

If stratification of higher education were simply an efficient division of labor which avoided expensive overlap and duplication, it might well be justified educationally. But a stratified system of education is not merely an academic matter. Linked with stratification of functions is stratification of status: the layer cake mentioned by President Moos. In the United States, 1970, it is axiomatic in the public mind that access to post-high school education is the key to economic and social status, as well as to economic and social mobility. Any system of stratification, therefore, which at some point denies educational opportunity will be interpreted as a denial of economic and social opportunity, even if in fact such is not the case.

Furthermore, the stratified system has recently revealed its weakest links—the links that should connect the institutions making up the various layers. Noting that the educational patterns of junior colleges are by design not those of existing state colleges or the University, Dr. Mitau, chancellor of the state college system, asserted before the HECC that

"too often senior institutions are insensitive to the purposes of the junior college and unwilling to make the necessary efforts to accept a maximum number of credits that properly fit into a baccalaureate level education." "In order to facilitate this transferability of credits," Mitau continued, "there needs to be a respect by the senior institution for the wide diversity of purposes and students in the junior college upon which can be based a meaningful, forward looking articulation policy."

The diversity just mentioned, particularly with regard to student characteristics, must be taken into account when assessing the need for change. The near future will find over 50% of college freshmen and sophomores enrolled in junior colleges. These are the many to whom a commitment has been made.

In the metropolitan area, if the University follows the HECC proportions of $\frac{1}{3}$ lower division, $\frac{1}{3}$ upper division, and $\frac{1}{3}$ graduate and professional enrollments, by 1980 the University will decrease its total lower division enrollment compared to 1970 by 800. On the other hand, by 1980, junior colleges, or some other lower division facility, will need to accommodate 27,800 students more than in 1970. Obviously, most of the lower division enrollment in the metro area will be outside the University. But unless this group of students turns out to be different both from the typical junior college student, and the typical General College student, about 90% of them will have as their major educational goal transfer to a baccalaureate program.

There is evidence that the typical graduate of a junior college or two-year program such as the General College is in some respects different from his counterpart who began as a freshman in a four-year institution. He differs, however, not so much in his abilities as in his stated goals and interests. The American College Testing Service study of the junior college student (December, 1969) reports:

Two-year college students were found to be less able academically than their peers at four-year colleges. While test scores and high school grades both suggest this, they also show considerable overlap of the students at the two types of colleges. Many two-year college students have higher aptitude than the average four-year college student; conversely, many four-year college students have lower aptitude than the average two-year college student.

The difference between the two-year college student and his peer in the four-year lower division with regard to goals and aspirations was emphasized by Dr. Robert Altman, an expert on the upper-division college, who told the HECC that the "junior college transfer student has special needs and desires which must be met by upper division schools." If given a choice, a junior college graduate will choose a professionally-oriented, rather than a pure science school; he is "now" oriented, rather than "defer" oriented; and he is concerned with a baccalaureate degree that will lead directly to employment rather than to graduate school. The most recent studies of General College students (January, 1970) suggest that they closely resemble the two-year college students studied by ACT and by Altman.

In the minds of many who accept the layer cake approach, access to a terminal non-baccalaureate program should be sufficient opportunity for the majority of high school graduates. This is not self-evident to a majority of two-year college students. Indeed, there is little evidence the typical two-year college student plans to conclude his education with a terminal associate in arts degree. Quite the contrary. Only 10% of the entering students in the ACT group reported as the highest level of education they planned to complete a junior college degree. The January, 1970 study of GC students confirms this finding. Less than 20% of the first-year students queried indicated a preference for completing their education at the second, or even at the third year of college. The powerful social and family pressures that produce this level of aspiration among two-year students has been referred to in the previous discussion of stratification of status and opportunity.

It is often said, in response to the plans and aspirations of these thousands of average students, that their plans and aspirations are unrealistic. The standard response is contained in the ACT study: "Perhaps two-year colleges could encourage students who are unlikely to be able to transfer to think more realistically about their futures." But it is important to emphasize that attempts at re-orientation have thus far been unsuccessful. As the ACT researchers admit, "it is clear that very few students have been 'cooled out'—lowered their aspirations—during their two-year college career."

The point just mentioned leads to an interesting question: should it be a primary mission of the public two-year colleges to "cool out" the majority of their students? A somewhat unflattering way to phrase the layer cake answer would be to say, "If they must have cake, let them eat cake, but let it be the bottom layer." (It is interesting to speculate on what happens to the top layer if the bottom layer disappears.)

Against this background, it is not self-evident that the residents of the metropolitan area will find convincing the reasons given for controlling the lower-division enrollment of the University. Nor is it obvious that any attempt to escalate admissions standards at either the lower or upper division level will stand the test of public pressure. Be that as it may, it seems clear that shifts in the pattern of enrollment in the University must be made with a clear understanding of the students who are really out there—their abilities, their needs, their aspirations, and their potential. Otherwise the spaces provided may be filled with the wrong people, assuming with the Kegler Task Force Report that the University could accommodate the metro upper division demand through 1980. Unless the University is prepared to divorce itself from the two-year college student, it must at the very least experiment with new ways to provide appropriate patterns of extended education for them. Put bluntly, the University can ill afford to proclaim as a priority for the state a "marble cake relationship—sharing missions and students of differing abilities and permitting them to move in a mobile market of educational opportunity, if the institution itself does not undertake to find ways to make such a relationship a reality.

Nor can the University encourage others to become student centered as well as discipline centered unless, as the major academic institution in the state, it is willing to experiment with models that have as a basic purpose "maximizing human potential."

From the statements by President Moos, by the Vice Presidents in the St. Paul Prospectus, and in the Kegler Task Force Reports, the General College concludes that administration of the University is encouraging experimentation with new models. The administrative officers of the University seem convinced that no matter how the enrollment problem is solved with respect to numbers, simply doing more of the same will not solve the problem of access to greater opportunity. Admitting students to programs they do not fit is not the way to expand educational opportunity. The rationale for change in institutions, as in programs, must be that, better than existing ways, the new patterns will solve the problem of appropriate programs for the two-year college graduate who wishes to pursue a bachelor's degree.

No matter what plan, or plans, of action are adopted to provide access to higher education, the foregoing analysis of the need suggests that a critical part of the total response by Minnesota higher education must be to devise new programs that provide a quality education which is unique to the average high school graduate, suitable for students who have non-professional, or non-specialist goals, and is adapted to those who, thus far, have made less than spectacular academic records, but who in often surprising numbers, and in intriguing ways, rise above the estimates of their potential if given the right opportunity.

II

Modification of the General College as a desirable way to meet the need

It is possible that the simplest, most direct, potentially most advantageous way for the University to attack the problems outlined in the first section of this paper would be for the General College to emphasize during the next decade, in addition to its terminal associate in arts programs, the development of experimental third and fourth year programs, some of which would terminate with a General College bachelor's degree.

By philosophy and by experience, the College is well-equipped to respond to the needs of the typical two-year college student. Perhaps more than any college in the state, the General College has developed an empirical base for devising programs that, for 38 years, have been specifically addressed to this group—its present student population. Without establishing a new institution, the state can, through the General College of the University, organize the elements of post-secondary education in new and unique ways—ways that might later be found useful as new institutions are developed.

The College already contains these elements, or has access to them. This makes the present GC program unique as these elements are now employed. But none of these, or the manner in which they might be combined need be limited to two-year programs: open admission need not; a free-choice curriculum need not; nor monitoring each student's individually planned program of study with a system of advising and counseling. A comprehensive testing program to identify student characteristics and verify academic achievement both of breadth and depth need not be limited to two-year programs. The variety of existing combinations of general and occupational education, the combinations of classroom experience, supervised field-work, internships, and independent study are all applicable in programs that go beyond two years.

The range of supportive services provided for students who, for one reason or another, enter the University at a disadvantage does not in principle end at the second year; nor do the internship programs for prospective college teachers and counselors. The research center which coordinates, and assists with research and evaluation in the College need not limit its activities to two-year programs. And finally, it is not principle, but practice which places boundaries on the existing combinations of General College resources with those of other University units, and other institutions.

Consequently, the General College welcomes the opportunity to modify practice and begin experimenting with new programs. Doing so will extend the educational opportunities of its students, and its faculty. The guidelines the College proposes to employ in developing new programs are as follows:

A. Basic Policy

- 1. General education will continue to be the core of the total program.**
- 2. The College will continue its two-year Associate Arts program.**
- 3. On-going evaluation of the programs and mission of the College will be an integral part of that mission.**
- 4. Students, faculty, and administration will share in the formation of policy.**
- 5. Expansion of the mission of the General College should be contingent upon necessary funding.**

B. New Forms: A Commitment to Experimentation

- 1. Planning of future programs may include, but should not be circumscribed by, such categories as credits, hours, grades, divisions, levels, or course.**
- 2. The approach to new programs should be pragmatic and pluralistic. Not one model, but a variety of models will be used in developing quite various certificate and baccalaureate programs.**
- 3. Better, more expedient, means of initiating change should be developed so that programs and activities do not become embalmed.**
- 4. Stronger programs of orientation, counseling, and advising should be developed, and students should participate in their development and operation.**
- 5. All programs in the College should be articulated so as to provide maximum educational and occupational mobility for students.**
- 6. The College should not simply extend its present program but should launch out on genuinely new bachelor's degree and certificate programs which do not duplicate those now available in the University.**

C. The Students

- 1. Freshman admission policy should remain one of open admission with reliance on our stratified sample system if applications become too numerous. Students should represent a wide range of abilities, interests, talents, and social, ethnic, and economic backgrounds—a rough cross-section of American society.**
- 2. Admission to any program beyond the A.A. degree should draw from all students groups for whom the programs of the College are appropriate with reliance on our stratified sample system if applications become too numerous.**
- 3. Enrollment in the College should not by 1980 exceed 4,000 which approximates the enrollment in recent years and is compatible with its mission.**
- 4. Students should participate more fully in the development of policy and curriculum, making as many of the decisions about their own education as possible.**

D. The Curriculum

- 1. Both the free-choice curriculum of the College and combination programs should be continued.**
- 2. The curriculum of the College should be the joint responsibility of students, faculty, administration, and such outside groups as may be appropriate as, for example, in the development of occupational or community programs.**
- 3. The development of a living-learning center with housing, academic, and leisure facilities should be promoted.**
- 4. A capacity for evaluation and change should be essential to new courses and programs.**
- 5. The ideal for evaluating performance—for students and staff—should be criteria clearly based on the goals and purposes of the College and related to its unique function.**

6. New methods of evaluation should be sought, and each student or group of students should be allowed to choose from a broad spectrum of methods of evaluation.
7. Special and occupational programs should be integrated with general education.

Traditionally, the mission of the University has been defined in terms of teaching, research, and public service. As a part of the University, the General College should make a unique contribution to the role and purposes of the University. Changes in the College, therefore, should be viewed in light of their possible advantages for the University as a whole. The following seem to be advantages for the total University of modifying the mission of the General College. Modification could:

1. Provide a means to experiment with different degree and certificate programs in an environment free from undue public and political pressure. Within a single unit of the University, innovation and experimentation with curriculum, student services, articulation among levels and types of programs, and the relationship of these to various institutions might be undertaken in ways not possible for free-standing institutions that have neither the resources, nor the shelter of the University.
2. Provide the University with a way to fulfill its commitment to expand educational opportunity for students for whom existing bachelor's degree programs are not appropriate—including many graduates of junior colleges and vocational-technical institutes, as well as individuals who, for a variety of reasons, are at a disadvantage when they enter the University.
3. Provide a unique opportunity to demonstrate the viability of the "marble cake" approach to higher education. The variety of backgrounds and experiences which General College students bring to higher education is a rich educational resource for the University. Modification of the General College to include bachelor's degree programs could establish in the State—in a critical population area—a college model whose basic education to the problems of citizens and community as these continue to change; whose students represent all segments of society; and whose programs have as their goal the individual maximizing his own potential.
4. Provide a unique opportunity to explore better ways of integrating teaching, research, and public service as the College devises new patterns of cooperation among faculty, students, and members of the community in designing educational programs not only on campus, but in the larger community.
5. Provide a unique opportunity to experiment with new ways to satisfy the liberal education requirements of the University.
6. Provide alternative ways in which Extension Division students seeking bachelor's degree might earn one.
7. Provide greater freedom for the College and its students. Having its own three-year and bachelor's programs would render the College less subject to the influence of other units of the University. GC programs could be developed on the basis of educational issues and research to a greater extent if GC students have educational alternatives other than transfer. As it now stands, the program of the College is unduly truncated both for students and for faculty.
8. Provide a different cross-college opportunity for University College students.
9. Provide, if the experiments and innovations are successful, new patterns and procedures for college programs which might be emulated by colleges and universities elsewhere.

A concluding remark. The University of Minnesota system enrolls a cross-section of the states post-high school students. Within the system are units representing the total spectrum of post-secondary education—two-year collegiate occupational and technical programs; two-year general education programs; the range of baccalaureate, professional, graduate, and post-doctoral programs. Although it would be wasteful for the University to duplicate in depth programs which can be developed and offered in other systems, as a major state and national educational resource, the University has an obligation to maintain a representative sample of all student groups, and a pattern of program models designed, to meet the needs of its own students, as well as for export to other institutions. Not to do so is to abandon the marble cake concept to that of the layer cake.

It is only as a comprehensive and representative system that the University can best fulfill its state and national role. The extent to which the University becomes separatist and elitist will be the extent to which the gap is widened between the University and its constituency. As a land-grant institution, the University cannot afford to be separated from its roots in the teaching, research, and public service needs of the citizens of Minnesota. Unlike the University of the past, the University of the future may be judged distinguished not on the basis of what it has done for the few, but on the basis of what it has done for the many. As part of its program to make the University accessible to the whole spectrum of Minnesotans seeking higher education; to serve the educational needs of by-passed populations; to respond to new manpower needs as they emerge in the community; to provide additional educational opportunities for the two-year college graduate; and to experiment with ways of involving students and faculty in meaningful experiments aimed at improving college teaching and curriculum, the Senate Committee on Educational Policy moves that the Senate approve the policies and proposals in "The Development of the General College 1970-1980" and recommends that the Regents of the University authorize the Faculty of the General College to develop experimental programs leading to appropriate bachelor's degrees or certificates, such programs and degrees or certificates in each case to be submitted for Regents' approval.

Approved, June 5

3. Reported for Action

The Senate Committee on Educational Policy joins with the All-University Council on Liberal Education in endorsing "The All-University Policy on Liberal Education" and in recommending that the Senate approve this statement of policy.

The All-University Policy on Liberal Education

The All-University Council on Liberal Education reaffirms the aims of the policy statement passed by the Senate in 1965. After study and discussion during the 1969-70 academic year,* the Council has recast the policy statement in an effort to make the intent clearer and to elicit imaginative proposals from the colleges for the development of liberal education.

The 1965 statement was implemented throughout the University. At that time it was noted "Experience in the use of this framework may demonstrate the need for modification and the Council stands ready to undertake changes as they seem warranted." The Council presents this report in the spirit of that statement and endorses the need for future reconsideration. The proposed new statement consists of two parts: (I) Policies proposed for action, to be applied in all colleges of the University offering Bachelor's degree programs and, (II) Interpretations of the policies. Under "Policies proposed for action" attention is especially directed to the restatement of the objectives of liberal education (2 below), the invitation to colleges to propose alternative ways of achieving these objectives (3 below), and the identification of specific educational goals that colleges are asked to achieve (4 below).

*In addition to extended discussion of this policy within the Council, a seminar was convened to discuss it last February. Colleges and campuses were represented at the seminar by both faculty and student representatives. An account of that seminar and a summary of discussion is attached as an appendix to this report.

I. Policies Proposed for Action

1. All colleges should include as part of their published formulation of programs leading to the Bachelor's degree a statement concerning the objectives of liberal education and its importance in the program of the college. A model is presented in Section II of this report, but colleges may modify it to make the statement consistent with the general manner in which the college describes its purposes and programs.

2. In its broadest sense a liberal education frees us from the limitations placed by ignorance on our powers of judgment and choice. Put in another way, a liberal education leads to the acquisition of a critical awareness applicable to a wide range of problems associated with the intellectual life, with our own and other cultures, with the community, and with inter-personal relationships and self-awareness.

The ways of knowing and kinds of knowledge that mark the thought and action of the liberally educated person include some skill in managing the instruments of inquiry and communication; some significant knowledge about nature, life, society, and man's artistic and philosophic achievements; some understanding of the methods and purposes of humanists, natural scientists, and social scientists; and some command of a field of knowledge or an area of scholarly concentration.

All Bachelor's degree programs should require students to present evidence of study and/or competence leading to the general objectives outlined above. These objectives are descriptive rather than prescriptive. Since no single set of liberal education requirements will be suitable for all students, the Council welcomes proposals for alternative ways of fulfilling the objectives. The historic way of fulfillment is that of distributive study, an example of which appears in section 3(B) below, and all colleges should offer such an option among their alternatives.

3.A. Colleges are asked to furnish the All-University Council with their own ways of fulfilling the objectives. Proposals should be drawn up in such a way as to demonstrate clearly the procedures by which candidates for Bachelor's degrees will satisfy requirements for a liberal education.

The All-University Council will review proposals from colleges. Proposals will become operative when approved by the Council. The Council reserves the right to review standards for validating fulfillment of the liberal education requirements.

B. Colleges may propose fulfillment of the objectives by meeting or exceeding the requirements of the following scheme, based on four categories of knowledge and their major subdivisions, as follows:

1. Communication, Language, Symbolic Systems
 - (a) English and foreign language communication skills
 - (b) Linguistics, rhetoric, logic, and philosophical analysis
 - (c) Mathematics
2. Physical and Biological Sciences
 - (a) The physical universe
 - (b) The biological universe
3. Man and Society
 - (a) The analysis of human behavior and institutions
 - (b) The development of civilization: historical and philosophical studies
4. Artistic expression
 - (a) Literature
 - (b) The arts

The liberal education requirement should meet or exceed the following floors and/or provide procedures validating a level of student competence and understanding equivalent to that which might be reasonably achieved by effective use of the credit hour requirements.

- i. Ability to write clear and effective English prose, to be certified by the college either through an appropriate course requirement or by other means.
- ii. Ten additional courses (40-50 credits) distributed among the four categories of knowledge with no fewer than two courses (8-10 credits) in each, exclusive of courses that satisfy (i) above. There should be a clear statement of the courses acceptable for fulfilling this requirement.
- iii. Study of a subject or field in depth as a major concentration. Where appropriate some of this work can be used to satisfy part of (ii) above. Included here should be some study likely to give the student perspective on the historic and philosophical significance of the type of enterprise represented by the major concentration.

The distribution floors are not intended to be exclusive of the major. Some colleges may wish to frame their liberal education requirement by categories or subcategories lying outside the major.

In many colleges, major requirements can be used to satisfy some of the requirements of (ii) above. If, for example, a college assumes that its majors will inevitably take four courses (16-20 credits) in one of the four categories, the minimal requirement of the Council would be met by a requirement of six courses (24-30 credits) in the remaining three categories.

Where students are offered the option of fulfilling all or any part of the liberal education requirement by examination or other means, a clear description of these procedures should accompany the statement of the requirement.

4. In designing proposals for achieving liberal education, colleges are asked to study the practicality of developing policies and procedures which will help to achieve several desirable goals enumerated below—goals affirmed by discussions in the Council and in a faculty-student Seminar on All-University Policy on Liberal Education, held under Council sponsorship during winter quarter, 1970. The Council is concerned that these goals be achieved, and asks colleges to inform it as to the actions they will take in achieving these goals.

A. A commitment to and a redefinition of the role of faculty adviser: the knowledge he must possess about University programs and of the many options for satisfying the liberal education requirements; the educational promise of the adviser-advisee relationship; the development of a reward system which recognizes the importance of performing responsibly as a faculty adviser.

B. Placement of a significant part of the student's study in areas outside of his major concentration in the last two years of the student's undergraduate experience.

C. Provision for making courses available to the nonspecialist, at both the lower division and the upper division level, making space available for him in courses usually reserved for majors, and, wherever feasible, removing course prerequisites.

D. Review of introductory courses, with particular attention to inclusion of current issues and concerns being addressed by experts in the field, to techniques being employed, to the values, responsibilities and rewards found in the discipline. These courses might try to be responsive to the question—what does it mean to be scholarly and expert in this field? Such review might stress avoidance, wherever possible, of omnibus, encyclopedic, or "dictionary" approaches.

E. Consideration of the offering of introductory courses appropriate for non-specialists either parallel to or the same as those courses available to prospective majors.

F. Development of interdisciplinary courses or programs, tapping the resources of University Centers or of several departments or colleges with the intent of fulfilling a broad segment of the liberal education requirement.

G. Inclusion of some study likely to assist the student in perceiving his own contemporary culture in comparison to and contrast with cultures removed in time, space, and world view.

H. Attention to the desirability of studying both the physical and biological sciences and their impact on society.

I. Development of some educationally valid curricular patterns which depart from the traditional classroom approach: off-campus independent study, scientific expeditions, internship experiences, living-learning experiences, foreign travel, directed study, etc.

J. The development of some examination techniques which depart from traditional classroom examinations: self-evaluation devices, evaluation by peers, evaluation by community experts, oral examinations, reports in the form of journals or logs, artistic compositions, musical recitals, etc.

5. These policies will be effective in fall quarter, 1970 and until such time as they are acted on by colleges and the Council, presently existing requirements will be in force. If a college faces insuperable obstacles in developing proposals for acceptance by spring quarter, 1971, it is asked to request a "delay for cause" from the All-University Council.

II. Interpretations of Section I

1. Policy Statement No. 1.

A suggested form for the statement on the purposes of liberal education follows:

The University of Minnesota believes that all of its students, whatever their area of specialization or their vocational goals, should hold in common the search for a liberal education. In the broadest sense a liberal education is one which frees us from the limitations placed by ignorance on our powers of judgment and choice. More specifically, a liberal education asks of us that we seek control over the general intellectual instruments for acquiring and communicating knowledge, primarily the instruments of language and number; that we seek understanding of the ways in which scientists contribute to man's knowledge of himself and his environment; that we seek historical and philosophical perspective on the nature of our own lives and the world in which we live; and that we seek appreciation of the creative insights into life and nature provided by literature and the arts. To help students achieve the goals of liberal education, the College of expects each student to distribute some part of his course work in areas of study other than those most closely linked to his specialized or vocational interests.

2. Policy Statement 2-A.

The Council's proposal for a liberal education requirement (see I. 3. B.) uses only the four major categories of the system. Colleges, however, may wish to go beyond the Council's floor in specifying certain subcategories in their liberal education requirement.

3. Policy Statement 2-B.

In setting a two-course floor (8-10 credits) for each of the four major categories, the Council notes two important limitations. First, the floor may, in the judgment of a given college, be inadequate for some of the categories. The difference between the ten-course requirement and the two-course requirement for each of four categories is designed to encourage colleges to place additional emphasis at points they think particularly crucial to the liberal education of their students. Second, the two-course floor does not represent a judgment of the Council that all areas of study are of equal importance. Judgment as to the relative importance of the various categories can and should be exercised by the college faculties and may, in the presence of additional evidence, be expressed in policy proposals to the Council.

4. Policy Statement 2-C.

The colleges will furnish the Council lists of courses judged available and suitable for fulfilling requirements in any of the categories and subcategories. This listing, which will be distributed by the Council to the colleges, will serve as a guideline for colleges preparing their own requirement specifications.

Approved, June 5

GOVERNANCE AND STRUCTURE OF THE HEALTH SCIENCES UNIVERSITY OF MINNESOTA

3. Reported for Action

The Regents of the University of Minnesota are persuaded that the present trend to a multi-professional or health team approach to the delivery of health care will be extended. This trend has become apparent in the cooperative approach to the education of health professionals. For some time informal coordination of these efforts particularly in the planning for the expansion of the Health Sciences Center has been facilitated by the Council of Health Science Deans and Directors. It appears desirable and necessary to formalize this arrangement and accordingly it is now proposed that a Health Sciences Center be established which will serve as an over-arching organizational unit for the several health sciences.

Mission

The Health Sciences Center of the University of Minnesota should assume leadership in developing programs to meet the needs for health care throughout the state. A continuing mandate is to remain in the closest contact with the people of the state to perceive their health needs in their own terms. There should be a continuing dialogue with the community, in order that the Center may outline possibilities, methods, and practicability of meeting the health needs expressed by the public sector. These programs should be comprehensive and must maintain the high quality of scholarship on which the reputation of this University is based. They must include:

1) **Education of the trained professionals** required to fulfill the health care needs. The educational facilities and programs must provide the interdisciplinary training and experience essential for the provision of comprehensive health services throughout the state. It is emphasized that there should be a comprehensive approach to the patient, recognizing the potentialities of the health team concept. The programs must be organized so the student acquires the necessary skills, attitudes and principles of knowledge to enable him to give the best possible care.

2) **Research to advance the health sciences.** This in the broadest sense should include basic biomedical research, investigation of the normal functions of the human body and mechanisms of disease processes, factors contributing to prevention of disease and maintenance of health, studies of methods of organization and delivery of health care in relation to community needs throughout the state, and studies of the process of communication and education through which the effectiveness of the Health Sciences Center may be increased.

3) **Providing health care to the people of the state.** This function should be closely correlated with educational and research functions since each is supportive of the other. The University Hospitals and Health Science Clinics programs should provide the facilities and resources through which exemplary models of health care programs can be tested and the delivery of comprehensive health care services can be used as a teaching laboratory and demonstration model for all the health professions. To obtain the most effective delivery of health care requires that opportunity be widely available for the maintenance of the competence of the practicing health science professionals. Direct patient care is an essential method for maintaining the educational proficiency of the faculty and for establishment of appropriate educational relationships with community health professionals throughout the state.

In achieving the various segments of the foregoing mission the Regents will undertake to develop the resources commensurate to the commitment of the Health Sciences Center to the people of the State of Minnesota.

Health Sciences Administrative Structure

Throughout its history the University of Minnesota has operated as a single institution with all academic units responsible to the President of the University and through him to the Board of Regents. The close working relationships which this unity has fostered have strengthened the University and have been a major factor in its development as an institution of great stature among the universities of the world. The close interaction among the many disciplines has been a source of strength and has permitted this University to develop scholastic cohesiveness. Several units of the Health Sciences have strong ties to discipline in other parts of the University, e.g., psychology, engineering, biology, etc. In a team approach to the delivery of health care such disciplines as education, anthropology, sociology, nutrition and economics will need to be involved. These relationships will be most durable and the Health Sciences will thrive best if the Center remains integral to the University rather than standing apart. For these reasons the Regents believe that the organization and governance of the Health Sciences should be sought within a framework which maintains the strength of the Health Sciences as an integral part of the University. As in the case of all major universities, it has become necessary for operational purposes that the President delegate responsibilities to Vice Presidents in order to develop a proper functional framework for various operational and academic units. The Regents of the University of Minnesota have been charged with unusual responsibility for the development of the University by the people of the State. It is the Regents' responsibility to present the general needs of the University to the Legislature and to determine the distribution of the means provided to meet the objectives of the University. The effective exercise of the responsibility given to the Regents has been a major factor in bringing the University to its present eminence.

The unity of the University should not be given up lightly to achieve short term special advantages for any particular unit of the University. Indeed circumstances which at one point in time appear advantageous in this respect can, at another, be disadvantageous. Some arguments have been presented that status for the Health Sciences essentially independent of the University as a whole will provide optimal circumstances under which the Health Sciences can fulfill their mission. The Regents believe, however, that both in the short and long term the Health Sciences will thrive best and most effectively accomplish their mission as units within the University.

For these reasons the Regents propose that the Health Sciences be headed for administrative purposes by a Vice President for Health Sciences Affairs. This Vice President shall have the responsibility for developing goals and operational plans in conformity with the missions of the Health Sciences and for developing inter-Unit collaboration in fulfilling the missions of the Health Sciences. He will be the principal line officer for the Health Sciences to whom all Deans and Directors in these fields will be responsible. He will represent the Health Sciences and be the adviser to the President, Board of Regents and within the councils of the Central University administration in matters pertaining to the missions and operations of all health sciences programs of the University wherever they are situated in the State. The Vice President for Health Sciences Affairs will report to the President who will, where appropriate, delegate operational aspects of the programs to other officers of the Central Administration.

The Vice President for Health Sciences Affairs in cooperation with the Deans and Directors of the Health Sciences Units shall have the responsibility for developing a coordinated resource request for all Health Sciences. The Regents and President, acting through University policies and procedures, will allocate resources of funds and space to this Vice President in response to his request. The Vice President, after consultation with appropriate University officers and with such advisory bodies to the Vice President as may be established, shall have the responsibility for allocation of these resources to the individual Health Sciences Units. The Vice President for Health Sciences Affairs will delegate to the Deans and Directors in this area the responsibility for deployment of resources assigned to the respective Units to meet the objectives of the Units consistent with University standards and policies.

The proposed organization of the Health Sciences Center will require dissolution of the now existing College of Medical Sciences. The present Schools of Public Health, Nursing, the Medical School, and the University Hospitals will become constituent units of the Center headed by Deans with the exception of the University Hospitals whose administrative officer will bear the title of Director. The College of Pharmacy and the Dental School will be joined in the Health Sciences Center as units with those named above. It would be appropriate to designate these units in uniform style either as schools or colleges. The principal administrative officers of each of these units will be directly responsible to the Vice President.

The Regents recognize the multi-lateral relationships in which the College of Veterinary Medicine is involved. The affairs and activities of the College of Veterinary Medicine will be important to the Health Sciences and vice versa. It is proposed that the Dean of the College of Veterinary Medicine carry adjunct status in the Health Sciences Center to facilitate coordination and cooperation but that the status of the College otherwise remain as it is at present.

The location of the Departments of Mortuary Science and the History of Medicine, presently reporting directly to the Dean of the College of Medical Sciences, will need to be determined by the Vice President for Health Sciences Affairs.

It is assumed that the Vice President for the Health Sciences will establish a number of advisory groups for purposes of planning and coordination of the various areas of activity within the Health Sciences. Specifically, for administrative purposes, it is assumed that there will be created a Council of Deans and Directors who will serve the Vice President in a cabinet capacity. It is also assumed that the office of the Vice President will require the appointment of a number of assistant and associate officers responsible for major Center-wide functions.

The External Visiting Committee in its report made the following statement about the responsibility of the Center:

"The Center has a continuing mandate to remain in the closest contact with the people of the state to perceive their health needs in their own terms—not necessarily as perceived by the professional. Indeed, the Center can make a major contribution by engaging in a continuing dialogue with community, Regents and legislators. A new pattern of professional-public interchange can be generated. The professional becomes the expert witness who outlines possibilities, methods, and practicability of meeting the health needs expressed by the public sector. The professional provides the data so that rational public policies can be adopted from among recognized alternatives. The choice of goals—the distribution of resources between health and other social purposes—remains with the Regents and the public. This having been done, University administrators, faculty, and students will be able to interpret and implement the mission of the Health Sciences and will be able to work together toward a common goal."

The Regents, therefore, recommend the establishment of a committee advisory to the Vice President broadly representative of the professions related to the health sciences and including representation for the public. They propose that this committee be appointed by the President of the University from nominations submitted by the Vice President with the advice and counsel of the Health Sciences Deans and Directors. It would be appropriate for the Advisory Committee to concern itself in the role described by the External Visiting Committee.

Basic Health Sciences

The Regents are mindful of the concerns expressed by the Health Sciences Units outside the Medical School that their needs have not been fully met by the Basic Health Sciences, presently constituted of the departments of Anatomy, Biochemistry, Microbiology, Pathology, Pharmacology and Physiology. They are also aware of the long and important relationship between the basic sciences and the Medical School which has strongly influenced the developments in clinical medicine. It is not the wish of the Regents to disturb this close relationship but to seek arrangements which will provide for closer liaison with the other Health Sciences Units which will insure that their needs are more fully realized and met.

The Regents propose that the Basic Health Sciences remain integral to the Medical School. A coordinator for the basic sciences with an academic appointment appropriate to his discipline should be designated to serve as a staff officer to the Vice President to define over-all basic science needs for all units of the Health Sciences. The coordinator shall have the specific responsibility for seeing

to it that the basic science programs effectively serve the programs of all Health Sciences Units. He and appropriate members of the Basic Science Faculty might properly hold faculty status in units other than the Medical School.

The Regents are particularly concerned that the needs of the Health Sciences Units outside the Medical School be well served and accordingly propose that a review of the effectiveness of the arrangements proposed be carried out after a suitable trial period.

Allied Health Professions

There is need to encourage development of new programs in the allied health sciences in order to meet the requirements for the delivery of health care throughout Minnesota. Each Health Sciences Unit which now trains allied health personnel will continue presently established programs in their existing locations. As programs for new types of allied health personnel are developed, each curriculum should be organized within the collegiate unit and department which relates most closely to the role which such allied health personnel will serve in delivery of health care.

In each of the Units in the Health Sciences which trains allied health personnel an Administrative Officer, drawn from the faculty, shall be assigned the responsibility for coordinating allied health training programs, providing a central source of leadership, promoting the development of new training programs as needed and acting as staff adviser to the Dean on policy related to allied health personnel within the Unit. This Administrative Officer shall act as Chairman of a Council of Allied Health Sciences Professions which shall be composed of a representative from each of the allied health training programs located in that Unit (Dentistry, Medicine, etc.). This Council is assigned the responsibility for development of appropriate coordination between programs within the respective Units and among the several Health Sciences Units.

A coordinator of all these programs shall be located in the office of the Vice President of Health Sciences Affairs.

The Regents recognize that the patterns of health care delivery may well change markedly in the future requiring the development of new professionals who do not fit the present structure of the health sciences disciplines. These new professionals may well bridge the existing disciplines and may, in fact, involve disciplines outside those in the proposed Health Sciences Center. The Regents propose, therefore, that the structure proposed above be subject to review and possible modification after a suitable interval.

Public Health

The School of Public Health has had a long standing tradition of concern for the prevention of disease and the maintenance of conditions desirable for the promotion of community health. Given the stipulated mission for the Center of Health Sciences the Regents believe that the Public Health unit can play an important role in developing broad innovative patterns for health care delivery involving professionals from within and without the Center for the Health Sciences. This unit can provide educational programs which will develop public understanding of the resources available to meet community needs and facilitate communication of public expectations to the Health Sciences.

University Hospitals

The University Hospitals play a key role in offering service to the people of Minnesota while serving as the principal clinical laboratory for the Health Sciences Center. The Regents believe that the University Hospitals can serve all the Health Sciences Units most effectively as a distinct unit in the Health Sciences Center. The Director of the Hospitals should be a member of the Health Sciences Council with status equivalent to that of the Deans of the other Health Sciences Units. The Regents recognize that policy for and administration of such a complex as the University Hospitals involves participation by many groups having interests varying both in degree and emphasis. Such special groups will wish to be able to influence the administration and operations of University Hospitals. In particular the relationships of the clinical departments of the Medical School and their counterparts in the other Health Sciences Units (e.g., Nursing, Pharmacy, Dentistry,

ambulatory care programs, Public Health) will have special concerns. It is recommended, therefore, that the heads of the clinical departments of the Medical School and their counterparts in other Health Sciences Units should be appointed chiefs of the clinical services and related services of the Hospitals. This group could form a Clinical Council advisory to the Director of the University Hospitals. Representation on the Council might also include representatives from the staff at large and an ex-officio representative of the Vice President for the Health Sciences. Such a Clinical Council would be large and it would be appropriate, therefore, for the Council to elect from its numbers an appropriately representative executive committee including an ex-officio representative of the Vice President. The Council and its Executive Committee should be chaired by the elected chief of staff of the University Hospitals. The Clinical Council should have as its concern the quality and adequacy of the professional programs within the University Hospitals. The Deans and Directors of all the Health Sciences Units will have a major concern for the activities of the University Hospitals as they relate to the instructional and research activities of their collegiate units. It would be appropriate for the Council of Deans to have the opportunity to review the University Hospitals budget during its preparation to insure that the needs for the units for which they have concern receive adequate consideration.

Affiliation — Hospitals, Community Agencies and Services

The Medical School has developed undergraduate and graduate teaching programs in affiliated hospitals over a period of many years. These programs are a major source of strength in medical education and will become increasingly important in education in the other health sciences. A large number of full-time as well as part-time faculty are located in these hospitals. Initially the program involved Hennepin County General Hospital, St. Paul Ramsey County Hospital and Veterans Administration Hospital. More recently a number of private hospitals have been included in the teaching program. The educational programs may involve multiple departments or may relate to a single department. Formal affiliation agreements have been developed to guide the relationships between the hospital and medical school.

Other Health Sciences Units have begun to develop relationships with the affiliated hospitals but as yet these programs do not involve large numbers of students. In the future these relationships may be expected to expand.

The actual training of Health Science professionals is carried out by the individual departments at the University and coordinated by the Deans of the Colleges who are directly responsible for the curriculum content and its implementation. With the expansion of the number of professionals to be trained and the need to incorporate the affiliated hospitals into such a training effort, it is important that some uniformity of departmental effort and goals be maintained in order to develop properly those teaching efforts necessary to accomplish this goal. The involvement of individual departments in other relevant academic units in coordinated educational efforts will be essential if uniformity of quality is to be maintained.

A coordinator in the office of the Vice President should be appointed and serve to coordinate programs involving more than one Health Sciences Unit and to develop new programs. He would also be responsible for development of relations with non-hospital health delivery systems and with community groups. The Regents foresee that such affiliate relationships may provide opportunities for health science education programs which may vary in kind and emphasis.

As the complexity and size of the Health Sciences develop it may become desirable to establish separate clinical campuses. This would require an administrative structure in the office of the Vice President which would facilitate programmatic relationships. Such developments would be preceded by adequate consultation with the faculties and administrators of the various units within the Health Sciences Center.

Graduate School Relationships

The External Committee recommended that the present requirements with respect to the graduate status of "Residents" should be modified. The Regents support the recommendation that "Residents" should not automatically be re-

quired to register as graduate students but rather that the option should be determined according to individual choice and subject to departmental or collegiate policy. Alternate methods for registration of Residents as students in the appropriate Health Sciences school should be developed. The Regents believe that the basic direction and control of the clinical program of residents associated with programs in the individual Health Sciences Units should be a shared responsibility of the Health Sciences Center, the particular unit and the appropriate department.

These conditions apparently have been a problem primarily for the Medical School but it is the Regents' intent that these modifications should be applicable in other Health Sciences Units where appropriate.

Residency and graduate programs in the health sciences will impose major demands on the resources of the University and the Health Sciences Center. It seems appropriate therefore that the Vice President for the Health Sciences should have some administrative responsibility in cooperation with the Deans of the Health Sciences Units for determining the relative effort devoted to such programs.

However, the admission of candidates to residency programs and the number of such residents should continue to be the responsibility of the departments and specialties according to their individual programmatic needs relative to their education and research objectives. The Vice President of the Health Sciences will have the responsibility for reviewing the recommendations of the departments with the objective of insuring balance and will be responsible for the distribution of available state resources according to over-all program needs and balance. The Vice President, the Deans and Departmental Heads of the Health Sciences should share with the Dean of the Graduate School the responsibility for the quality of graduate programs and the standards of admissions.

Continuing Education

The Regents recognize the responsibility of the University for assisting practicing health care professionals to maintain their capability through continuing education. The trend toward periodic recertification of health care professionals gives this University activity special importance. The Vice President for the Health Sciences and his staff will be expected to assist and coordinate the activities of each of the Health Sciences Units. The direct responsibility for the continuing educational programs will rest with the individual Health Sciences Units. The Vice President's office will provide appropriate liaison with the General Extension Division.

ROBERT S. HOYT
Chairman

Approved, June 5

XIV. REPORT OF THE UNIVERSITY SCHEDULE COMMITTEE

Reported for Discussion and Possible Action

The University Schedule Committee introduces the following resolution for discussion and possible action. The resolution came to the Schedule Committee from the Department of Electrical Engineering. The resolution has also been submitted to the members of the Administrative Committee.

Whereas recent national and international events have increased the awareness and interest of the student body in the political process; and

Whereas there will be a Congressional Election on November 3, 1970;

The University Senate instructs the Administrative Committee to amend the University Calendar for the Academic Year 1970-71 to advance the first day of Fall Quarter classes to September 21 and to designate the week October 26 through October 30 as Action Week. During this week there would be no regularly scheduled classes and students would

be encouraged to spend their time engaging in off-campus political and social action in connection with the 1970 election campaigns.

LANDIS BOYD
Chairman

Not approved June 5

**XV. SUBSTITUTE MOTION OF THE SENATE COMMITTEE
ON EDUCATIONAL POLICY**

Reported for Action Without Recommendation

The United States is in the midst of a crisis of major proportions. This crisis is not exclusively a foreign policy one, but is exacerbated by the continuing and expanding war in Southeast Asia. Within the last few weeks the nation has divided along lines of class, age and education and this division cannot be completely diminished by a reduction of our national overseas military posture. It is this split in our society which constitutes the most serious national crisis of our times.

The University, as an integral part of our society, is subject to the same tensions and fissures as the rest of the nation. The University, as the center of rational thought and the intellectual pathfinder for our nation, has the obligation to overcome these tensions and seek ways of resolution and change. Shutting the University down would result in the opposite. The one remaining center of reason and intellect would not be operating to find solutions and generate activities to resolve the major issues of our national crisis.

Continuing business as usual exclusively at the University would be just as unresponsive to the national crisis as closing its doors, emptying its classrooms and bolting the laboratory and library gates. The collective intelligence of the University must be directed to the national crisis. This is our obligation to our constituency — to our society. To meet this obligation and to make possible the fullest utilization of the University talents and resources during the Fall quarter, 1970, the Senate endorses the following actions which constitute the University of Minnesota Plan to respond to the national crisis.

1. Colleges are to receive these recommendations of the University Senate as advisory to their faculties and make appropriate plans to implement these recommendations which will be most effective for their faculty and students.

2. Courses should be planned by appropriate departments and interdepartmental programs focusing upon the national crisis to be offered during the Fall quarter, 1970. To this end the Social Science Program will offer the same small group course experience with a field work component focusing on the national crisis in the Fall as it now is offering on an emergency basis with volunteer faculty.

3. Departments and scholars involved academically with the electoral process and the issues before the public are urged to change their teaching schedules to offer these courses during the Fall quarter, if not now so scheduled. Wherever possible short courses dealing with appropriate subject matter should also be planned and offered during the Fall quarter.

4. Students devoting the summer months and fall quarter to the national crisis, either through reading, research or other activities be allowed to register for up to three credits of work in one of the appropriate courses after submitting evidence in the form of a paper or log as to the work done.

5. University facilities — computers, seminars, rooms, etc. — be made available as possible to those in the University community wishing to utilize them in connection with the national crisis.

6. Weekly University convocations in the form of lectures, debates, film showings, etc., be planned to focus on the national crisis.

7. Students wishing to participate directly in the political process should be encouraged to do so by designating such activity as an approved activity for the two weeks prior to the November 3, 1970 election. Students wishing to absent themselves from class during these two weeks should make this known to their

instructors at the beginning of the quarter so that appropriate make-up of work missed can be arranged.

8. Members of the teaching faculty are urged to make themselves available to students for consultation a week before the scheduled start of the Fall term, so that students so desiring may begin their academic studies a week early.

9. An election information center, manned by students and faculty, should be established to serve the entire state of Minnesota. Mobile nonpartisan voting clinics would enable this service to be brought to all parts of the state.

10. It is recommended that mid-term examinations, if any, be postponed to the seventh week of the Fall quarter, the week of November 9, 1970.

Approved, June 5

XVI. SENATE COMMITTEE ON RESOURCES AND PLANNING

Reported for Information

The Senate Committee on Resources and Planning met fortnightly during the academic year. From a larger number of items taken up by the committee, the following are raised here as a summary of the committee's activities.

1. Change in the basic course credit module: Together with the Senate Committee on Educational Policy, a proposal was developed to alter the basic course credit module from predominantly 3-credits toward a 4 or 5 credit pattern. The proposal was approved by the Senate at the March 12, 1970 meeting and is now being implemented by the various schools and colleges.

2. During the 1968-69 school year, the committee developed a procedure, called the Plan for a Plan, for determining long range (i.e. the year 2000) goals of the University of Minnesota system. Interest in this process continued and intensified during the current academic year as a variety of issues were raised and discussed in committee. An effort is to begin this summer to accomplish the essential aspects of the Plan for a Plan.

3. The St. Paul Campus Prospectus and the Kegler report were discussed at some length. Reactions to these documents were forwarded to the appropriate offices. Questions arising during the course of these discussions stimulated an appreciation of the need to develop and articulate the long range goals of the University.

4. Since the University is the only Ph.D. granting institution in the state, graduate enrollment in the University system is a key element in state wide higher education planning for 1980. A study is currently in progress, by a task force of the committee, to determine the probable structure of graduate enrollment for the year 1980.

5. At intervals, the committee scheduled meetings with the Planning office staff to monitor and react to the specific plans and projects associated with the physical planning process. (e.g. Traffic Circulation and Parking, West Bank Campus Plan, Sign and Identification Prototype Project.)

6. The committee continues to be concerned about student participation. There is provision for 5 student members on the committee and this number was appointed, but attendance has been minimal and the committee deliberations are therefore not as complete as we would wish.

The chairman expresses his appreciation to members of the committee for their constructive efforts during this academic year.

WARREN E. IBELE

Chairman

Accepted, June 5

XVII. UNIVERSITY SENATE CONSULTATIVE COMMITTEE

Reported for Information

In accordance with the provisions of the By-laws of the University Senate, the Consultative Committee reports herewith on its activities during 1969-70.

The Consultative Committee membership is defined as follows in the Handbook:

Membership.

The University Senate Consultative Committee shall be composed of nine (9) elected members of the faculty, seven (7) elected members of the student body, and *ex officio* membership of the vice chairman of the University Senate. The elected faculty repre-

representatives shall comprise the Faculty Consultative Committee; the elected student representatives shall complete the Student Consultative Committee. Procedures for the constituting of these bodies are set forth in Article III, Section 4 of the Bylaws of the University Senate.

Its duties are also specified in the Handbook:

Duties and Responsibilities.

The Senate Consultative Committee, the Faculty Consultative, and the Student Consultative Committee meeting severally or together shall serve as consultative bodies to the President. The Senate Consultative Committee shall meet with the President at least quarterly to discuss matters of policy relating to educational interests or policies of the University, personnel, service functions, and the budget. The Faculty Consultative Committee may meet separately to discuss with the President, or others, matters of primary concern to the faculty. The Student Consultative Committee may meet separately to discuss with the President, or others, matters of primary concern to the student body. Each Consultative Committee shall serve as the Executive Committee of its Senate. The Senate Consultative Committee shall serve as a coordinating committee between administrative offices and the University Senate. Each Consultative Committee shall serve in such a way that problems of concern to its Senate in the exercising of its powers and responsibilities shall be put on the agenda in a timely fashion for study, debate, and action. It shall supervise the arranging of the order of business for its Senate and the recommendations for the disposition of business which appears to be not germane to the purposes of its Senate. Each committee may serve as a deliberative body of its Senate on major items not assigned for intensive study to other committees. With reference to the guidelines of the Constitution of the University Senate, the duties of the Consultative Committee shall include, but not be limited to, the following:

- a. It may examine any action taken respecting the University by the Board of Regents, the various committees of the Senate, or by any other bodies or individuals related to the University.
- b. It shall consult with administrative officers on budget matters.
- c. It shall advise on procedures which involve the faculty or students in making nominations for appointments to major administrative positions.
- d. On its initiative, the Committee may make studies and recommendations to the faculty, students, or administration concerning major matters of educational policy; the President and administrative officers are encouraged to ask the committee for advice on such matters. The committee may decide whether a topic is one upon which it would wish to give advice directly or is one which should be referred to the faculty and/or students for discussion.
- e. The Committee shall receive recommendations of any faculty member or student who wishes to present any proposal before any meeting of the University Senate. The Committee may 1) place such a proposal on the agenda of the next regular meeting of the University Senate; 2) place the proposal before a special session of the University Senate called by any appropriate means; 3) refer the proposal to an appropriate Senate; 4) refer the proposal to an appropriate committee of the Senate or campus assembly, requesting study or, when appropriate, reports by joint committee sessions.
- f. The Committee shall serve as a steering committee to route to the appropriate body documents, proposals, or papers on any matter pertaining to the affairs of the University Senate. It may monitor the progress of committees on assigned tasks, and may coordinate the studies of committees regarding aspects of problems of far-reaching dimensions. When requested by the President of the University, the committee shall refer any problem of overall concern to the University to the appropriate committee, which shall then relay recommendations directly to him. In instances for which committee liaison is not specified, including appointment of special committees, the Committee shall serve as needed as liaison between the President and the University Senate or between the President and any committee of the Senate. The President of the University is requested to notify the Consultative Committee of the creation and appointment of various all-University advisory committees. Should changes of assignment of advisory committees occur and such committees assume charges appropriate to committees of the Senate, the Consultative Committee shall advise the President and the Senate on methods of coordinating efforts.
- g. The Committee shall receive, through the clerk of the University Senate, copies of the Minutes of meetings of campus assemblies and committees of the University Senate. After due consideration, review of concerns by the appropriate Senate shall be scheduled. The Committee shall help identify items appropriate for the agenda of each Senate, and shall supervise scheduling of reports of the standing committees of the Senate on an annual basis.
- h. It is empowered to appoint subcommittees or employ other devices which it regards as appropriate in initiating and furthering communication between the faculty, students, and the President.
- i. It shall advise and supervise the University Committee on Business and Rules.
- j. It shall report regularly to the appropriate Senate on matters transacted during the year, and shall report on any matters completed, pending, or projected which, in its judgment, should be brought to the attention and consideration of the University Senate.
- k. The duties hereby conferred are not exclusive of any similar duties of other University officers or bodies.

The Consultative Committee has not met as separate bodies this year. Instead, its work has been carried on at the scheduled and special meetings of the full Senate Consultative

Committee. At these meetings, problems relevant to the Twin Cities Campus, as well as problems relevant to the Duluth and Morris campuses, have been discussed.

The Senate Consultative Committee has held twelve meetings since the opening of the academic year. In addition to procedural matters and their referral to appropriate committees of the Assembly or Senate, and in addition to the ordering of agenda materials for the Assembly and Senate, the Committee has dealt with the following problems: a change in publication of the agenda of meetings in order to plan agenda more efficiently; a policy governing the management of special meetings of the Senate or Assembly; a review of University budget plans for 1970-71, and a review of more general changes under consideration for program budgeting within the University; a consideration of the CLE and SCEP subcommittee recommendations for an educational development fund consisting of 3% of instructional budgets; a review of the reports of the University's task force on availability of educational opportunity throughout the systems of public and private higher education in the state; a plan for increased communication among the faculty, students, and administration; issues concerned with recent faculty-student concern and protest regarding Federal government decisions.

JOHN G. DARLEY
Chairman

Accepted, June 5

XVIII. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES

1. Reported for Action

The work of the Committee on Business and Rules this year has been directed toward developing supplementary procedures or modifying present procedures to assist the Senate and its committees in accomplishing their objectives. The following proposals are recommended for approval by the Senate. If adopted, they will be inserted in the Senate Handbook in appropriate sections, with resulting renumbering or other editorial modifications as needed.

1. In the University Senate and all of its committees, standing or special, the motion to table shall be debatable.

Rationale: Under common parliamentary procedure, the motion to table is not debatable. One result of following this procedure is that debate may be ended by the simple majority vote required to pass the motion to table, although the long standing tradition in American deliberative bodies is that a two-thirds majority is required to end debate. (The motion for the previous question, which is the appropriate motion to end debate and which is not itself debatable, requires two-thirds.) The committee believes that the Senate's interests would be best served by having the motion to table debatable so that argument for and against tabling can be heard. If a member wishes to end debate, he should move to close debate ("the previous question") on either the main motion, an amendment, or a motion to table, and obtain a two-thirds majority.

2. The quorum for Senate committees, standing or special, shall be a majority of the members.

Rationale: This is in accordance with usual parliamentary procedure, but a specific statement on the matter in the Senate Handbook brings it directly to the attention of the committees. A committee needs to know under what conditions it may do business.

3. Each Senate committee, standing or special may determine for itself who may be present at its meetings other than duly appointed or elected members of the committee and may make its own rules of procedure.

Rationale: Of course a committee must have authority to control its own meetings and this statement is directed toward reinforcing that principle. If a committee votes to admit non-members, it may determine what participation if any is to be accorded them. Even when non-members are permitted to be present, a committee may move to executive session for part of a meeting. Included among non-members in these procedures are representatives of the press.

Among the issues to be considered in determining the attendance of non-members, especially representatives of the press, is the committee's need to bring its proposals to a certain stage of development before they are released to the public. On the other hand, many issues benefit from public hearings as a procedure for developing committee positions. It is for a committee to decide when public meetings are needed and at what time its recommendations are ready for consideration by others.

4. The Senate meeting room shall provide a clear and definite identification of the area reserved for Senators; no non-Senator (except authorized alternate) shall have access to the Senate floor except with the explicit permission of the chair. There shall be a system for identifying Senators (or authorized alternates) in order to permit their seating and appropriate voting.

Rationale: With the broader attendance now possible at Senate meetings (any faculty member or student), the room arrangements must be somewhat more formal and more carefully controlled than was previously necessary.

5. If the chairman of a Senate committee, standing or special, or, in his absence, a single member designated by him, is not a Senator, such chairman or member shall be extended the privileges of the Senate floor, including making motions, in connection with a report of his committee or any activity of the Senate which pertains to the business of his committee. He may not vote, however.

Rationale: A committee's ability to serve the Senate is severely limited if the committee chairman can not engage directly in the parliamentary maneuvers often necessary to protect and further the interests of his committee. Presentation of the committee report, handling amendments and other challenges, and general representation of the committee's purposes require that the chairman be authorized to make motions. This proposal is a bylaw change and should be acted on by the Senate under rules governing bylaw changes.

6. In Senate deliberations, priority of recognition shall ordinarily be given to Senators (and chairmen of committees) over non-Senators.

Rationale: The Senate constitution states that non-Senators may speak "at the discretion of the Senate" and this positive, operational statement seems to follow directly from that provision.

Approved, June 5

2. Constitution—Morris Campus Reported for Information

The Constitution of the University Senate provides (Article III, Section 2) that "Each Campus shall determine its own assembly and shall adopt its own Constitution and Bylaws which shall be consistent with the Constitution and Bylaws of the University Senate.

CONSTITUTION OF THE UNIVERSITY OF MINNESOTA OF MORRIS, MINNESOTA

Preamble

The University of Minnesota, Morris is a liberal arts campus of the University of Minnesota, subject to the control of the Board of Regents. General policies of the University, including those implemented through the University Senate, shall apply to the University of Minnesota, Morris, except those that by the nature of the separate location of the campus are not applicable. The educational concerns and responsibilities of the campus are committed to the Provost and the Morris Campus Assembly as herein provided.

Article I. Administration

Section 1. The President of the University

The President of the University as its chief executive officer has general administrative authority over University affairs. He may suspend

action taken by the Morris Campus Assembly and ask for a reconsideration of such action. If the President and the Morris Campus Assembly do not reach agreement on the action, the question may be appealed to the Board of Regents by either party.

Section 2. Vice President for Coordinate Campuses and Educational Relationships

The Office of the Vice President for Coordinate Campuses and Educational Relationships provides a coordinating function for the initiation, review, and interpretation of policies and procedures in their applicability to the Morris Campus.

Section 3. Senior Administrative Officer of the Morris Campus

The senior administrative officer, hereafter referred to as the Provost, shall be the chief representative and executive officer of the Morris Campus. He shall have administrative authority over campus affairs. He shall be responsible for introducing and testing the improvement of educational ideas and proposals, formulating policy, stimulating, and conducting discussion leading to the improvement of the educational program. His responsibilities shall include both strengthening the campus and its program and explaining that program to the University and the community.

Section 4. Budget

The Provost, as chief executive officer of the campus, shall be responsible for the expenditure of funds and shall have final authority to make budgetary recommendations to the President of the University. However, in view of the necessary consideration of educational policies and objectives involved, he shall consult with and ask for the recommendations of appropriate persons concerning such budgetary matters as materially affect the campus as a whole.

Section 5. Selection of Administrative Officers

In the appointment of principal administrative officers whose duties materially affect the educational program, the Provost shall make his recommendations to the President of the University after consultation with appropriate members of the campus community. The organization of such administrative offices shall be done in consultation with the campus community.

Article II. Divisions

Section 1. Organization

The Division shall be the basic organizational unit of the campus and shall consist of its professors, associate professors, assistant professors (including research associates), instructors (including research fellows), lecturers, part-time faculty, teaching specialists, and other members the Division may choose to elect or appoint.

Section 2. Division Chairmen

A. Duties and Responsibilities: The Chairman is the official representative and administrative officer of the Division. He shall be responsible for the formulation of Divisional policies and the execution of University and campus policies insofar as they concern the Division. He shall call and preside over Division meetings, be generally responsible for the organization and quality of the work of the Division, report on teaching and research of the Division faculty, prepare the budget and be responsible for the expenditure of Divisional funds in consultation with members of the Division. He shall introduce proposals and stimulate and conduct discussions directed toward the improvement of the educational program and shall consult with members of the Division, and when appropriate, other individuals and groups on all matters of common concern.

B. Appointment: In the appointment of a Division Chairman, the Provost shall make his nomination to the President, after consultation with the faculty and others as specified in the By-Laws. The appointment of a Division Chairman shall be for a term of five years. A Chairman will be eligible for reappointment.

Section 3. Meetings

Each Division shall hold at least one meeting each quarter. Special meetings may be called by the Division Chairman. At the request of three or more members of the Division, the Division Chairman shall call a meeting of the Division within seven days. Agendas of regular and special meetings of the Division shall be prepared by the Chairman and normally shall be distributed in advance to all members of the division and to the office of the Provost.

The Division members shall advise the Division Chairman on matters of common concern, such as faculty positions, curriculum, budget, special programs, and policies of the Division.

Article III. The University of Minnesota, Morris Campus Assembly

Section 1. Organization and Membership

The Morris Campus Assembly shall include the faculty, elected student members, the Business Manager, civil service personnel holding the title of Director, and elected civil service members. For purposes of this Constitution, faculty, students, and civil service personnel are defined as follows:

A. Faculty. The faculty of the University of Minnesota, Morris, consists of its professors, associate professors, assistant professors (including research associates), instructors (including research fellows), lecturers, part-time faculty holding at least one-third equivalent of a full-time position for the academic year, and teaching specialists.

B. Students: Students eligible for election to membership are those students who have earned 24 credits in residence, and who are enrolled for 9 or more credits during the quarter in which the election for student Assembly members takes place. Student members of the Assembly must carry at least nine credits during each quarter of their term of office.

C. Civil Service: Any member of the campus community holding at least a nine-month civil service appointment is eligible for election to membership in the Assembly. The Business Manager and civil service personnel holding the title of Director are members, by virtue of their appointments, of the Campus Assembly. Other civil service personnel are eligible for election to the Campus Assembly.

D. All voting members of committees that have Business on the Assembly floor are eligible to participate in the discussion of that business and to vote on it.

Section 2. Election of Student and Civil Service Members of the Assembly

A. One student member shall be elected at large by the student body for each 100 students or major fraction thereof enrolled fall quarter.

B. One civil service member shall be elected at large by the civil service staff for each 50 civil service personnel or major fraction thereof employed fall quarter.

C. Elections shall take place during the spring quarter for the ensuing academic year.

Section 3. Officers

A. The Provost of the campus shall be the Chairman of the Campus Assembly.

B. A Vice Chairman shall be elected by the Campus Assembly. He shall be a voting member of the Campus Assembly and shall preside in the absence of the Provost or when the Provost takes the floor.

C. A Secretary shall be elected by the Campus Assembly. He shall be a voting member of the Campus Assembly.

1. The Secretary shall keep minutes of all meetings of the Campus Assembly. The minutes shall be subject to additions and corrections by the Campus Assembly only.

2. Within four weeks following each meeting of the Campus Assembly, the Secretary shall distribute the minutes to the members of the Campus Assembly, to the Office of the Provost, and to the clerk

of the University Senate. Minutes will be made available to the entire campus community.

D. A Parliamentarian shall be elected by the Campus Assembly. He shall be a voting member of the Campus Assembly. He shall advise the chair on the propriety of actions according to the rules of procedure adopted by the Campus Assembly. Where there is not an explicit rule of procedure or where interpretation is in doubt, Robert's Rules of Order, Revised shall govern.

E. The Vice Chairman, Secretary, and Parliamentarian shall be elected at a spring quarter Campus Assembly meeting, held after the student and civil service elections, to serve for the ensuing academic year. Each is eligible for re-election. Vacancies shall be filled by special elections.

Section 4. Meetings

A. The Campus Assembly shall meet at least once each quarter of the academic year.

B. Special meetings of the Campus Assembly may be called by the Provost or the Executive Committee. Upon the request of ten percent of the voting members of the Campus Assembly, the Executive Committee shall call the Campus Assembly into session within seven days.

C. Agendas of regular and special meetings of the Campus Assembly shall be prepared by the Executive Committee and normally shall be distributed to all members of the Campus Assembly at least seven days before such meetings. All members of the campus community may submit business to the Executive Committee for its consideration as agenda items. Copies of the agenda will be made available to the entire campus community.

D. Meetings of the Campus Assembly are open to all members of the campus community unless an executive session is declared.

Section 5. Executive Session

The Campus Assembly may by majority vote declare an executive session wherein only members of the Assembly and voting members of committees with business on the Assembly floor shall be present.

Section 6. Quorum

A simple majority of the membership of the Campus Assembly shall constitute a quorum.

Section 7. Powers

The Campus Assembly, as the policy-making and legislative body shall exercise the general legislative authority and responsibility in educational matters concerning the Morris Campus delegated to it by the University Senate and the Board of Regents. These powers and responsibilities would generally include the following:

A. To establish appropriate policy, procedures, and regulations governing the educational aspects of the campus program. This would generally include the following areas of concern: curriculum, honors, functions, admissions, graduation, teacher education, athletics, student activities, awards, financial aid, student behavior, and campus events, but not the recommendation of students for graduation or graduation with honors—a power which is reserved for the faculty.

B. The Campus Assembly has the power of review over policy governing the library and housing. Policies developed and established through the Library and Housing Committees can be approved or disapproved by the Campus Assembly.

C. To establish and review the actions of standing and ad hoc committees of the Campus Assembly.

D. To review the actions of the Executive Committee.

E. To receive and discuss reports from the Provost and other administrative officers of the campus or to request such reports on matters affecting the campus.

F. To discuss and act upon any measure or question appropriate to the legislative body of the campus.

G. To delegate any of the above powers.

Article IV. Executive Committee of the Campus Assembly

Section 1. Organization

The Executive Committee shall consist of eight members, including the Provost as Chairman, the Vice Chairman, and Secretary of the Campus Assembly. In addition, two faculty members, two student Assembly members, and one civil service Assembly member shall be elected by the Campus Assembly to the Executive Committee. Members of this Committee shall be elected at a spring quarter Assembly meeting and shall serve for one year with the possibility of re-election. Members elected to the Executive Committee assume their duties as committee members at the start of the new academic year following their election, with the exception provided for in the By-Laws.

Section 2. Powers

The Executive Committee shall have the following powers and responsibilities:

A. To recommend membership and designate the chairmen of the standing committees of the Campus Assembly during the spring quarter for the ensuing academic year, in accordance with the By-Laws.

B. To prepare agendas for and call meetings of the Campus Assembly.

C. To receive and coordinate reports and recommendations for action by the Campus Assembly.

D. To request reports and information for the Campus Assembly.

E. To apprise appropriate committees or the Campus Assembly of any matter the Committee considers worthy of deliberation.

F. To offer to the President of the University, the services of the campus community for purposes of consultation in the selection of a Provost for the campus.

G. To carry out other functions delegated by the Campus Assembly.

Article V. Consultative Committee

Section 1. Organization

A. There shall be a Campus Consultative Committee consisting of four faculty members (The Provost, Assistant Provost, Academic Dean and Division Chairmen shall not be eligible for membership); four students and four civil service members (the Business Manager and personnel holding the title of Director shall not be eligible for membership).

B. The Campus Consultative Committee shall consist of three subcommittees: The Faculty Consultative Subcommittee, the Student Consultative Subcommittee and the Civil Service Consultative Subcommittee. Each subcommittee shall select its own chairman.

C. Except as in E and F below, elected members of the Consultative Committee do not represent constituencies but are to act in the best interests of the entire community of the University of Minnesota, Morris.

D. The Campus Consultative Committee shall elect its own chairman.

E. The Campus-Consultative Committee may deem that particular matters of business can be handled best by the constituent-represented subcommittees or by individual members of the committee.

F. The individual has the right to select the subcommittee or the individuals on the committee to whom he will submit his business.

G. The terms of office for faculty and civil service members shall be two years with a maximum of three consecutive terms. The term of office for student members shall be one year. Elections shall be held in the spring in accordance with the by-laws. Interim vacancies shall be filled by special elections.

Section 2. Powers

The Campus Consultative Committee shall have the following powers and responsibilities:

A. To discuss with appropriate members of the Campus Community special problems including those relating to instruction, research, personnel, service functions, student affairs and finances.

B. To facilitate communication between the faculty, students, civil

service personnel, the Provost and other U.M.M. administrators and the Senate Consultative Committee.

Article VI. Administrative Committee

Section 1. Organization

The Administrative Committee shall consist of the Provost, the Division Chairmen, and such other members the Provost may wish to appoint.

Section 2. Responsibilities

The Administrative Committee shall advise the Provost on matters affecting the administration of the campus.

Article VII. Standing Committees of the Campus Assembly

Section 1. Organization

The Campus Assembly may establish standing committees to assist in the discharge of its responsibilities.

Section 2. Membership

The membership of all standing committees of the Campus Assembly shall be recommended by the executive committee in accordance with the provisions of this Constitution and the By-Laws. The Executive Committee shall fill interim vacancies by appointment.

Section 3. Meetings

A. A chairman shall call meetings as often as required to discharge committee responsibilities. A special meeting shall be called if requested by two or more committee members.

B. Standing committees shall submit a written report of its actions to the Campus Assembly at least once during the academic year.

C. Minutes of all standing committee meetings shall be filed in the Office of the Provost.

D. A quorum shall consist of a simple majority of the voting membership of each standing committee.

Section 4. Term of Office

Membership on a standing committee shall be for one year, with no restrictions on the number of consecutive terms.

Article VIII. Ad Hoc Committees

The Campus Assembly or the Provost may establish ad hoc committees to undertake special charges which do not fall within the purview of the standing committees of the Campus Assembly. Ad hoc committees normally shall observe the same operational procedures as specified for the standing committees.

Article IX. Reports

A permanent file of the minutes of all meetings of Divisions, campus committees, and the Campus Assembly shall be maintained by the Office of the Provost. This file shall normally be accessible to all members of the Campus Assembly.

Article X. Procedure for Amending the Constitution and By-Laws

The Campus Assembly may amend this Constitution by a two-thirds majority vote of its voting membership, and the By-Laws by a simple majority vote of its voting membership, providing that a proposed amendment has been presented at a previous meeting of the Campus Assembly and has been distributed to the voting members at least two weeks prior to the vote on its adoption.

BY-LAWS

Article I. Standing Committees

Section 1. Selection of Membership

The Executive Committee shall recommend the membership of the standing committees to the Campus Assembly for ratification in accordance with the following provisions:

A. Standing committees shall be appointed in the spring to serve for the ensuing academic year.

B. The Executive Committee shall consult with the Division Chairmen and the student members of the Student Affairs Committee in addition to consulting with the campus community before making its recommendations to the Campus Assembly.

Section 2. Curriculum Committee

A. Organization

The Curriculum Committee shall consist of thirteen members, including the Division Chairmen, four faculty, three students, the Academic Dean, and a civil service member from the Records Office. The member from the Records Office and the Academic Dean shall serve without vote. A quorum shall consist of six voting members.

B. Powers

The Curriculum Committee shall develop and recommend curricular policy. It shall receive and study curricular proposals and shall seek ways to improve the curriculum.

Section 3. Teacher Education Committee

A. Organization

The Teacher Education Committee shall consist of ten members, including six faculty members, three students, and the Chairman of the Division of Education or his representative. The Chairman of the Division of Education or his representative will serve as an ex officio member without vote. A quorum shall consist of five voting members.

B. Powers

The Teacher Education Committee shall develop, recommend, and interpret policy governing the Teacher Education Program. It shall periodically review the objectives and procedures of the program including student teaching and teacher certification.

Section 4. Scholastic Committee

A. Organization

The Scholastic Committee shall consist of eleven members, including six faculty members, three students, a member appointed by the Provost, and a civil service member from the Records Office. The member appointed by the Provost, who shall act as administrative assistant and secretary, and the member from the Records Office, shall serve without vote. A quorum shall consist of five voting members.

There will be a subcommittee on admissions, responsible to the Scholastic Committee, which will admit students and evaluate transfer credit in accordance with standards established by the Campus Assembly.

B. Powers

The Scholastic Committee shall develop, recommend and interpret scholastic policy and it shall provide for the enforcement of academic regulations. It shall be concerned with such matters as admission standards, graduation requirements, advanced standing, accreditation, teacher certification, academic probation, and academic dismissal from the University. The committee may make exceptions to academic regulations if in spirit such regulations are satisfied and if the strict application of policy would impose an educational disadvantage or an undue hardship on the student.

Section 5. Library Committee

A. Organization

The Library Committee shall consist of eight members, including five faculty members, two students, and the librarian. The librarian as an ex officio member shall serve without vote. A quorum shall consist of four voting members.

B. Powers

The Library Committee shall advise the librarian in the development and establishment of policy covering the library. The librarian shall inform the committee on all policy matters. The members of the committee shall introduce for committee consideration any item that is related to the operation of the library.

Section 6. Intercollegiate Athletic Committee

A. Organization

The Intercollegiate Athletic Committee shall consist of ten members, including five faculty members, three students, the Director of Intercollegiate Athletics and the Business Manager. The Director of Intercollegiate

Athletics and the Business Manager shall serve as ex officio members without vote. One faculty member from the committee shall be designated as the faculty athletic representative. A quorum shall consist of five voting members.

B. Powers

The Intercollegiate Athletic Committee shall develop, recommend, and interpret athletic policy, and it shall provide for the enforcement of regulations governing intercollegiate athletics. It shall coordinate the athletic programs of the campus.

Section 7. Functions and Awards Committee

A. Organization

The Functions and Awards Committee shall consist of eight members, including four faculty members, three students, and the Director of University Relations. A quorum shall consist of five members.

B. Powers

The Functions and Awards Committee shall develop and recommend awards for scholarship and special merit.

The Committee shall also supervise honors convocations, Cap and Gown Day, graduation, and other academic events.

Section 8. Financial Aids Committee

A. Organization

The Financial Aids Committee shall consist of twelve members, including five faculty members, four students, a civil service employee who does not hold the title of Director, the Business Manager, and a member from the Office of Admissions and Scholarships. The Business Manager and the member from the Office of Admissions and Scholarships shall serve as ex officio members without vote. A quorum shall consist of six voting members.

B. Powers

The Financial Aids Committee shall develop and recommend financial aids policy, and it shall provide for the implementation of the financial aid programs.

Section 9. Student Affairs Committee

A. Organization

The Student Affairs Committee shall consist of eleven members, including four faculty members, five students, one civil service employee who does not hold the title of Director or Business Manager, and the Director of Student Activities. The student members shall be elected by the student body for one-year terms. The Director of Student Activities shall serve as an ex officio member without vote. A quorum shall consist of six voting members.

B. Powers

The Student Affairs Committee shall develop and recommend policy covering student activities. It shall have the power to grant recognition to student organizations, and to approve the constitutions and by-laws of such organizations. The student members shall recommend to the Executive Committee students for membership on standing committees of the Campus Assembly. It shall develop and implement rules and procedures for student elections.

Section 10. Student Behavior Committee

A. Organization

The Student Behavior Committee shall consist of seven members, including three faculty members, three students and a representative appointed by the Provost, who shall serve as secretary of the committee without vote. A quorum shall consist of four voting members.

B. Powers

The Student Behavior Committee shall develop, recommend, and implement student behavior policy, and it shall provide for the enforcement of procedures and regulations to maintain appropriate standards of conduct within the student community.

Section 11. Housing Committee

A. Organization

The Housing Committee shall consist of twelve members, including three faculty members, five students who live on campus, three students who live off campus, and the Director of Housing. The Director of Housing shall serve as an ex officio member without vote. A quorum shall consist of six voting members.

B. Powers

The Housing Committee shall advise the Housing Director in the development and establishment of policy covering housing. The Housing Director shall inform the committee on all policy matters. The members of the committee shall introduce for committee consideration any item that is related to the operation of the Housing Office.

Section 12. Morris Campus Union Board

A. Organization

The Morris Campus Union Board shall consist of eleven members, including one faculty member from each of the four Divisions, five students, one civil service member, and a representative from the Office of Student Activities who shall serve as an ex officio member without vote. A quorum shall consist of six voting members.

B. Powers

The Morris Campus Union Board shall develop and recommend policy for the scheduling and programming of campus events, activities, and programs which are initiated by student organizations or by the Office of Student Activities. The Board shall advise on policies covering the scheduling and programming of all extracurricular activities on the campus.

Section 13. Honor Case Commission

A. Organization

The Honor Case Commission shall consist of six members, including five students and a faculty advisor who shall serve without a vote. A quorum shall consist of three voting members.

B. Powers

The Honor Case Commission shall develop and recommend policy, and shall implement procedures appropriate to the operation of the Honors System.

Section 14. Seminar-Honors Program Committee

A. Organization

The Seminar-Honors Program Committee shall consist of nine members, including four faculty, four students, and a representative of the Academic Dean who shall serve without vote. A quorum shall consist of five voting members.

B. Powers

The Seminar-Honors Program Committee shall advise the Seminar-Honors Program Director in the development and the establishment of program policies. The Seminar-Honors Program Director shall inform the committee on all policy matters. The members of the committee shall introduce for consideration any item that is related to the operation of the Seminar-Honors Program.

Article II. Election of Executive and Consultative Committee Members

Section 1.

The Executive Committee shall be elected in the spring quarter from and by the Campus Assembly. They shall take office immediately for the purpose of the formulation of committees, and for the ensuing academic year for all other functions. Each vacancy shall be filled by separate elections. A simple majority of the Assembly is required to elect.

Section 2.

The Faculty, Student, and Civil Service Consultative Committees shall be elected in the spring by each of the constituencies to serve for their respective terms. The constituencies will determine their own election procedures. Interim vacancies shall be filled by special elections.

Article III. Selection of Division Chairmen

In implementing the constitutional provision for consultation with the faculty in the selection of a Division Chairman, the Provost shall appoint a committee to assist and advise him in his choice. The committee shall include at least three members from the Division concerned, the Chairman of another Division, and the Chairman of the Faculty Consultative Committee. If the Chairman of the Faculty Consultative Committee is a member of the Division concerned, he shall designate another member of the Faculty Consultative Committee to serve in his place. With the concurrence of the Division concerned, non-faculty members may be added to this committee. After consultation with the members of the Division concerned and the administration, the committee shall make its recommendations to the Provost.

ROGER B. PAGE
Chairman

Accepted, June 5

XIX. SENATE JUDICIAL COMMITTEE

Reported for Information

Two applications have been made to the Senate Judicial Committee for hearings.

The first was considered during the academic year 1968-1969 but was not reported to the Senate because the application for a hearing was still pending at the end of the year. Subsequently an agreed settlement was reached through the good offices of the National Secretary of the American Association of University Professors and the Chairman of the Committee on Academic Freedom of the Minnesota Chapter. The individual concerned has accepted a position in another university, and this University has paid salary for an additional academic year after termination of services. The complaint charged that ambiguities in a statement concerning eligibility for tenure in the Department Chairman's letter offering the position had justified expectations which were not satisfied by the actual terms of a special contract drafted later. The case does not reflect a weakness in the **Regulations Concerning Faculty Tenure**, but should be taken by chairmen and directors as an indication of the care which should be taken in initial tenders to make the terms and procedure of appointment explicitly clear.

The second case is still under consideration by the Judicial Committee and will be the subject of a later report.

CHARLES H. McLAUGHLIN
Chairman

Accepted, June 5

XX. REPORT OF THE UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS

Reported for Information

The University Committee on Extension and Community Programs has been meeting regularly during the academic year 1969-70. Initially the committee activities were devoted to an examination of the wide range of extension activities already underway within the university community and subsequently the committee has devoted attention to the appropriate role of continuing education activities within our educational framework. The committee has developed a draft of a policy paper which states that continuing education activities should be an integral part of the educational mission of the various collegiate units within the University of Minnesota. An excerpt from this draft follows.

"The University should extend its present program of day school and extension offerings to the community, but this is at best an inadequate concept of our responsibility for the education of adults. The weakness of much higher adult education lies in its traditional cur-

ricula and delivery of instruction—lack of the imagination that creates new approaches to the education of adults.

“Countless faculty members at this University have taught and worked with adults in extension programs. Some have reworked traditional courses to meet adult needs and, as a result, have found that their experiments can be reintroduced into day courses. Many have been willing to bring their professional talents out of the classroom into the TV studio; the conference milieu; the multi-directional, state-wide telephone discussion; the seminar in which adult students are often peers. The classic lecture delivery of many a faculty member has undergone abrupt change as adult students on the firing line have challenged statements and forced exchange of ideas in fluid teaching-learning formats.

“Continuing education should however become a part of the mainstream in all departments and colleges of the University. A planned, programmatic response by departments to the opportunities and obligations present in continuing education is seen as a necessary part of their commitment to the total educational task. The concept of life-long education denies the belief that the four year baccalaureate degree program, or even graduate degree programs, can be separated from the total process of education and identified as the one area of legitimate concern of the faculty.

“The University is uniquely able to do well certain things that cannot be done by other institutions or agencies of higher education. We also have specific needs, particularly in graduate training programs, which can be served by active participation in continuing education. However, we need not assume that we can or should respond to all needs nor plan or program for all social changes. A university must actively study the educational needs of communities and of individual adults. In these needs it finds not only new ideas where education should be provided but also the seeds of new subject matter and research problems. All the activities that bring the University into vital interaction with society should be viewed together. This is possible only if these activities are joined in a coordinated, vital unit, adequately funded to support the job that needs to be done. Coordination with other institutions and agencies is required as well, possibly through an agency of the Higher Education Coordinating Commission.

“As a community of scholars, we have devoted too little attention to the problem. Evaluation and research on higher education is limited, if not scarce. We know very little about the dimension of need or the most effective systems of response. However, it may be judged that research and evaluation on continuing education would have salutary effects on all of higher education. Certainly it is a legitimate area of scholarly inquiry.”

In due course this policy statement will be submitted through the Senate Committee on Educational Policy to the Senate for appropriate debate.

At the present time the Committee on Extension and Community Programs is considering various organizational structures which would provide suitable vehicles for effectively implementing the proposed policies.

R. A. SWALIN
Chairman

Accepted, June 5

XXI. REPORT, UNIVERSITY COMMITTEE ON SUMMER SESSIONS, 1969-70

Reported for Information

The Committee, in its 1969-70 deliberations, concerned itself with three major activities:

1. The development of a new Summer Session tuition structure which relates tuition charges to credit hours taken. After an extended series of discussions and revisions, the tuition schedule was approved by the Board of Regents.

2. Approval of a proposal, to be sent to appropriate University of Minnesota administrators, that the University incorporate, into its 1971-73 Legislative Request, a request for sufficient funding to permit the Summer Session tuition schedule to be on a par with the schedule for the regular academic year. At present the Summer Session is very largely self-supporting, which requires higher tuition charges. Such State funding, by underwriting certain overhead costs, would permit parity of tuition schedules.

3. A continuing analysis of the role of the Summer Session in the academic enterprise. This is an extremely complex issue and the Committee is nowhere near even a preliminary set of recommendations.

The chairman would like to note that the contributions of the student members were of a very high order indeed. Attendance was extremely good and the constructive proposals made were many and excellent. (If a light-hearted comment is allowable, the chairman was also amazed at the size of the lunches the younger generation can put away and still remain alert and active.)

JOHN G. TURNBULL
Chairman

Accepted, June 5

XXII. REPORT OF THE UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS Reported for Information

The All-University Committee on Honors met at least once each quarter to act on Departmental and Collegiate recommendations for the conferral of Outstanding Achievement and Alumni Service Awards, as well as the naming or renaming of University Buildings on all campuses. The Committee on Honors takes its recommendations to the Administrative Committee, following the approval of which they are presented to the Board of Regents.

During this academic year the Committee recommended 13 Outstanding Achievement Awards and 3 Alumni Service Awards, all of which were approved. (Recommendations for awards came from the Law School; the College of Agriculture, Forestry and Home Economics; the School of Nursing; the College of Liberal Arts and the Alumni Association.)

Six buildings have been named or renamed, 2 on the Morris Campus, 1 at Crookston and 3 on the St. Paul Campus.

E. W. ZIEBARTH
Chairman

Accepted, June 5

XXIII. REPORT OF THE UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA Reported for Information

The following paragraphs constitute the required annual report from the University Committee on Instructional Materials and Media.

Efforts to organize the University Committee on Instructional Materials and Media were somewhat impeded by certain anomalies noted in the composition of the Committee and in the charge to the Committee as given in the "Handbook: A Compilation of Rules and Operational Procedures." A lack of representation from University Libraries and Computer Services seemed to limit the scope of the Committee's concerns in undesirable ways, and the overlapping of the charge to the Committee and to that of the Campus Committee on Educational Services seemed to pose a

threat of duplication of the efforts of the two committees and inordinate demands being placed on two individuals who were members of both. Discussions to relieve these problems were begun with representatives of the Committee on Committees. A partial solution will be achieved through the normal rotation of membership, but negotiations are still in progress to achieve a more complete solution.

In February the office of the Vice President, Academic Affairs, requested that the Committee review the application and allocation procedures for the Instructional Equipment Grant Program. In response to this request, the Committee submitted a report suggesting, in general, that the criteria for awarding the grants be revised, that the grant proposal form be altered, and that a special review committee be established to make final recommendations to the vice presidents. The report is now being reviewed by the administration.

At the most recent meeting, the Committee discussed its program for the coming year. Agreement was reached to the effect that the Committee should attempt to achieve a more comprehensive response to its charge. All faculty members are invited to bring before the Committee any of its concerns relating to instructional materials and media.

EUGENE WRIGHT
Chairman

Accepted, June 5

XXIV. REPORT FROM THE UNIVERSITY COMMITTEE ON PRINTING AND PUBLICATIONS

Reported for Information

The Committee on Printing and Publications has been engaged in the following activities during the academic 1969-70 year:

1. Reviewed past actions on matters related to printing and publications.
2. Acted on requests from various departments for approval to make changes in the style and format of official stationery, bulletins, and other official printed materials. Decisions related to bulletin copy, particularly with reference to the new course numbering system, were made in conjunction with the Office of Admissions and Records.
3. Consulted with Vice President Hale Champion's staff on the plan for establishing a pattern and style for University-wide "graphics."
4. Initiated consideration of new design for official University stationery and related printing.
5. Initiated review of this Committee's role in and responsibility for various University publications.

The Committee is grateful to Mr. Lester Metz, Director of Printing and Graphics, and to his staff for the general assistance and sound advice so generously shared with this Committee.

Donald Z. Woods, Chmn.	John Fisher	Nancy Paull (student)
Jean Bear (student)	Sterling Garrison	Nancy Pirsig
Sherwood Berg	Ralph Hopp	Patricia Ringsred (stud.)
Frank Braun	Richard Mather	Harold Swanson
Jane McCarthy	Malcolm Myers	

Accepted, June 5

XXV. REPORT OF THE SENATE COMMITTEE ON FACULTY AFFAIRS

Reported for Information

Recommendations for changes in the Single Quarter Leave Plan have been recommended to the President by the All-University Single Quarter Leave Committee. The Presidents' recommendations will be taken to the Board of Regents for action. These recommendations are as follows:

1. Eligibility for single quarter leaves will be extended to full time regular appointees at the level of assistant professor, and to full time appointees at the level of associate professor and professor on special contracts.

2. Assistant professors on regular appointments, and associate and full professors on special contract appointments will be eligible to apply for leave in their second year of service for leave during the third year of service.

3. The quota for single quarter leaves will be based on 4% of the expanded pool, including assistant professors and associate and full professors on special contract appointments.

4. The Single Quarter Leave Plan will include an explicit statement that the award of single quarter leaves is entirely determined by the merit of applications received, as assessed by the collegiate screening committees and the All-University Committee.

These recommendations alter the present plan as follows (item numbers correspond to the above items):

1. At present, assistant professors who have not achieved tenure and associate and full professors on special contracts are not eligible to apply for single quarter leaves.

2. At present, staff members eligible to apply for leave are tenured faculty who have three years of service, although exceptions to this timing may be considered, permitting application from tenured faculty in the third year of service for leave in the fourth year.

3. The quota for single quarter leaves is now based on 5% of the full time tenured faculty. (The quota for 1970-71 based on 5% of the full time tenured faculty was 81. A quota based on 4% of the full time tenured faculty plus non-tenured assistant professors and associate and full professors on special contracts would have been 92.)

4. At present, the Single Quarter Leave Plan states that single quarter special appointments on full salary are established under this plan as a faculty privilege to be obtained on an all-University competitive basis. This statement will be amended to add, "based on the merit of the application."

SCOTT MAYNES
Chairman

Accepted, June 5

XXVI. REPORT OF THE UNIVERSITY SCHEDULE COMMITTEE

Reported for Information

The University Schedule Committee has held one meeting during the current academic year. Issues relative to the development of the 1970-71 Calendar were discussed and the Chairman instructed to proceed. A tentative calendar was widely distributed for corrections and suggestions after which it was presented to the Administrative Committee and to the Senate in March at which time it was approved.

The Committee has given some consideration to:

1. The scheduling of convocations to distribute lost class time or possibly the designation of a blank hour when no classes would be held.

2. The legality of the 45 minute class period. It appears this had Senate approval only for 1966-67.

3. The problem of filling and emptying classrooms, particularly when some faculty do not stop on time.

4. The possibility of Saturday classes to ease the pressure on room scheduling.

The Committee plans to investigate other calendar systems and solicits the assistance of the faculty. Reports of the use of tri-mester systems, etc. at other Universities would be helpful.

LANDIS L. BOYD
Chairman

Accepted, June 5

XXVII. REPORT OF THE SENATE COMMITTEE ON FACULTY AFFAIRS

Reported for Information

ITEMS CONSIDERED, ACTION TAKEN

1. Faculty Compensation: Committee Endorses AAUP Recommendation.

Following a long-standing division of labor, the AAUP Committee on the Economic Status of the Profession chaired by Peter Gregory, has focused its attention on faculty compensation while the Faculty Affairs Committee has concentrated on other matters affecting faculty welfare and responsibilities.

As a result of intensive study, the AAUP Committee recommended in May, 1970, that the University seek increases in overall faculty compensation of 13% for 1971-1972 and 7½% for 1972-1973. The particular numbers recommended reflect three factors: inflation, a comparison of Minnesota faculty compensation with that of like institutions, and, finally, a comparison of faculty salaries with those paid to persons of like capacity by non-University employers.

SCFA recommends faculty salary increases of *at least* 13% and 7½% for 1971-1972 and 1972-1973 respectively.

SCFA urges the University Administration to seek an additional 1% in 1971-1972 and 1% in 1972-1973 for purposes of funding improved sabbatical leave stipends according to the University Senate Resolution of March 6, 1969. The Senate resolution called for sabbatical stipends amounting to 75% of a faculty member's salary for 9 months. Estimates of required funds are based on the Report of the Ad Hoc Committee on Sabbatical Leave Policy, dated December 3, 1968.

For copies of the AAUP Report, contact John Neter, President, AAUP.

2. Changes in the Faculty Tenure Code

SCFA spent five hours of meetings discussing proposed changes in the University Tenure Code. The proposals for change were the work of the University Committee on Tenure, chaired by Carl Auerbach. SCFA was aided in its discussions by Robert Morris of the Law School representing AAUP, and by William Hausman, Chairman of the Department of Psychiatry.

Subsequent to SCFA discussions, the Committee on Tenure modified its recommendations in the light of SCFA recommendations. Then SCFA voted unanimously to recommend adoption of the changes to the Senate.

The most important changes provided for are two: (1) the extension of the probationary period for assistant professors from 5 to 7 years, and (2) the establishment of procedures for dealing with cases of faculty members who become physically or mentally incapable of carrying out their responsibilities. The procedures adopted seek to balance the individual's responsibility to the University and his colleagues against his own civil liberties.

For details, see Senate Docket for May 28, 1970.

3. Health Insurance Rights of Under-65 Spouses of Retired and Deceased Faculty.

As of Fall, 1969 an unfortunate lacuna existed in the University Health Insurance arrangements: under-65 spouses of retired or deceased faculty members were entitled only to very restricted coverage — 31 days of hospitalization per year under the Blue Cross option, and 185 days at \$15 per day under the Group Health option.

SCFA asked the State Employees Insurance Benefit Board in November to grant such spouses the same health insurance rights as spouses of living, non-retired faculty members.

In its December meeting, the Board so voted. Hence, as of July 1, 1970, the spouses cited will share the same health insurance rights as spouses of living, active faculty.

For details, consult Ray Archer, Department of Insurance and Retirement.

4. Summer Health Insurance Coverage for Faculty (1) Who Terminate, or (2) Who Are On Leave During the Spring Quarter.

Existing arrangements are that such faculty members can purchase health insurance coverage through September 15 at their own expense. SCFA felt that coverage should be provided at no extra cost to the faculty member.

SCFA wrote to the State Board urging the above position. The Board reacted by citing a 1967 ruling by Attorney General Head that the change desired by SCFA was subject to legislative, *not* administrative decision. Given competing priorities and existing arrangements, the Committee felt it was unable to undertake legislative pursuit of the matter.

5. Informing the Faculty of SCFA Action-Discussions.

The Committee consensus is that neither formal reports to the University Senate nor news or other reports in the Minnesota Daily are sufficient to inform the faculty of SCFA deliberations and actions.

Hence, it was decided to issue a periodic newsletter to the faculty. Vice President Smith's office agreed to provide the funds. This "Report to the Faculty" is the outcome.

Committee to Faculty — Is this worthwhile?

6. "Sounding" of Faculty Preferences.

In order to ensure the Committee's representation of faculty opinion, it may be desirable to conduct small-scale sample surveys to measure faculty preferences, when the issue is important and time permits.

SCFA sought and obtained from Vice President Smith a statement that funds from his office and help from the Bureau of Institutional Research would be made available for this purpose.

7. Free Computer Calculation of Faculty Member's Life Insurance "Deficit."

The proper calculation of life insurance needs is, conceptually and computationally, beyond the capacity of most faculty members. However, a combination of (1) answers to a carefully designed questionnaire plus (2) the execution of the appropriate computer program would make feasible a proper calculation of the life insurance "deficit," i.e., how much more or less life insurance a person should carry.

SCFA recommended that the University take steps to make such a program available. The University administration has approved the move, and execution will be undertaken by the Department of Insurance and Retirement.

8. Possible Modifications in Faculty Payroll Procedures.

a. **Pro-Rating Option.** SCFA recommended that persons on 9-month appointments (B appointments) should be offered the option of having their 9-month salary pro-rated evenly over 12 months.

b. **Automatic Deposit of Payroll Checks in Checking Accounts.** SCFA recommended adoption of such an arrangement, permitting each faculty member to choose between automatic deposit in a bank of his choice and the present procedure.

c. **Payment Frequency: Once vs. Twice a Month.** SCFA considered this suggestion, but decided that there would be no great demand for once-a-month salary payments. Hence, the Committee took no action.

A committee appointed by Vice President Champion is examining the entire payroll system. SCFA will have a "go" at the topic again when this special committee reports.

9. Representation of Coordinate Campuses.

In view of weather and other impediments to communication and transportation, SCFA feels that the representation of the outlying campuses (Duluth, Morris, and others) on University Committees is most imperfect.

SCFA asked the University administration in December, 1969, to investigate the possibility of closed-circuit TV or telephone conference calls for University committee meetings involving members from outlying campuses.

As far as the Committee knows, no action has been taken as yet to make this recommendation effective.

10. University Policy on Faculty Political Activity.

In May, Vice President Shepherd asked SCFA to consider a proposed University policy on faculty political activity.

SCFA considered the proposal at its June meeting and suggested that the policy be broadened to cover appointive as well as elective positions.

Regarding elective positions, the original proposal calls for the affected faculty member to *resign* if the position requires more than one year away from the University. It applies only to full-time elective positions.

For details, consult the next Senate Docket to be issued.

11. Faculty Identification Cards Available.

As a result of action by the 1969-1970 Senate Committee on Faculty Welfare, any faculty member desiring an official University identification card can obtain one. Obtain forms from your Departmental Secretary and then go to Identification Card Office in basement of Johnston Hall. (In case departmental secretaries lack a supply of forms, they may be obtained from Admissions and Records Service Bureau.)

For further details, phone 3-4923.

12. Single-Quarter Leaves Now Open to Assistant Professors.

Vice President Shepherd's office proposed a change in University regulations to open the Single-Quarter Leave option to assistant professors and other faculty members without tenure. SCFA voted its approval. The change will become effective when and if approved by the Senate.

For details, consult Senate Docket for May 28, 1970.

13. Sabbatical Leaves: "Clean" vs. "Dirty" Money.

University regulations provide that a faculty member on sabbatical leave will receive 50% of his regular compensation for 9 months. He may also supplement this with outside income. Formerly, the types of *eligible* outside compensation were severely restricted.

Last year the Ad Hoc Committee on Sabbatical Leave Policy recommended a liberalization in the regulations restricting outside compensation. In December, SCFA discussed and approved a proposal brought by Vice President Shepherd, embodying their recommendation, to broaden the class of compensation which would be acceptable as supplementary compensation. Specifically, the new regulation states: "A member of the faculty on sabbatical furlough may be permitted to augment his sabbatical stipend approximately to the level of his regular University salary, provided that the activities yielding the additional compensation are consistent with the purposes of the sabbatical furlough."

Subsequent to the SCFA discussion, the Regents adopted the proposed change.

For more details, contact Anne Wirt in Vice President Shepherd's office.

The 1968 Senate Resolution calling for sabbatical compensation equal to approximately $\frac{2}{3}$ salary for 9 months has remained unimplemented. For the present biennium, the nonimplementation is responsive to an expressed faculty preference for salary increases to improved sabbatical compensation given the limited funds available for the 1969-1971 biennium.

14. TA's and RA's: Payroll Deduction of Fees.

Some TA's and RA's have found it necessary to take out loans in order to pay their student fees *in advance* as University regulations provide. The fees are then repaid out of subsequent salary payments. The taking-out of such loans seems an unnecessary hardship.

Therefore, SCFA recommended that the University permit payroll deduction of fees for TA's and RA's. Vice President Champion reported that this year the Committee's recommendation has been implemented on an ad hoc basis. Next year — when the wholesale revision of payroll arrangements has been completed — automatic payroll deduction of fees will be made readily available to all TA's and RA's who want it.

15. \$39,000 Supplementary Appropriations for Older Retirees.

Prior to 1962 — and particularly prior to 1956 — University Retirement Benefits were low, relative to the present. Vice President Shepherd recommended, and SCFA approved, the appropriation of \$39,000 to raise the retirement benefit of about 120 older retirees to a decent level.

ITEMS DISCUSSED, NO ACTION TAKEN

16. University's Performance As Manager of (1) Faculty Retirement, and (2) University Endowment Funds.

In Fall, 1969, SCFA asked for an evaluation of Minnesota Mutual's and Northwestern National Life's performance as managers of faculty retirement funds. The answer to this question will be forthcoming when an evaluative committee, at work since last December, reports its findings. These findings will be discussed with SCFA.

In May, 1970, Vice President Kennedy met with SCFA to discuss steps taken to improve the effectiveness of the University's overall management of short-run and long-run investment funds (*not* retirement funds).

In terms of short-run money management, Mr. Kennedy reported the following changes. Some short-term funds formerly sitting interest-free in banks have been shifted into interest-bearing investments (Treasury Bills, etc.); Investments, currently yielding 8% to 10%, have replaced CD's paying 6%; University short-term borrowing now — but not formerly — reflects the fact that the University is a tax-exempt institution and hence deserves a rate 3% to 4% — and not a mere 1% — below the prime rate.

The long-run endowment funds of the University — \$80 million in all — have been placed in the hands of a number of large, professional investment companies who will compete with one another. Under former non-professional management, University funds had suffered substantial loss of market value in the 1963-1969 period.

SCFA was aided in its discussion of this matter by Irwin Friend, Visiting Professor in Business Administration and a noted student of the securities markets. He suggested that the faculty should monitor two items: (1) the rate of return achieved, given the degree of risk, and (2) the size of the fee paid to investment agents.

Naturally some of the moves cited above have aroused opposition by local securities firms and banks from which University business has been withdrawn. According to Vice President Kennedy, faculty support will be required to assure that the best financial management procedures are followed in the future.

17. Academic Freedom and the State University of NY, Buffalo.

In April, the Twin Cities Campus Steering Committee asked SCFA to report on the situation in Buffalo.

SCFA has been unable to comply, lacking any kind of investigative resources. The Committee also notes, respectfully, that at the present there may exist many such situations where academic freedom is threatened.

18. Major Medical Insurance As A Third Option.

Genuine major medical insurance* is an arrangement by which health services expenses in excess of a given minimum (say, \$500) in a given year are covered by the insurance company. It was suggested to SCFA that some faculty members would prefer such an option to the existing (1) Blue Cross and (2) Group Health alternatives.

SCFA decided to incorporate this in the next "sounding" of faculty opinion. At such a time we could ascertain whether a significant fraction of faculty members would prefer the major medical option.

19. Travel Expenses to Professional Meetings.

The Committee expressed its agreement with a 1966 Senate Resolution which

* Not to be confused with existing *supplementary* major medical which requires enrollment in either Blue Cross or Group Health.

called upon the University to make funds available through the supplies budget so that, in effect, every faculty member would receive at least partial University support to attend at least one professional meeting per year.

In December, SCFA asked Vice President Champion to provide statistical data on present travel expenditures in the University. When such information is received, the Committee expects to make appropriate policy recommendations.

ITEMS CARRIED OVER TO 1970-1971

20. Long-Range Parking Policy.
21. University Sponsorship of Mass-Marketed Automobile Insurance.
22. Health Insurance Plan: Inclusion of Group Dental Health Insurance.
23. Criteria for Salary Increases.
24. Student Course Appraisals As A Means to Greater Emphasis on Teaching.
25. Reciprocal Tuition Exchange Plan.
26. Actual and Potential Women Faculty.
 - a. Status
 - b. Discrimination
27. University Nepotism Rules.
28. Tax-Sheltered Deferred Investments for Retirement.
29. Malpractice Insurance.

E. SCOTT MAYNES
Chairman

Accepted, June 5

XXVIII. REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY (SCEP) 1969-70

Reported for Information

The Committee held thirty-four meetings between September 25, 1969 and June 11, 1970, including two open hearings on University-ROTC relationships, a joint meeting with the Campus Committee on ROTC and the Hoebel Committee, a joint meeting with the Senate Research Committee, two meetings with representatives of the Health Sciences, and additional guests including General College administrators and members of SCEP task forces.

Action Taken on the Following Items

Recommended to the Senate for action:

1. Amended Report of the Special Committee (Hoebel Committee) on University-ROTC Relationships
2. A Program for Institutional Support of Educational Development (Werntz Committee)
3. Development of Undergraduate Programs (Kerr Committee)
4. The Development of the General College 1970-1980
5. Governance and Structure of the Health Sciences
6. The All-University Policy on Liberal Education (re: undergraduate distribution requirements)
7. A Proposal to Change the Predominant Course Credit Module

Reported to the Senate for Information:

1. Proposals of the Joint Task Force of SCEP and the Graduate School (Lofquist Task Force)
2. Medical School Grading Change (addition of letter grade O [Outstanding] for courses presently recorded as S [Satisfactory] and I [Incomplete] and elimination of class ranking)

3. Graduate School Grading Change (S grade eliminated in computing GPA but counted toward degree credit)
4. Interim report of the Joint Task Force of SCEP and the Senate Research Committee on Secrecy in Research

Agenda Items Discussed, No Action Taken

1. Recommendations of the Joint Task Force on Secrecy in Research
2. Availability of Educational Opportunity, Parts I, IIA, IIB (Kegler task force)
3. Prospectus: Development of Academic Programs in St. Paul in the Decade of the 1970's (Smith)
4. Statement of Academic Responsibility
5. Student Evaluation of Instruction
6. Professional Responsibilities of the Faculty (Responses to SCEP's memo of March 15, 1969 to Department Chairmen and Directors of Schools)
7. Special Examination Fees (re: increase from \$5 to \$20)
8. Post-Baccalaureate Degrees (referred to the Senate Committee on Resources and Planning)
9. Reorganization of the Office of International Programs
10. Reorganization of the Institute of Agriculture

ROBERT S. HOYT
Chairman

Committee members:

May Brodbeck	Susan Batson
Sulvan Burgstahler	Thomas Gastusch
Orval Driggs	David Holger (replaced by Mary O'Hara)
Norman Kerr	Lonna Malmshaimer
Albert Linck	Barbara Rudolph
Toni McNaron	Paul Cashman, ex officio
Wallace Russell (Spring quarter replacement: Harold Chase)	Stanley Kegler, ex officio
David Storvick	William Shepherd, ex officio
James Werntz	

Accepted, June 5

XXIX. OLD BUSINESS

XXX. NEW BUSINESS

In response to a resolution concerning a member of the ROTC faculty and a substitute resolution to refer the matter to the ROTC Committee, the Vice Chairman was instructed to appoint an ad hoc committee of seven senators to examine the incident and report its findings to the Senate together with rules or principles to govern similar circumstances.

The Senate approved a motion to cancel Commencement for July, 1970.

XXXI. NECROLOGY

Amendment to the necrology section, Senate Minutes, December 4, 1969. Professor Immanuel C. Fischer died June 12, 1969 and not July 12, 1969 as reported earlier.

EDWARD S. BADE
1893-1969

On November 18, 1969, in Minneapolis, death claimed Edward S. Bade, Professor Emeritus of Law, University of Minnesota Law School, at the age of 76. He is survived by his widow, Genevieve, one brother and six sisters. The Bades had no children.

Fifth son and youngest of the 12 children of William B. and Anna Voight Bade, Edward was a native Minnesotan. Born on a farm in Laketown Township, Carver County, he spent his childhood there and received his elementary education in a one-room country school. His parents having died when he was a child, he then moved to Minneapolis where he lived with relatives and attended East High School. Graduating with honors in 1913, he entered the University but his studies in Arts College were interrupted, first by tuberculosis and later by war service in France with the U.S. Army Engineers during World War I.

On his return from service Edward entered the University Law School in the fall of 1919, was elected to the Student Editorial Board of the Minnesota Law Review in 1920, and graduated with the Order of the Coif in 1922. Admitted to the Minnesota Bar the same year, he practiced law with James E. O'Brien in Minneapolis from 1922 to 1931 acquiring considerable expertise in Property Law. He was a long-time member of the Hennepin County, Minnesota State and American Bar Associations.

After his marriage to Genevieve Anderson in 1924 he took more liberal arts courses in night school at the University, completed the work for his B.A. degree in 1931 and was elected to Phi Beta Kappa. At that point his scholarly interests led to the decision to leave practice and teach law. Granted a fellowship for graduate study at Columbia Law School during 1931-32, he earned his LL.M. degree there.

Returning to Minnesota in the fall of 1932, he became an Instructor in the Law School, was promoted to Assistant Professor in 1934, Associate Professor in 1940 and Professor in 1943. After Law Librarian, Arthur Pulling, left Minnesota in 1943 to become Library Director at Harvard Law School, Professor Bade agreed to serve as Director of the Minnesota Law Library and ably filled that position, in addition to carrying almost a full load of law teaching, until 1948 when his request to return to full-time teaching was granted.

Ed not only had a remarkable knowledge of legal bibliography, but also proved to be an able administrator and made significant contributions in organizing and staffing the library as well as in continuing the growth of the outstanding collection begun by Pulling. His primary love, however, was law-teaching and legal scholarship and he devoted all of his energies after 1948 to research and the development of his courses, primarily in the fields of Real Property, Trusts, Wills, Mortgages and Estate Planning. He published several law review articles and was the author of a casebook on real property and conveyancing that is still in use, but the scope and depth of his scholarship cannot be measured by his publications. He abhorred the "publish or perish" idea, believing, as he once stated, that "There should be a teacher on the faculty who does research, not necessarily for publication, but for the direct benefit of the students." His students were aware of his meticulous and penetrating scholarship.

On his retirement from the Minnesota Law Faculty in 1961, at the mandatory retirement age of 68, Professor Bade received the Minnesota Law Alumni Association Award for distinguished service to the school and the profession. But he was not through with law teaching. He was persuaded to teach as a visiting professor at the University of California Law School at Berkeley during 1961-62, and then was invited across the Bay to teach at the University of California, Hastings College of Law in San Francisco during 1962-63. Although still vigorous, and urged to continue teaching at Hastings, Ed felt that he could not continue the rigorous program of study he felt an active law teacher should follow, and ended his teaching in 1963 to return to his home in Minneapolis and pursue his numerous hobbies.

His retirement, however, lasted only until March, 1965, when he was persuaded by the Minnesota State Board of Bar Examiners to become Acting Director of Bar Admissions, a position he filled ably until August, 1966, when a permanent Director was found.

Ed Bade had a breadth of interest, knowledge and intellectual curiosity outside the law which many of his colleagues and students knew nothing about. As a young man he had been organist in a small church and he maintained throughout his life an interest in and extensive knowledge of good music and musicians. An avid student of nature, he had a sizeable collection of well-studied books on plants, trees, animals, streams, rocks and other natural phenomena, and often took

trips to the country and hiked for miles observing and photographing what he saw. Yes, he was an excellent amateur photographer but you had to beg him to show his pictures. He loved tools and knew how to use them in building and fixing things. He made a practice of lunching with faculty members from other departments of the University, quizzing them about their fields of learning and absorbing a broad spectrum of information. Although basically conservative in his convictions he was always tolerant of the differing views of others, if honest. But he never hesitated to call a spade a spade when he thought someone or something was dishonest or false.

To know Ed Bade was to respect and love him. Like others of that unusual law faculty assembled by Dean Fraser at Minnesota during the 1930's and 40's, Ed had immense integrity, dedication and ability. But it was his genuine, warm and completely non-aggressive friendliness and rich sense of humor that captivated one. The twinkling eyes and unaffected smile completely belied the fierce eyebrows and Prussian pompadour. Always he had a pat story or humorous anecdote to illuminate and lighten the topic of discussion but never to vulgarize it. Ed was always a gentleman, modest and unassuming, without stiffness or coldness — a true "gentleman and scholar" in the best tradition — who shunned the limelight and never sought personal aggrandizement, status or power. But he had deep convictions of right and wrong and never hesitated to speak out against what he thought was wrong or phony or foolish. A truly mature person, he could be indignant and offended and forthright, but never lost his self-control. Ed had obviously come to terms with life at an early age, decided what he wanted to do with it, developed his talents and proceeded quietly and patiently to use them for the enrichment of himself, his wife, his students, his colleagues and his friends in the way he felt was right and best.

He is one of those we shall miss.

ARLIE RAY BARNES
1892-1970

Dr. Arlie R. Barnes, emeritus professor of medicine in the Mayo Graduate School of Medicine at Rochester, and a member of the faculty of that school from 1925 to 1957, died suddenly on March 24, 1970, at Panama City, Florida, where he and Mrs. Barnes were spending the winter.

Like a number of other distinguished persons who have contributed notably to American science, arts and letters, Doctor Barnes was an Indianan, born near Paris Crossing, in what he liked to call "persimmon country," on April 24, 1892. To him it was inconceivable that he should take his schooling anywhere other than Indiana University, which awarded him the degree of doctor of medicine in 1919 and the same degree, *cum laude*, in 1920.

He came to Rochester on July 1, 1920, as a fellow in medicine in the Mayo Graduate School of Medicine. Appointed to the staff of the Mayo Clinic in 1925, he also became an instructor in medicine in the Mayo Graduate School of Medicine in that year, assistant professor in 1930, associate professor in 1933 and professor in 1936. He retired from the Mayo Clinic and Mayo Graduate School of Medicine in 1957.

He early became known for his remarkable acumen in the often trying art of clinical diagnosis, which he augmented by a thorough and extensive mastery of electrocardiography, some of which was manifested in his monograph of 1940 on the subject. He contributed more than 120 papers to the literature of his field, and was recognized by election to the presidency of the Central Society for Clinical Research in 1941, the Central Interurban Clinical Club in 1946 and the American Heart Association, Inc., in 1947.

He was a quiet man of unhurried judgment, his loyalties ran deep and his purposes held firm. He had vision and ambition in behalf of his institution and his colleagues, yet he was most reticent in affairs of personal preference. Through him ran a deep strain of kindness and compassion. He was a teacher endowed with a rare capacity to engender the spirit of inquiry in his graduate students, and a physician whose counsel was accorded the highest esteem of his colleagues. And some who knew him intimately saw embodied in him, those qualities he commended for emulation in his memorable essay, "The Uncommon Man."

Mrs. Barnes and a son, David, both of Rochester, survive him.

DONALD RAY BENDER
1934-1969

Donald Ray Bender was born in Madison, Wisconsin, on October 23, 1934. He was drowned in an unsuccessful attempt to rescue his 5-year-old son, Scott, from the Pacific Ocean near Monterey, California, on December 29, 1969.

Following graduation from Central High School, Madison, Wisconsin, he entered the University of Wisconsin and received a B.S. degree in Anthropology in 1957. His Ph.D. degree was granted in 1964 from Northwestern University where his field of study was again anthropology as part of the program of African Studies.

Dr. Bender joined the University of Minnesota staff August 1, 1965, after serving four years as an assistant professor of anthropology at San Jose State College, San Jose, California. Here he was an assistant professor of home economics and anthropology and an extension specialist in anthropology. He also was serving as acting chairman of the family social science division of the School of Home Economics.

Dr. Bender held membership in several professional organizations including the Central States Anthropological Association, the African Studies Association, and the Minnesota Council of Family Relations. He was a Fellow of the American Anthropological Association.

Dr. Bender is survived by his widow, Nita; two sons, Keith 7, and Joel 6 months; and his mother, Mrs. Blanche Bender, Madison, Wisconsin.

Adopted by a rising vote

The University Senate adjourned.

W. DONALD BEATTY
Clerk of the Senate

**The Next Regular Meeting
of the
University Senate
Is Scheduled for
Thursday, December 3, 1970
at 3:30 p.m.**

Appendix I

ABSTRACT OF DISCUSSION

May 28, 1970

President Moos called the meeting to order and requested that Senators sit in the designated area and that all others find seats elsewhere.

Minutes of the Last Meeting

The minutes of the March 12 meeting were approved.

Tenure Committee

Carl Auerbach, professor of law, noted that a number of faculty Senators had not been able to find seats, and he proposed to delay discussion of the report until they could be present.

(At this point the meeting was moved from Murphy Hall auditorium to the Museum of Natural History auditorium. Shortly after assembling in the Museum auditorium the meeting was recessed until June 4 as a result of a disturbance by students protesting the presence of the University police.)

June 4 and 5, 1970

The reconvened meeting was called to order by the President. John Darley, professor of psychology and chairman of the Consultative Committee, reported that the committee recommended that flags be furled at the meeting and that it intended to work out rules governing such displays at Senate meetings in the near future. It was moved that it be the sense of the Senate that the request of the Consultative Committee be acceded to. The motion was seconded. Carl Auerbach, professor of law, and Burnham Terrell, professor of philosophy, supported the motion, asserting that the Senate had the right to control the conditions under which it met and could exercise discretion in maintaining an atmosphere of debate and in which actions by non-members present could reasonably be regulated. William Tilton, student, said he believed such a directive would be a violation of free speech, and Mulford Sibley, professor of political science, urged defeat of the motion, as did Allan Spear, associate professor of history. The motion was then approved.

Several flags continued to be held, unfurled, by non-members.

Tenure Committee

Scott Maynes, professor of economics and chairman of the Committee on Faculty Affairs, reported committee support for the recommendations to be presented by Carl Auerbach, chairman of the Tenure Committee, who then moved adoption of several changes in tenure regulations in turn. The first concerned lengthening the maximum probationary period for assistant professors from 5 to 7 years.

At this point Alan Margoles, student, moved that those sections of the agenda pertaining exclusively to faculty affairs be handled in a separate session. Mr. Darley responded that time had been a factor in trying to schedule another meeting, as well as consideration for the broad interest and urgency of most of the matters on the docket. The motion was withdrawn, and the Auerbach motion approved.

A second proposal concerning clarification of the status of initial appointments to the rank of associate professor or professor was introduced. There were a number of rules which were described to provide easier interpretation, and the item was approved. The third and fourth proposals concerned temporary removal for cause and some implementing changes.

Donald Gillmor, professor of journalism and mass communications, presented the views of the AAUP Executive Committee, which, he said, was concerned with the quality of due process. The committee saw all the suggestions as improvements but wanted to recommend changes in section 13, which requires the President to

consult with an ad hoc committee of his own choosing in removal cases. He said AAUP favored selection by the faculty of such a committee. It was concerned about conditions under which it is decided proceedings should take place, and it favored payment of salary during the suspension period. Following his report, the third and fourth recommendations were approved. Carl Auerbach noted that his committee would examine other aspects of the faculty tenure code next year.

Administrative Committee

Donald Smith, vice president for administration, presented four recommended changes in 1970-71 graduation ceremony procedures, involving voluntary attendance, reduction of the number of ceremonies, provision for individual units to schedule such ceremonies, and review and recommendation during the year by University Relations. All were approved by common consent.

Educational Policy Committee

Stuart Hoyt, professor and head of history and chairman of the committee, introduced a report by the Special Committee on University-ROTC Relationships, which called for location of the ROTC program in the General Extension Division, and he reviewed certain revisions and recommendations made by the Educational Policy Committee, including a reconstituted committee reporting to certain deans and SCEP and charged with coordinating courses offered in regular academic teaching units. Adoption of the report including the modifications was seconded and Mr. Hoyt proceeded to outline certain features of the proposals. The report of the committee, he said, had in view the long-range goals appropriate to the nature and purpose of the University, that is, an academically sound program under full faculty control. There was nothing in it which was retroactive nor anything which would violate the program of those who were currently enrolled in ROTC. The report recommended Senate approval of the broad principle of an academic program divorced from military courses and recommended a Senate task force to study the feasibility of establishing an institute devoted to teaching and research in the field of conflict resolution.

Burnham Terrell, professor of philosophy, moved to strike from the "special considerations" section a statement indicating that the presence of ROTC on the campus did not modify the behavior of the University and another statement bearing on the "liberalizing influence" of the University on the potential military officer. He noted the inconsistency and moved for their deletion. His motion was approved.

Wallace Armstrong, professor and head of biochemistry, inquired about the status of the Armory. Mr. Hoyt replied that assignment of the facility was not in the charge of the committee, and called attention to the section proposing negotiations, in concert with other CIC institutions, with the Department of Defense for revision of contracts, which would include facilities disposition.

William Tilton, student, moved to amend by substitution, introducing a set of alternate proposals calling for removal of all military training programs from the campus, for funds for support of all such programs to be turned over to the development of the Afro-American Studies Department, and for financial assistance for those students in the current program who might sustain loss. His motion was seconded. He condemned the SCEP report as being not academically feasible or appropriate and attacked it as politically immoral. Eli Rosenfield, student and vice chairman of the Twin Cities Assembly, supporting Mr. Tilton, said that such activities were incompatible with the aims of our institution, and he deplored the recent incident involving a graduate student from the ROTC program who was allegedly threatened by a member of the ROTC faculty as a result of statements he had made during a committee hearing.

Donald Larmouth, instructor at UMD, said that, if ROTC were eliminated from American campuses, the alternative might well be a national array of military establishments and a more repressive atmosphere, and he supported the view that the University could be a liberalizing influence. Roger Jones, associate professor of physics, supported Mr. Tilton and suggested removing the military in all forms from all campuses and from the country as a first step to unilateral disarmament. Paula Giese, assistant professor of humanities, felt there was no chance to liberalize militarists and reminded the Senate of the University subsidies to

ROTC, both direct and indirect. Interest in more information concerning the incident referred to by Mr. Rosenfield was expressed, and it was reported by a member of AAUP that its report of the incident was not distributed widely because the ROTC officer had not had an opportunity to respond. AAUP had solicited a response from the Vice President for Academic Affairs, and at the same time censured the ROTC faculty member.

In connection with the proposal for assignment of funds to the Afro-American Studies department, as against another department such as American Indian Studies, David Cooperman, professor of sociology, inquired about the basis for the selection. Mrs. Giese responded that it was an area of academic interest which had been neglected and was having a hard time financially. At this point the Tilton motion was defeated.

William Hathaway, associate professor in General College, moved there be no recommendation for change until a majority of the students and faculty had voted for such a change in a special referendum conducted during fall quarter, and he called for a roll call vote of the Senate on his proposal. His motion was seconded. He went on to say that the Senate represented only a minority of the students and faculty and that those not present should have a voice in the decision. Mr. Hoyt said that a referendum was not necessary, since the Senate was a legally representative body of the faculty and students. It was moved that the Hathaway call for a roll call vote on his substitute proposal be replaced with a call for a voice vote, which carried, and this motion, as amended, was defeated. The Hoyt motion, as amended, was then approved.

Election of Vice Chairman

Paul Meehl, Regents' professor of psychology, and Eli Rosenfield, student and vice chairman of the Twin Cities Assembly, were nominated. Mr. Meehl was elected in a show of hands.

Business and Rules Committee

Roger Page, associate dean and professor of liberal arts, noted that University College students did not have representation in the Senate and moved for correction by amending the Bylaws. His motion was seconded and approved.

Committee on Committees

James Werntz, professor of physics, presented a recommendation for an increase in membership on the Library Committee of four faculty members and two students to get broader representation. His motion was seconded. A student then moved that the increase for students be three; his motion was seconded and approved, and the Werntz motion as amended was approved.

Research Committee

Ivan Frantz, professor of medicine and chairman of the Committee on the Use of Human Subjects in Investigation, called attention to the report of his committee and announced that he was asking that it be returned to the committee for further study. He said in 1966 procedures were established in response to a request from the U.S. Public Health Service for assurances that prior review of the judgment of the principal investigator or program director by a committee of his institutional associates had taken place, and that such a review would assure the rights and welfare of the individuals involved of the appropriateness of methods used, and of the risks and potential medical benefits of the investigation. He said the committee was trying to make the procedure applicable to all research at the University, but he added that further delay of Senate consideration of the matter was desirable. It was then moved that action be delayed until the first meeting of the Senate in the fall and that the committee be given an opportunity to review its work. The motion was approved.

Academic Standing and Relations Committee

Ted Kellogg, associate dean of admissions and records, presented for information the report of committee activities for the past year. This was followed by a proposal to modify the handling of grades of incomplete to permit academic

units greater flexibility, so that such grades would not necessarily be changed to failing grades at the end of six weeks. This proposal was approved.

A second recommendation concerned accreditation, involving renewal for certain private Minnesota high schools, addition of one to the list, and continued transfer recognition for two junior colleges, all of which were approved.

He then proposed the discontinuance of the policy of formal transfer recognition relationships with other Minnesota colleges and universities as a basis for credit transfer. In its place would be a policy which would rest heavily on the North Central Association and would broaden the policy to include those institutions which had correspondent status, that is, certification that the institution was expected to move toward full accreditation. This would enable the University to use actions of NCA as a basis for transferring credit. This recommendation, too, was approved.

Educational Policy Committee

Mr. Hoyt called attention to the abstract of a program for institutional support of educational development by the Council of Liberal Education, and turned the subject over to James Hogg, professor of law and chairman of the Council. Mr. Hogg asserted that experimental curriculum work should be a high priority item and emphasized the need for a reasonable budget. He said that the increase to the potential three percent figure would be through phased funding over the next five years.

Lawrence Goodman, professor and head of civil engineering and hydraulics, inquired whether regular support funds were involved, and whether innovative projects would automatically compete with other ongoing projects. Mr. Wertz emphasized that funds were for the development phase only, not for ongoing programs. Herbert Johnson, professor and head of agronomy and plant genetics, preferred that the Senate not act on the funding and inquired why the three percent figure had been selected. Mr. Wertz said such factors as the level of activity had been considered, as well as the approximate ultimate amount that would be derived at that rate and the \$10,000 figure estimated as the amount for an "average-sized" department. Donald Hastings, professor of psychiatry and neurology, moved that funds not come out of existing educational funds, and that, if the proposal had merit, the chairman of the Senate appoint an appropriate committee of the Senate to come up with a figure that would fund the proposal and take it to the Legislature. His proposal was seconded.

Peter Gregory, associate professor of economics, suggested that the best way to stimulate innovative activity in teaching was to offer pay incentives to individuals. He said that the review procedure was cumbersome and that it would treat the time of the faculty as free goods. He suggested setting up projects on a pilot basis. Maynard Reynolds, professor and director of special education, advised against proposing a separate item for the Legislature. Hyman Berman, associate professor of history, and Eli Rosenfield supported the original proposal, and argued against the amendment, Mr. Berman speaking for the needs of the social sciences, and Mr. Rosenfield, for its importance to students. At this point, the Hastings amendment was defeated, and the original motion was approved.

(The meeting was recessed and resumed the next day.)

Educational Policy Committee

Mr. Hoyt introduced the report on the governance and structure of the health sciences and moved approval for transmittal to the Regents with the recommendation that they approve it as University policy. His motion was seconded. He reported that an external committee chaired by President Heard of Vanderbilt had reviewed the health science program and related fields at the University and had transmitted its report to Mr. Hoyt's committee. A draft was referred to a number of departments, and SCEP put together the report.

Warren Ibele, associate dean of the Institute of Technology, explained the importance of the section on admissions to graduate programs, as well as criteria for the programs themselves. The motion was then approved.

Mr. Hoyt introduced a report from the Council on Liberal Education on the development of undergraduate programs written by a subcommittee chaired by

Norman Kerr, associate professor of zoology. The report dealt with current opportunities and limitations on developing innovative undergraduate programs, expansion of the role of University College, and a plan for the implementation of approved experimental programs. Mr. Hogg said that staff and budget would be developed under normal procedures if the concept were approved, and Lloyd Lofquist, assistant vice president for academic administration and a member of the committee, urged support as a means of encouraging innovation. The motion was approved, as amended by Mr. Hogg for minor changes.

Mr. Hoyt presented for information proposals of the Task Force on the Graduate School concerned with changes in operation and the organizational structure of the School, and involved recommendations for modification of the present system and redistribution of some of the responsibilities of the group committee and of the Graduate School office. It was reported as approved by the executive committee of the Graduate School.

Mr. Hoyt introduced an item concerning proposed development of the General College during the next ten years. He moved that the Senate approve the policies and proposals and recommend that the Regents authorize the faculty of the General College to develop experimental third and fourth year programs, some of which would terminate with a bachelor's degree. His motion was seconded. John Darley, professor and head of psychology, said that the plan involved major collegial change and advised withholding action to await the success or failure of the two innovative programs just approved. He asserted that it was a replication of innovative planning effort and suggested that General College could be encompassed in those programs. He moved to recommit the proposal to the Educational Policy Committee. His motion was seconded.

Alfred Vaughan, dean of the General College, said there was no overlap of opportunity and that the report addressed itself to different groups of students from those who would be affected by the other proposals. In response to a question about numbers of students to be served and the resources required, Frank Benson, assistant dean of the General College, estimated about 100 students for next year could be in experimental programs. He estimated resources needed at about five full-time faculty members, and emphasized the differences in student needs and goals in this type of program. He said it would serve a wide spectrum of students, that the College had the structure and framework to proceed with the program, and that it would be a great value to the state. Thomas Strapp, student, spoke for adoption, stressing that University College and the General College served two quite different types of students. Fred Lukermann, assistant vice president for academic administration, indicated the budgetary commitment would not be significant, that the University needed flexibility in the transfer process, and emphasized that there was need to strengthen the junior college function in the Twin Cities area. At this point the Darley motion was defeated.

Hans Weinberger, professor of mathematics, asserted that the University was too crowded to serve the four-year role for those students who would be part of the program and said it would be pre-empting a four-year institution in the Twin Cities for those students. Mr. Cooperman indicated that overcrowding was one problem, and making judgments about which student groups should have access to knowledge resources were different problems, and Mr. Hathaway noted the plan would serve a purpose for those who do not fit molds in enabling them to transfer into CLA and other colleges and would be a constructive way to assist them to be productive. The original recommendation to approve the policies and proposals and recommend that the Regents authorize the faculty of the General College to develop experimental programs leading to appropriate bachelor's degrees or certificates was then passed.

Mr. Hoyt presented for action the all-University policy on liberal education endorsed by his committee and the All-University Council on Liberal Education. The policy would require colleges to provide a statement concerning the objectives of liberal education and its importance in the program of that college, and students in bachelor degree programs would present evidence of study leading to those objectives. Colleges would be asked to furnish the Council with their own ways of fulfilling the objectives, and proposals would be drawn up in such a way as to demonstrate clearly the procedures by which candidates for bachelor's de-

grees would satisfy the requirements for a liberal education. Mr. Hogg summarized the provisions and reported Council approval of the proposals. He said it would be important that the colleges report to the Council on any action to be taken. The motion was then approved.

Committee on Committees

Mr. Wertz presented a resolution for the establishment of a University Committee on Educational Development, to report through the Educational Policy Committee. It would consist of seven faculty members and three students and would be charged with developing procedures and program review for the educational development program. Dick Nelson, student, moved that student representation be increased to five. A discussion ensued on the lack of participation of students in attending committee meetings and the problem of getting a quorum when more students are asked to serve on committees. The Nelson motion was then approved, and the resolution, as amended, was also approved.

Mr. Wertz introduced a resolution for the establishment of a University College Governing Council reporting through the Educational Policy Committee and consisting of ten faculty members, three students, and certain ex officio members. It would be charged with carrying on the functions of University College including the new responsibilities just approved by the Senate. Mr. Nelson moved that student representation be increased to five and faculty decreased to eight, indicating that students had a vital interest in innovative programs. His motion was seconded, and there followed a move to refer the recommendation back to the Committee on Committees to permit consultation with students. Mr. Terrell moved to amend the Nelson motion to delete the proposal dealing with the number of faculty. This would leave the faculty figure at ten. Dr. Armstrong called attention to the proportion of students to faculty in the Senate and asked whether the same principle shouldn't carry over to committees. Mr. Rosenfield said there should be at least five students on every committee. It was then suggested that, since University College had no faculty of its own, the number of faculty members ought to be increased to make it broadly representative, and a vote on the motion not to decrease faculty representation carried. A subsequent vote on the motion to increase student representation was approved. Toni McNaron, associate professor of English, moved to change membership to 15 and 9. Mr. Wertz said that the Committee on Committees needed more than one year of experience on a basic study of the Senate before recommending changes in numbers and proportions on committees, and Miss McNaron withdrew her motion. The Wertz motion, as amended to change the student membership to five, was approved.

Business and Rules Committee

Mr. Page introduced a number of procedural changes to be included in the Senate handbook, involving motions to table, quorums, permission to attend committee meetings, and Senate meeting protocol. The motion to approve passed.

Mr. Page then presented for information the Constitution and By-laws for University of Minnesota, Morris.

Schedule Committee

Landis Boyd, professor and head of agricultural engineering, introduced a resolution, patterned along the lines of a so-called Princeton plan, to amend the calendar to advance the start of fall classes by one week and to designate October 26-30 as Action Week, when there would be no regularly scheduled classes and students would be encouraged to engage in off-campus political and social action in connection with the forthcoming election campaigns. Mr. Boyd said his committee did not take a position. Adoption was moved and seconded.

Mr. Hoyt offered a substitute motion in the form of a resolution from the Educational Policy Committee, which was reporting it without recommendation. The resolution called for courses to be planned by appropriate departments to focus upon the national crisis, including a Social Science program with a field work component, arrangement to schedule for fall quarter those courses involved with the electoral process and the current issues involved in the election, and other provisions concerning credit for appropriate summer work, for use of facilities, conditions for permission to participate in the political process for the two weeks

prior to November 3 (which would be an approved University holiday), and rescheduling of mid-term exams.

Mr. Rosenfield, speaking against the substitute motion, said it wouldn't permit the students whose homes were far from the University to participate in the campaign. Dr. Armstrong explained the problems which would be incurred by the Medical School if the Princeton plan were approved, indicating that an innovative program scheduled to start September 21 could not be reordered to fit the proposed calendar change. Allan Spear, associate professor of history, speaking for the Princeton plan, said it had been conceived nationally for social change and allowed maximum freedom of choice for the student to play a part in the political process. He pointed out that there would be no loss in teaching time, and asserted that the Berman plan was not substantive.

Donald Smith, vice president for administration, emphasized the difficulty of changing a number of collegiate programs scheduled on an annual basis on the projected calendar. He said it would punish the majority of students because they would not be participating in the political process and large numbers of them would incur added costs during the extra week. He said it would be hard to participate effectively in one week, and that the Berman proposal would provide greater in-depth study. He pointed out there was danger for a state university in the Princeton plan in that, as the American Council on Education stated, such institutions cannot make financial contributions to political causes, an issue which would be raised if faculty members were participating in political activity during the period for which their appointments run.

Support for both motions was voiced by a number of Senators and the assertion made that partisan aspects were involved and animosities against the University would be stirred up if the Princeton plan were adopted. At this point a motion to extend to fall quarter granting of credit for appropriate courses was seconded and approved.

Mr. Spear suggested that the day preceding election day be designated an approved University holiday instead of election day itself. Mr. Boyd pointed out that the Senate had another alternative to consider, namely, approval of the University calendar as it had been set up originally, and he moved accordingly. This motion was seconded and defeated.

Mr. Berman, in response to critics of his plan, asserted that it provided greater opportunity for participation, that the section pertaining to an election information center and mobile non-partisan voting clinics would serve a political purpose, that colleges could implement the proposals, and that it was offered in the spirit of educational innovation.

John Cound, professor of law, moved to strike out the reference to an approved University holiday, and his motion was seconded and approved.

Russell Hobbie, associate professor of physics, moved to delete the sections relating to the two-week action period, the consultation period with faculty members preceding the fall quarter, and the rescheduling of midterm exams. His motion was seconded. David Cooperman, professor of sociology, spoke against the Hobbie proposal and deplored the use of certain language used in the debate. The Hobbie amendment then failed, and the Berman proposal, as amended, was approved.

Committees for 1970-71

Mr. Darley, who had taken over for President Moos as presiding officer during the previous debate, presented the slate of committees for 1970-71 and reported that the students for each would be announced at the next meeting. In response to an inquiry from Mr. Nelson, student, as to why the students had not been appointed, Herbert Johnson, professor and head of agronomy and plant genetics, stated that the number of students submitted by the Minnesota Student Association to the Committee on Committees was less than the number of vacancies and that for every vacancy there should be two nominations. He recommended early attention to the needs of the student body in recruiting. A student senator pointed out that the strike activities had interfered with MSA functions at the time when students were being recruited. Roger Jones, associate professor of physics, suggested that students be given credit for serving on committees, and that faculty be granted released time for such service. The slate was then approved.

New Business

Miss McNaron introduced a resolution proposed by Mr. Terrell deploring interference in hearings of committees and citing the recent incident referred to previously in connection with a member of the ROTC faculty. It asked for a study and report by the ROTC Committee and the Judicial Committee for the Senate at the fall quarter meeting. Miss McNaron asserted that the Educational Policy Committee hearing incident had constituted interference with orderly procedure. Mr. Page, chairman of the Business and Rules Committee, suggested the matter could be referred to his committee for action. Mr. Cound moved to consider it immediately, and his motion was seconded and approved.

Mr. Hoyt reminded the Senate that the faculty member had not had an opportunity to respond to the report, and he moved a substitute resolution to refer it to the ROTC Committee with instructions to report at the first meeting of the Senate next fall.

Lonna Malmshemer, student, called attention to the earlier action of the Senate in altering the structure and function of the ROTC Committee, and Mr. Hoyt said that if the current committee were dissolved before its deliberations were completed the case would be handled by the new committee. William Shepherd, vice president for academic administration, urged that the matter be referred to the ROTC Committee, indicating that the faculty member would be precluded from appealing to the Judicial Committee if it were referred to that committee first. Mr. Nelson, student, suggested that the Business and Rules Committee be asked to look into the matter of freedom of expression and prepare rules for the Senate. Mr. Berman suggested using a neutral committee, and Mr. Spear said that, since the incident involved the rights of those testifying before committees, it should be referred to a neutral body. Mulford Sibley, professor of political science, offered an amendment: to refer the matter to an ad hoc committee of seven Senators appointed by the Vice Chairman, to examine the incident and report to the Senate its findings, as well as proposals for rules or principles governing similar circumstances. Mr. Hoyt said he would accept the foregoing as a friendly amendment.

The question was raised as to whether the Senate was asking for a review of procedures and policies and the point made that it was difficult to separate the specific instance from the general procedural issues. Mr. Sibley reiterated that the intent of his motion was to investigate the particular case *and* to report on the general issue. Mention was made that other instances of a similar nature had occurred and should be examined by the committee. The Sibley amendment then passed, and approval of the Hoyt resolution, as amended, followed.

Another item was raised by Duane Scribner, Director of University Relations, concerning July Commencement. He noted that the Administrative Committee had approved cancellation and recommended that the Senate do the same. The motion to cancel was seconded and approved.

Committee Reports

A number of annual reports for Senate and University committees were presented for information, including the one from the Faculty Affairs Committee, which its chairman said would be sent to all faculty members.

Necrology

The Senate stood in memorial tribute to three deceased members of the faculty.

DAVID COOPERMAN
Abstractor

Appendix II

ATTENDANCE OF ELECTED MEMBERS

1969-70

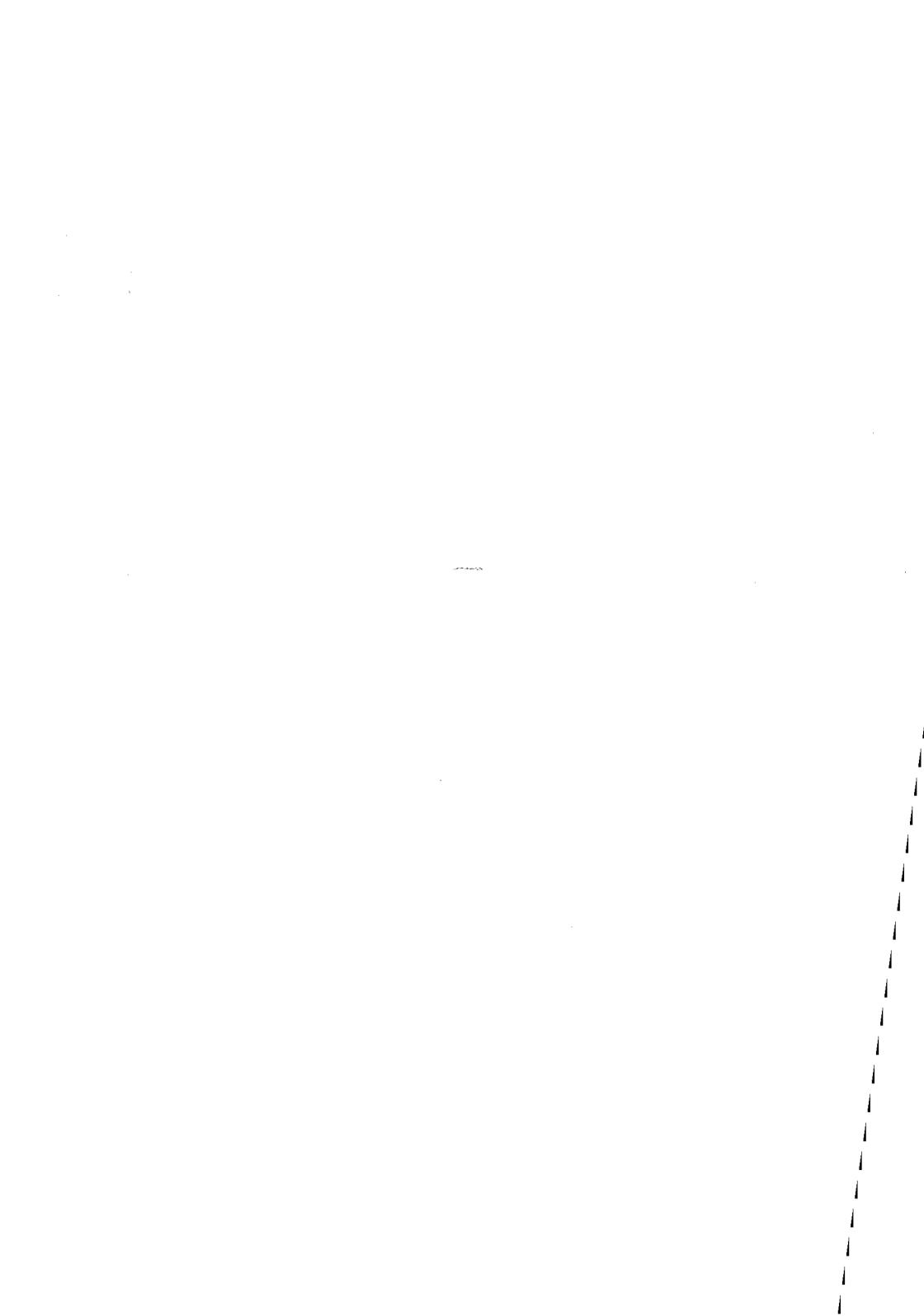
The attendance of Senate members elected for the current year, based on attendance rosters circulated at each meeting, is reported for information. During the year there were 3 regular and 2 special meetings. Senate members and number of meetings attended follow:

ELECTED FACULTY MEMBERS

Adams, Russell S., Jr.	3
Anderson, Austin	1
Aris, Rutherford	3
Armstrong, Wallace	3
Baumler, Walter	1
Bagley, Ayers L.	3
Balow, Bruce E.	1
Beck, Robert H.	4
Benson, Ellis	3
Berman, Hyman	3
Berninghausen, D. K.	3
Blake, George R.	3
Bliatherwick, Allan	3
Boman, Thomas	1
Boyd, Landis L.	4
Brodbeck, May	3
Brown, Ronald M.	3
Buckley, Joseph	0
Burgstahler, Sylvan	2
Cavert, H. Mead	3
Chase, Harold W.	4
Chiang, Huai Chang	2
Clapp, Maxine	4
Cooperman, David	3
Corcoran, Mary E.	3
Cound, John J.	3
Crawford, Dean	2
Darley, John G.	1
Davison, Suzanne	2
Driggs, O. Truman	0
Dziuk, Harold E.	2
Eckert, Ernst R. G.	3
Engene, Selmer A.	1
Fenton, Eleanor	2
Fenton, Stuart W.	3
French, Lyle	1
Fusaro, Ramon	1
Gardner, William E.	1
Gaumnitz, Richard K.	3
Giese, David	4
Goetz, Frederick	4
Goodman, Lawrence E.	4
Gullickson, Glenn	1
Hanson, Lester E.	1
Hart, Nathaniel	4
Hasbergen, Paul R.	3
Hastings, Donald	0
Hathaway, William	4
Haxby, Bernard V.	3
Heggstad, Carl	3
Heller, Walter	6
Henderson, Lavell	2
Hooker, Clifford P.	1
Howell, William S.	3
Hurrell, John D.	1
Hurwicz, Leonid	1
Irving, Frank D.	3
Jankus, Edward	1
Jenness, Robert	2
Johnson, Herbert	4
Jordan, Richard C.	3
Kane, William	1
Kidneigh, John C.	2
Kingsley, James M., Jr.	2
Klinger, Eric	2
Lambert, Ronald T.	4
Larmouth, Donald	2
Larson, Roger	2
Lee, E. Bruce	4
Lofquist, Lloyd H.	1
MacCorquodale, Kenneth	2
MacEachern, Donald G.	2
Maclear, James	1
Marshall, Donald	4
Martin, Roger B.	1
Maxwell, Grover	2
McNaron, Toni Ann	4
Meehl, Paul E.	1
Merrell, David	4
Merwin, Jack C.	3
Miller, R. Drew	1
Moore, Robert E.	2
Murphy, Thomas	3
Nelson, J. Russell	1
Nelson, Kenneth G.	4
Nicholson, Morris	1
Nier, Alfred O. C.	2
Odlag, Theron O.	0
Ojakangas, Richard	2
Opprand, Harold	4
Parker, John	3
Pratt, Douglas	2
Quie, Paul	2
Rasmussen, Donald C.	3
Schlotthauer, John	3
Schultz, Richard	2
Serrin, James B., Jr.	0
Shapiro, Burton	2
Shapiro, George L.	2
Sibley, Mulford Q.	3
Smith, Robert	1
Spear, Allan H.	3
Storvick, David A.	3
Swan, Patricia B.	4
Taraba, Wolfgang	4
Terrill, D. Burnham	3
Tibor, Zoltai	0
Titus, J. I.	0
Turnbull, John G.	4
Turrinto, Hugh L.	4
Underwood, Ted	4
Urness, Carol	3
VanderHorck, Karl	2
Varco, Richard	1
Waibel, Paul E.	1
Weinberger, Hans	2
Wilk, Roger E.	2
Williams, C. Arthur	3
Witzig, Frederick T.	2
Wright, Eugene S.	2
Wright, William E.	3
Yock, Douglas	2

STUDENT MEMBERS

Anderson, Robert Day	3
Anderson, Thomas	4
Andrews, Scott	1
Arens, Linda	3
Baasen, Nance	1
Badiner, Allan	3
Berger, Jo	1
Bloomfield, Cathy	1
Cain, Tom	1
Culha, Meral	2
Cuneo, J. Christopher	0
Dolan, Paul	1
Doyle, Kenneth	4
Ebert, Mary	3
Erickson, Scott	2
Feigl, David	2
Fellman, Marsha	3
Firestone, Edward	4
Ford, James	2
Fox, Gregory	4
Freimuth, Marc	1
Gerval, Victor	1
Glynn, Robert	0
Goehle, Nancy	3
Grendahl, Darryl	2
Griesgraber, Michael	0
Haubenhofer, Joe	1
Harveaux, Lawrence	0
Harvey, Everette	2
Holger, David	3
Horn, Susan	2
Jacoby, Barbara	2
Joynes, William	0
Kennedy, Mike	1
Kirkpatrick, Susan	1
Kline, Sue	2
Kreuter, Dianne	0
Margoles, Alan	2
Neilsen, Jane	4
Nelson, Bruce D.	4
Nelson, Richard	4
Niss, David	1
Orman, Michael	1
Pratt, Curtis	1
Rodgers, Jean Marie	3
Rosenfield, J. Eli	4
Rounds, James	4
Rudolph, Barbara	4
Rupp, John	1
Siegel, Howard	1
Smith, Janet Rae	2
Strapp, Thomas	2
Strobl, Fred	0
Stromley, Gary	1
Sundberg, Larry	3
Tani, Paul	2
Tilton, William	2
Torline, Karlyn	0
Vignes, John	2
Wiik, John	1
Wilcox, Jay	2
Woods, William	1



UNIVERSITY OF MINNESOTA

THE SENATE MINUTES

December 3, 1970

The first regular meeting of the University Senate for the year 1970-71 was convened in Nicholson Hall on Thursday, December 3, 1970. Eighty-three voting members of the faculty, twenty-nine voting members from the student body, and six members of the Administrative Committee checked the attendance roll as present. Maynard Reynolds presided.

The following items were considered and action was taken as indicated.

I. MINUTES FOR MAY 28, 1970 REPORTED FOR ACTION

Approved

II. REPORT OF THE ADMINISTRATIVE COMMITTEE 1. REPORTED FOR ACTION

1971-72 University calendar. John Fisher presented the University calendar for 1971-72, indicating that each quarter would have exactly 50 instructional days. This required an adjustment in the final examination schedule. He noted that future amendments might be required if national holidays were changed. Mr. Boddy moved approval and his motion was seconded and passed.

UNIVERSITY CALENDAR Academic Year 1971-72

*August 2 - September 24		Fall registration. Orientation program for new students. (Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all Twin Cities Campus students who can do so will register in August)
*July 31	Saturday	Last date to file application for fall admission to the undergraduate colleges
August 27	Friday	Graduate School application deadline for fall quarter
*September 1	Wednesday	Last date to file fall request for change of college within the University
September 6	Monday	Labor Day, holiday
September 15	Wednesday	Application deadline for adult special students including teachers in service
September 16	Thursday	Last day for payment of fall quarter fees for students registered through September 10
September 17-19		Camps for new students
September 19	Sunday	Parents' Day
September 19-24		Welcome Week (Twin Cities Campus)
September 19-26		Orientation and registration (Morris Campus)
September 20-24		Orientation and registration (Crookston Campus)
September 24	Friday	Last day for registration and payment of fees for undergraduates including adult special students, except teachers in service
FALL QUARTER		
September 27	Monday	Fall quarter classes begin
September 29	Wednesday	Opening Convocation (Crookston)
September 30	Thursday	Opening Convocation, Twin Cities Campus
October 1	Friday	Northrop Memorial Aud. Fourth (IV) hour classes excused. Last day for registration and payment of fees for Graduate School and teachers in service
October 12	Tuesday	Crookston Assembly, 4:00 p.m.
October 9	Saturday	Homecoming (Morris Campus)
October 30	Saturday	Homecoming (Crookston Campus)
October 23	Saturday	Homecoming (Twin Cities Campus) University of Michigan
October 30	Saturday	Homecoming (Duluth Campus)
October 25	Monday	Morris Assembly, 4:00 p.m.
October 26	Tuesday	Duluth Assembly, 3:30 p.m.
October 28	Thursday	Twin Cities Assembly, 3:30 p.m.

November 9	Tuesday	Crookston Assembly, 4:00 p.m.
November 25	Thursday	Thanksgiving Day, holiday
November 26	Friday	Floating Holiday
November 26-27		Classes excused (except College of Medicine)
*December 1	Wednesday	Last day to file application for winter admission to the undergraduate colleges or for change of college within the University including teachers in service
December 2	Thursday	Senate meeting, 3:30 p.m.
December 3	Friday	Deadline for application for admittance to Graduate School, winter quarter
December 7	Tuesday	Crookston Assembly, 4:00 p.m.
December 7	Tuesday	Last day of instruction
December 8	Wednesday	Study day
December 9-15		Duluth Assembly, 10:00 a.m.
December 15	Wednesday	Final Examinations
		All University Commencement—Twin Cities Campus
		Individual collegiate commencement events may be held
		End of fall quarter
December 20-30		Orientation program period, registration, and payment of fees for new students in all undergraduate colleges
December 21	Tuesday	Last day for payment of winter quarter fees for undergraduates in residence fall quarter including adult specials, except teachers in service
December 24	Friday	Holiday
December 25	Saturday	Christmas Day, Holiday
December 31	Friday	Holiday
January 1	Saturday	New Year's Day, Holiday
WINTER QUARTER		
January 3	Monday	Winter quarter classes begin
January 7	Friday	Last day for registration and payment of fees for the Graduate School and for teachers in service
January 11	Tuesday	Crookston Assembly, 4:00 p.m.
February 1	Tuesday	Duluth Assembly, 3:30 p.m.
February-3	Thursday	Twin Cities Assembly meeting
February 8	Tuesday	Crookston Assembly, 4:00 p.m.
February 20-26		University of Minnesota Week
February 21	Monday	Morris Assembly, 4:00 p.m.
February 24	Thursday	Charter Day Convocation (Duluth and Crookston Campuses)
February 25	Friday	Graduate School application deadline for spring quarter
*March 1	Wednesday	Last date to file application for spring admission to the undergraduate colleges or for change of college within the University including teachers in service
March 7	Tuesday	Crookston Assembly, 4:00 p.m.
March 9	Thursday	Senate Meeting, 3:30 p.m.
March 10	Friday	Last day of instruction
March 11	Saturday	Study Day
March 13-18		Final Examinations
March 16	Thursday	Last date for payment of spring quarter fees for students in residence winter quarter in undergraduate colleges (including adult specials except teachers in service)
March 18	Saturday	Individual collegiate commencement events may be held
		End of winter quarter
March 20-24		Orientation program period, registration, and payment of fees for new students in undergraduate colleges
SPRING QUARTER		
March 27	Monday	Spring quarter classes begin
March 30	Thursday	Last day for registration and payment of fees for the Graduate School and teachers in service
April 2	Sunday	Easter, Holiday
April 3	Monday	Easter Monday, Holiday
April 11	Tuesday	Crookston Assembly, 4:00 p.m.
April 25	Tuesday	Duluth Assembly, 3:30 p.m.
April 27	Thursday	Twin Cities Assembly meeting
May 1	Monday	Morris Assembly, 4:00 p.m.
May 9	Tuesday	Crookston Assembly, 4:00 p.m.
May 11	Thursday	Cap and Gown Day Convocation (Twin Cities Campus).
		Fourth (IV) hour classes excused.
May 22	Monday	Graduate School application deadline for first term of Summer session
May 25	Thursday	Cap and Gown Day Convocation, Duluth Campus, 2:30 p.m.
		Provost's Reception, 3:30 p.m.
		(Classes excused 2:30 p.m.—3:30 p.m.)
May 25	Thursday	Senate meeting
May 29	Monday	Memorial Day Holiday

* Students applying to or planning to transfer to professional schools and programs should consult the appropriate college to determine the deadlines. These may be much earlier than those indicated above.

June 1	Thursday	Cap and Gown Day Convocation (Morris Campus) Classes excused
June 6	Tuesday	Last day of instruction
June 7	Wednesday	Study Day Duluth Assembly, 10:00 a.n.
June 8-14		Final examination
June 14	Wednesday	Commencement, 2:00 p.m.; Provost's Reception following Commencement (Crookston Campus)
June 14	Wednesday	Commencement, "The Mall," 7:30 p.m.; Provost's Reception after Commencement (Morris Campus)
June 14	Wednesday	Commencement, 8:00 p.m. (Duluth Campus)
June 15	Thursday	All University Commencement—Twin Cities Campus Individual collegiate commencement events may be held End of spring quarter
		SUMMER SESSION 1972
June 19	Monday	Orientation and registration for first term; fees due
June 20	Tuesday	First term classes begin
June 26	Monday	Graduate School application deadline for second term of Summer session
July 4	Tuesday	Independence Day, holiday
July 21	Friday	Last day of term
July 21	Friday	Individual collegiate commencement events may be held End of first term
		SECOND TERM
July 24	Monday	Registration for second term; fees due
July 25	Tuesday	Second term classes begin
August 25	Friday	Last day of term
August 25	Friday	Commencement, 4:00 p.m. Provost's Reception following Commencement (Duluth Campus) All University Commencement — Twin Cities Campus Individual collegiate commencement events may be held End of second term

Approved

2. REPORTED FOR INFORMATION

Report of the University Committee on Social Policy. Following discussion of a proposed statement of policy and procedures for the University Placement Office, which was presented by Mr. Terrell, chairman, the Administrative Committee moved that the proposal be referred immediately to the placement directors' group for their comment and recommendation as a collaborative effort. It was further moved that the President constitute the Placement Committee forthwith, and place this item on its agenda immediately in the hope that it could be presented at the December meeting of the Administrative Committee, and to the Social Policy Committee which would proceed with its development. The motion was seconded and approved.

Recognition of Norman Borlaug. Mr. Smith announced that LaVern Freeh had been appointed committee chairman of a group to coordinate appreciation activities for Norman Borlaug, who recently was awarded the Nobel Peace Prize.

Goals for employment of members of minority groups. Mr. Smith reported that HEW had asked the University to set goals for the improvement of the minority group composition of its staff. He said departments would be asked for a statement of the current situation and goals for the fall of 1971 and the fall of 1975, and he distributed a copy of the one-page form which would be sent to department heads. Included was a place to indicate Affirmative Action which was being contemplated.

Use of mailing privileges and printing facilities. Mr. Smith requested approval of a proposal to appoint a subcommittee of the Administrative Committee which would concern itself with setting up guidelines concerning use of campus mailing privileges and the use of University supplies and equipment for the production of documents. It was moved that the President be requested to appoint such a committee and the motion was seconded and approved.

Tenure regulations. Mr. Shepherd introduced a memorandum on changes in tenure regulations approved by the Senate and adopted by the Regents in June.

Honors Committee report. Mr. Lockhart presented six nominees for the Outstanding Achievement Award for approval which were granted by unanimous consent. He then introduced three proposed building names for information.

Commencement Advisory Committee. Mr. Scribner introduced a proposal to establish a committee consisting of either a faculty member or student from each college appointed by the dean whose purpose would be to work out commencement procedures for individual ceremonies on the Twin Cities campus. Dr. Thorp moved that the proposal be approved and his motion was seconded and approved.

Policy on application for development grants and strategy on search for Federal funds. Mr. Smith summarized a paper on the status of University development grants, policy positions, and strategy on the search for Federal funds. The paper is to be distributed to all deans, directors and department heads, and published in the Federal Relations Newsletter.

Organization and procedures for private fund-raising for development projects. Mr. Smith outlined the new review procedures for private fund-raising for development projects, involving the Graduate School Research Center, a Development Committee, and Development Council.

Regents' position on expanding educational opportunity in the State. Mr. Kegler commented on several aspects of the Regents' Statement on Higher Education in Minnesota. It was a formal endorsement of the concept of decentralization of University resources and diversification of higher educational opportunity in the State, and included such factors as control on total growth, development of St. Paul, the move toward the 50-50 concept (general and unique programs), and Rochester planning. He indicated that HECC had received the paper and that it would be considered a position paper in making University requests from the legislature.

Student conduct code and procedure for disciplinary proceedings. Mr. Cashman summarized both the student conduct code and the outline for procedures for disciplinary proceedings, noting that the major change involved establishment of a Conduct Code Coordinator who would act in incidents of an all-University nature.

Changes in sabbatical leave and single quarter leave policies. Mr. Shepherd reviewed the amended sabbatical furlough policy as approved by the Regents in December. Changes involved the stipend level and provided for the bridging of two years if circumstances warrant. Amendments in the single quarter leave policy included extension of eligibility and setting of a new quota.

Accepted

III. SENATE AND UNIVERSITY COMMITTEES, 1970-71 REPORTED FOR ACTION

University Schedule Committee: Jay Meiske to replace Valworth Plumb, add: Thomas Chamberlin (ex officio). Add Students: Steven Brandt, Peter Gundlach, Jolene Hopkins, Richard Kuhn, David Jansen.

University College Governing Council: Norman Kerr (chairman), Wilbert Ahern, David Cooperman, Eugene Eldenberg (ex officio), Robert Falk, Wells Hively, Lloyd Lofquist (ex officio), Lawrence Markus, Toni McNaron, Leon Reisman, Frank Sorauf, Al Vaughan (ex officio), Frank Wilderson. Students: Rick Mitz, Joanne Murphy, Michael Swingley, Arnold Wong, Elizabeth Wagner.

University Committee on Educational Development: LaVell Henderson (chairman), Carl Heggstad, William Gardner, Wendell Glick, Warren Ibele, Lloyd Lofquist (ex officio), Robert Sonkowsky, William Spring. Students: David Estrin, Daniel Jackson, Janie Mayeron, Sandra Spier, Thomas Strapp.

Senate Committee on Academic Standing and Relations: Samuel Popper to replace Austrin Anderson. Students: Richard Anderson, Gregory Kruse, Ronald Bell, John Seibert, Daniel Sanders.

University Committee on University Honors: Students: Christine Hoepfner, Roy Johnson, Kathleen O'Donnell.

University Committee on Printing and Publications: Students: Susan Anderson, Curtis Burmeister, Michael Wolfe.

University Committee on Social Policy: Students: Daniel Jackson, Richard Hendrickson, Shirley Jones, Deborah Urie, Thomas Strapp.

University Committee on Business and Rules: Thomas Boman to replace Leverett Hoag. Students: Ken Doyle, Harvey Kidman, Victor Jervol, David Truax.

Senate Committee on Educational Policy: Harold Chase to replace Russell Hamilton. Students: Lonna Malmsheimer, Bruce Miller, Timothy Lee, Randall Tighe, Lynn Joesting.

Council on Liberal Education: Gordon Bopp to replace John Imholte. Students: Allan Badiner, Michael Berryhill, Edward Koethe, Mary Schochow, Keith Loveland.

University Committee on Extension and Community Programs: Howard Williams to replace David Ward, Richard Weatherman to replace Bruce Balow. Students: Mike Fitzgerald, Mark Heitlinger, Laura Manske, Michael Nelson.

University Committee on Computing Facilities: Frank Martin to replace James Jenkins, add Russell Hobbie. Students: Don Bailey, Sheldon Mains, Bruce Nelson, Marlin Schmidt.

University Committee on Instructional Materials and Media: Roger Moe (ex officio) to Replace Raymond Fusaro, Lee Stauffer to replace Gordon Kingston. Students: Michael Dornseif, Roger Harris, Anne Nides, Scott Richardson, Anita Benda.

University Committee on Summer Sessions: David Vose to replace Thomas Chamberlin. Students: Jim Colwell, Barbara Gilbertson, Ervin Hegge, Pamela Lifson, Thomas Smith.

Senate Library Committee: Add: Russell Burris, Naomi Chase, Wayland Noland, Lloyd Smith. Students: David Sproat, Marilyn Daniels, Constance Davoli, Kathy Ford, Kathy Goodman.

Senate Committee on Research: Kenneth MacCorquodale is the new chairman. Harold Stevenson to replace John Gander, William Flanigan to replace Willard Hartup. Students: Martha Baskin, Gerald Gillman, Mark Lorberbaum.

University Committee on Use of Human Subjects in Investigation: Lawrence Weaver is the new chairman. Students: Ken Bicek, Mary Olson, Douglas Storsved.

Senate Committee on Resources and Planning: Add John Neter, (ex officio) and Kenneth Zimmerman (ex officio). Students: Jeanne Felton, Peter Hames, Alec McLaren, Thomas Mortenson, William MacNally.

Senate Judicial Committee: Julius Wolff to replace Donald Gillmor.

Approved

IV. SENATE COMMITTEES, 1970-71

REPORTED FOR INFORMATION

Consultative Committee: Jerry Mrnak (UMM); Paul Hegg to replace Marc Freimuth.

Committee on Committees: Harvey Post (UMM); Rick Macpherson (Twin Cities); Joanne Murphy (Twin Cities); Julianne Simpson (Twin Cities).

Those named above were elected by student constituencies.

Accepted

V. REPORT OF THE UNIVERSITY SENATE

CONSULTATIVE COMMITTEE

REPORTED FOR INFORMATION

On behalf of the University Senate Consultative Committee, I hereby submit to the University Senate a Statement on Academic Freedom and Responsibility recommended by the University Committee on Academic Responsibility.

At a meeting on June 2, 1970, the Consultative Committee approved a resolution proposing "the appointment, in cooperation with the Office

of the President of the University, of a special committee on the University in Crisis." The sponsor of the resolution explained that he hoped the special committee would:

study the events of the past year and of continuing trends and issues associated with the corporate politicalization of the University, the student-faculty strike, the contractual responsibilities of faculty members to meet classes, the impact upon Civil Service personnel of recent irregular procedures and of related matters.

The sponsor added:

The report of the committee should attempt to interpret the University situation in ways which will assist the University Senate and the several campus assemblies in meeting future critical situations and may include recommendations of specific policies and procedures. The report should also be designed to provide for the general public an interpretation of official faculty-student governing body roles in relation to political and social issues.

With the approval of the President's Office, Professor John G. Darley, then Chairman of the Consultative Committee, appointed the members of the special committee. In his letter of appointment of July 16, 1970, Professor Darley stressed that the special committee might "find that certain topics within its purview are under study by other agencies of the Senate, and that it should work with and through these groups rather than independently."

The special committee has worked diligently and well since last July. The Consultative Committee wishes to express its appreciation and thanks to the members of the special committee for their dedication to the task they undertook. In this respect, we know we speak for every member of the Senate.

Soon after it began its work, the special committee saw as its first objective the formulation of a statement which would deal with the question of academic responsibility. To highlight this objective, it changed its name to the University Committee on Academic Responsibility (UCAR).

The Consultative Committee as a whole has not reviewed UCAR's final report, which is set forth below. It has reviewed prior drafts and will review the final report in time to present its views to the Senate.

To allow adequate time for deliberation, the UCAR Report is submitted for the information of the Senate and not for its action at the December 3 meeting. This is not intended to preclude the Senate, if it wishes, from beginning to discuss the Report at its December 3 meeting. In accordance with Article III, 7 of the Constitution of the University Senate, the Consultative Committee has requested the President to call a special meeting of the Senate on Thursday, December 10 to take action on the UCAR Report. The President has agreed to call such a special meeting.

Respectfully submitted, University Senate Consultative
CARL A. AUERBACH, Chairman Committee

SEPARATE STATEMENT OF PROFESSOR CARL A. AUERBACH

I dissent from the decision of the University Senate Consultative Committee that the University Senate, not the Faculty Senate, should act on the UCAR Report.

Article II, 1 of the Constitution of the University Senate creates a Faculty Senate and a Student Senate, as well as a University Senate. Article III, 3 authorizes the University Senate Consultative Committee to allocate particular functions exclusively to the Faculty Senate or the Student Senate. It further provides: "In general, functions allocated to the Faculty Senate shall include but not be limited to accreditation, designation and granting of University honors, policies concerning faculty appointment and tenure, and matters within the jurisdiction of the Faculty Affairs and Judicial Committees."

While the Constitution may not compel the University Senate to allocate any particular function to the Faculty Senate exclusively, the enumeration of the functions that, in general, are to be so allocated constitutes, at the very least, a guide to the Senate and a directive to the Consultative Committee. This directive has been ignored in the present case, because it would seem clear that the UCAR Report deals with "policies concerning faculty . . . tenure, and matters within the jurisdiction of the Faculty Affairs and Judicial Committees."

The Regulations Concerning Faculty Tenure now provide for removal "for cause" of a person with indefinite tenure. If the UCAR Report is adopted by the Senate and the Board of Regents, violation of its principles may be cause for such removal. The grievance and appeal procedures proposed in the UCAR Report will come into play only for violations which are not so serious as to warrant the initiation of proceedings leading to removal for cause. But they may be so serious, in which case the procedures set forth in the Tenure Regulations would have to be followed. In either case, the matters dealt with in the UCAR Report are policies concerning faculty tenure and matters within the jurisdiction of the Faculty Affairs and Judicial Committees.

Quite apart from the constitutional question involved, the UCAR Report should be acted on by the Faculty Senate in order to effectuate the principle of faculty self-government, which is a vital component of the concept of academic freedom.

CARL A. AUERBACH

REPORT OF THE UNIVERSITY COMMITTEE ON ACADEMIC RESPONSIBILITY:

A PROPOSED UNIVERSITY SENATE STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY

Academic freedom and academic responsibility are desirable in themselves and they also serve a public need. That need is for an institution whose duty is to explore the sources of knowledge and to distribute the results of careful scholarship. To help the university to fulfill this duty, the scholar should strive to be rigorous in his work and to be receptive to new evidence, new argument and new ideas. Academic freedom consists in the unfettered exercise of scholarship. The faculty and students are obligated to help protect academic freedom and to help provide the conditions in which academic responsibility can prevail.

Academic responsibility involves the entire learning community—the scholarly enterprise; the faculty member in the pursuit of learning and in the service of his students and society; the student in his quest for understanding and self-development. Therefore, the distinctions in this document among administrators, faculty, and students are made here for purposes of exposition only. All three are necessarily joined in the academic community.

In a statement issued in 1963, the Regents of the University of Minnesota set forth with admirable clarity and directness the principles of academic freedom and responsibility for this university. This statement reaffirms and complements their document.

Academic freedom can be divided into two parts: freedom of inquiry and freedom of dissemination. Freedom of inquiry means that a scholar is not restricted in either the nature or the range of his study, questioning, or investigation, but may search where the logic of his research leads him. Freedom of dissemination means that the scholar has the freedom to discuss his ideas and make them public.

Since the function of the teacher includes the dissemination of the results of his scholarship to students, colleagues, and the public, and since this constitutes a public good, then it is a corruption of that public good to dictate what may be taught and discussed within the university. Likewise, it is a corruption of the learning process to dictate what a student may discuss either publicly or privately. To foster an exchange and debate of ideas promotes the eventual clarification of findings and the attainment of more valid knowledge. The university has committed itself to the preservation of such an atmosphere. Its members believe that debate should be open so that the diversity of opinion within the university may be visible and understandable to the larger community.

Academic responsibility obliges the scholar to strive for a level of excellence and integrity worthy of his vocation and to dedicate himself to the pursuit of knowledge and the cultivation of an atmosphere which stimulates learning. Especially when dealing with controversial matters,

he should be certain that the views of others are fairly and justly described. He should inform his audience of divergent opinions about the subject at hand. Fostering strenuous and careful thinking, rather than providing ready-made conclusions, is a duty of the scholar as educator. Intelligent disagreement is especially important since to develop and to maintain reflectiveness requires the constant re-evaluation of one's views.

The teacher is responsible for his course of instruction, which responsibility includes a statement of course objectives and the means of fulfilling them. A teacher's mastery of his subject and his own scholarship qualify him to teach. Thus, it is improper for a teacher persistently and knowingly to intrude material which has no relation to his subject, or to fail to present the subject matter of his course. Each individual faculty member must have reasonable latitude to cancel a scheduled class or other scheduled activity for reasons including more effective means of presenting material, illness, engagement in some other professional activity, or even the desire to express individual conscience or conviction. But then the teacher has an obligation to arrange for the instruction lost in a manner most convenient for all of his students. A vital part of his profession is, of course, his reasonable and ready accessibility to students, since consultation with faculty is not a student's privilege but every student's right.

The scholar should make every effort to inform his listeners or readers that the opinions he expresses are his own, not those of his university. Off the campus, members of the university community enjoy the same rights as their fellow citizens to organize and join political associations, and to express opinions. The University must affirm, assure and protect these rights for its members on the campus. But as an institution, the University should avoid taking political positions on non-academic activities though it does not discourage such activities on the part of its individual members.

Interpretation and Adjudication

Questions of academic freedom and responsibility concern all members of the academic community—faculty, students, administrators. In any interpretation or adjudication of these questions, however, the role of the faculty should be primary. No uniform code of specific norms or grievances should be stipulated to apply to all circumstances, faculty and students. As departments, colleges and other academic units develop sets of procedures and a history of experience in dealing with complaints, equitable norms will evolve. In developing these standards, sanctions should be applied in cases in which no precedent exists.

To insure due process in such matters, while better protecting academic freedom, the University Committee on Academic Responsibility recommends that the following procedures become policy for the University of Minnesota.

Departmental* Grievance Procedure

Students and faculty should make reasonable efforts to use informal procedures before submitting formal complaints. For complaints which have not been resolved informally, each department or academic unit will choose from its members a committee of faculty and students to hear cases involving faculty or student freedom and responsibility. Once the committee in each department has determined its own procedures and norms, then it will make them public. If a faculty member, student, or a group of faculty or students wishes to submit a written complaint to this committee, they may do so and be assured of a hearing. Each departmental committee will strive to protect faculty and students from unfounded charges as well as to act on cases of genuine grievance. Recommendations of the committee will be forwarded to the department chairman or appropriate administrative officer. The faculty of the department, or the group designated by the entire faculty for this purpose, shall then consider and decide on such recommendations and will send an information copy of its decisions to the appropriate Dean, Director, or Provost.

*or appropriate academic unit to be decided by each collegiate unit

Collegiate Appeals Procedure

If a recommendation submitted by the departmental committee after due process and consideration is unacceptable to the parties involved, an appeal can be submitted to the appropriate Dean, Director, or Provost. Upon such a request, a standing Appeals Committee, comprised of faculty and students appointed by the Dean, Director or Provost according to the procedures of the college, will hear the case. Recommendations of this committee will be forwarded to the Dean, Director, or Provost.

University Appeals Procedure

If any party involved should, after the Collegiate Appeals Committee has made a recommendation to the Dean, Director, or Provost on the case, still be dissatisfied, he may file an appeal with the President's Office. The University Senate should form a new committee, the Senate (or University) Appeals Committee, to be formed as other regular Senate committees are formed. Appeals made to the President's Office will be referred to this duly constituted body. This final appeals committee will be comprised of seven faculty members and four students. Recommendations of this committee will be forwarded to the president.

Jurisdiction

All complaints arising out of a course or other official activity will be submitted to the Academic Grievance Committee of the department or program offering the course or activity; appeals from the decision of this department or program will be submitted to the Appeals Committee of the college-level unit for which or in which the course or activity is conducted. Academic grievances not arising out of courses or other official university activities should be directed to the department-level unit and appealed through the college-level unit to which the accused primarily belongs. The Senate Appeals Committee shall determine routing in all cases not covered here.

Judicial Committee Procedures

The work of none of these committees will in any way replace or interfere with the traditional constitutional function of the Senate Judicial Committee. The matters which reach these new committees generally will concern charges less serious than those which might lead to "dismissal for cause." These committees have no power to terminate appointment at any rank but exist to make recommendations in cases of complaint.

Toni McNaron, Chairman
Rutherford Aris
David Cooperman
George Donohue
Ken Doyle
Donald Harriss
Stuart Hoyt
Warren Ibele
Raymond Lammers

Bruce Miller
Rick Mitz
Robert Mjoen
Jane Nielsen
Eli Rosenfield
James Stein
David Stoppel
Richard Teske
Frank Wilderson

Accepted

VI. REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY REPORTED FOR ACTION

1. The Senate Committee on Educational Policy has received a recommendation from the All-University Committee on Extension and Community Programs in support of the change in title from the Agricultural Extension Service to Cooperative Extension Service and recommends favorable action on this item by the Senate.

2. The Senate Committee on Educational Policy reports for action and will make a recommendation concerning the Structural Revision Within the Institute of Agriculture at the meeting of the Senate, December 3, 1970.

Structural Revision within the Institute of Agriculture

Changes in the internal structuring of the Institute of Agriculture are needed if the Institute faculty is to be effective in meeting its responsibilities and serve more adequately a changing University, an increasingly complex system of higher education in Minnesota, and the expanding needs of the people of the State.

The present Institute of Agriculture might be conceptualized as an organizational "umbrella" under which the fourfold missions of resident instruction, research, continuing education and international agricultural programs are accomplished working through two schools (Forestry and Home Economics) and eleven academic departments.

Present structuring within the Institute is inconsistent in that the two Schools (Forestry and Home Economics) and the several departments are not parallel in structure or in manner of operation. This lack of uniformity creates various kinds of administrative problems. Confusion arises as to the proper role of the Directors of Schools as contrasted to the "functional area" Directors and Department Heads; undue complexities are created in faculty relations by having, for example, forestry faculty ruling on home economics curriculum matters; and perplexity exists in public identification of the programs.

Further, recent expressions supporting a move to collegiate status for Forestry and Home Economics have reflected the desires on the part of students and faculty for additional visibility and autonomy for their particular program areas. They have felt that "School" status was not wholly appropriate, and that collegiate status, with attendant expressions, would lend support, encouragement, and increased visibility to their work and interests.

Proposal

It is proposed that three collegiate units be established within the administrative structure of the Institute of Agriculture: a College of Agriculture, a College of Forestry and a College of Home Economics, each to be headed by a Dean responsible to the administrative head of the Institute of Agriculture.

If there are ensuing programmatic changes proposed within these units which materially affect other units, these recommendations will be brought to the Senate Committee on Educational Policy for recommendation to the Senate.

Approved

VII. REPORT OF THE COMMITTEE ON BUSINESS AND RULES REPORTED FOR INFORMATION

As required by the Constitution of the University Senate, the Constitutions of the Coordinate Campuses are presented to the Senate for information. The constitution of the Duluth Campus, having been judged by the University Committee on Business and Rules to be not inconsistent with the Senate Constitution is presented to the University Senate for information.

THE CONSTITUTION AND BY-LAWS OF THE FACULTY AND CAMPUS ASSEMBLY OF UNIVERSITY OF MINNESOTA, DULUTH

I. Definition

The University of Minnesota, Duluth, is an integral part of the University of Minnesota, subject to the control of the Board of Regents.

II. Distribution of Powers Delegated by the Regents

All matters relating to the educational and administrative affairs of the University of Minnesota, Duluth, consistent with actions or policies of the Regents of the University of Minnesota heretofore and hereafter taken or established and including those incident to the management of the student body, are, for the purpose of effectuating the government of the University of Minnesota, Duluth, under and by the Regents, committed to the President, the Provost, the Duluth Campus Assembly and the several faculties as herein provided. The authority of the Duluth Campus

Assembly (hereinafter referred to as "the assembly") shall be exercised, subject to the provisions of the Constitution of the University Senate, as prescribed in Article V of the Senate Constitution.

III. The Faculty

1. The voting membership of the faculty (unless otherwise prescribed in this constitution or the Constitution of the University Senate) shall be composed of the President of the University; the Provost, Vice Provosts, and Assistant Provost of the University of Minnesota, Duluth; the regular members of the faculty of the University of Minnesota, Duluth, (as defined in the "Regulations Concerning Academic Tenure") who are professors, associate professors, assistant professors (including research associates), or instructors (including research fellows); and all other full-time members of the University of Minnesota, Duluth, faculty and staff with appointments which include in the title the rank of instructor or above, including lecturers.

2. The elected representatives of the faculty to the University Senate shall be chosen by secret ballot. The system for determining the number of Senate members and eligible faculty members shall conform to the Constitution of the University Senate.

3. Election of representatives to the University Senate shall be held as prescribed by the Senate. One-third, or as near to one-third as arithmetically possible, of the representatives shall be elected each year. Except for those elected to fill unexpired terms, all members elected to the Senate shall begin service on July 1 and shall serve for three (3) years or until their successors shall be elected and qualified. Elected members of the Senate shall not serve more than three (3) consecutive years, and shall be eligible for re-election only after a one-year interval of non-membership in the Senate. An exception shall be made for a member who has served one year or less of an unexpired term. Such a member shall be eligible immediately for election to a regular three-year term.

4. Vacancies which are to occur on July 1 in unexpired terms shall be filled for the remainder of those terms at the regular spring election. Vacancies which occur in unexpired terms during an academic year may be filled for the remainder of that year by the alternates who received the highest number of votes in the preceding election.

5. Alternate faculty representatives to the Senate shall be elected at the regular spring election according to the Constitution of the University Senate. The maximum number of alternates to be elected shall not exceed the total number of elected representatives to the Senate. Alternates and representatives shall not be paired. Any representative may designate any alternate to serve for any particular meeting in his place and stead by written notice to the clerk of the Senate prior to the commencement of that Senate meeting.

IV. Duluth Campus Council

1. There shall be a Duluth Campus Council to serve as liaison between the faculty and student body and the Provost, to serve as the executive committee of the assembly, to serve in an advisory capacity to the Provost, to serve as another channel of communication from the faculty to the Provost when other channels are closed or inappropriate, to consider new ideas from any source when there is no other suitable forum for their presentation, and to carry out such other duties as are hereinafter described or as hereafter may be assigned.

2. The Duluth Campus Council shall be composed of the Duluth Campus Faculty representative to the Senate Consultative Committee, nine elected members from the faculty, and five student members elected by and from the student members of the assembly. The faculty representatives to the Duluth Campus Council shall comprise the Faculty Council; the student representatives shall comprise the Student Assembly Council. The chairman of the Faculty Council, and of the Student Assembly Council, and of the Duluth Campus Council shall be elected by the respective members of those groups before the end of the academic year in which they are constituted. The change-over from Faculty Council (as presently

constituted) to Duluth Campus and Faculty Councils shall be accomplished by the elected members of the current Faculty Council serving the remainder of their elected term as members of the Duluth Campus Council and the Faculty Council. As their terms expire, they will be replaced by newly elected members of the Duluth Campus Council and Faculty Council. Members of the Administrative Committee shall not be eligible for election to the Duluth Campus Council.

3. The term for elected faculty members of the Duluth Campus Council shall be two (2) years, and they shall not serve more than four (4) consecutive years including years served on the Faculty Council prior to the adoption of this constitution. They shall be eligible for re-election to the Duluth Campus Council only after a two (2) year interval of non-membership on the Faculty Council and/or Duluth Campus Council.

4. Vacancies in faculty positions on the Duluth Campus Council which are to occur on July 1 in unexpired terms shall be filled for the remainder of those terms at the regular spring election. Any vacancy which may occur during the academic year shall be filled for the remainder of that year by the unsuccessful candidate in the preceding election who received the highest number of votes.

5. Duluth Campus Council members shall take office on July 1. They shall meet with the Provost or his representative twice each academic quarter to discuss broad policy matters and to set up the agenda for assembly meetings, and at such other times as are deemed necessary, and shall be responsible for distributing the agenda for assembly meetings to assembly members at least two days prior to the assembly meeting. The Faculty Council and the Student Assembly Council meeting separately or meeting together as the Duluth Campus Council shall serve as consultative bodies to the Provost.

6. Members of the Councils shall represent the faculty or student body at large, not the individual colleges, schools, divisions, or departments.

V. Administrative Organization

1. a. The Provost, as chief administrative officer of the University of Minnesota, Duluth, responsible directly to the President of the University of Minnesota, shall represent the faculty with respect to all matters arising between the Duluth campus and the general administrative authorities of the University of Minnesota.

b. The allocation of resources among competing demands is central in the administrative authority of the Provost and in the educational function of the faculty. Whenever possible the faculty shall have a voice in the determination of short and long range priorities, and receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short and long range budgetary projections. The Provost shall be responsible for the expenditure of funds and shall have final authority to make budgetary recommendations to the President.

c. The President or the Provost shall act as chairman of the faculty and of the assembly; shall call meetings of the faculty upon the written request of any five (5) voting members of the faculty or on his own initiative; shall call meetings of the assembly upon written request of any five (5) voting members of the assembly or on his own initiative; shall appoint members of the Administrative Committee; may recommend policy changes to any standing committee of the assembly; and shall appoint special committees of the Provost for specific functions, to be discharged upon completion of their assignments.

d. The Provost shall appoint division chairmen, as provided in V. 3. b., and shall determine the administrative responsibilities of the division chairmen within the outlines of this constitution. He shall allocate division budgets in consultation with the division chairmen and keeping with his responsibility to consult the faculty, as provided in V. 1. b.

e. The Provost in consultation with the appropriate division chairman, shall name department heads as provided for in Article V. 4. a.

2. The administrative organization of the faculty shall be in the form of such divisions and departments or other administrative units as may be established by the Provost subject to the approval of the faculty.

3. a. Each division chairman shall be appointed for a term not to exceed five (5) years and shall be eligible for additional terms, except that the Provost, or the divisional faculty through the Faculty Council, may initiate review of his status at any time.

b. During the last term of a division chairman's term, his division shall establish a nominating committee composed of one member from each department who shall be chosen by the department faculty. To this committee the Provost shall, by appointment, add not more than half as many additional members as there are departments in the division. The nominating committee shall receive suggestions from faculty of the division concerned and from the UMD administration, identify suitable candidates (both within and outside the divisional faculty), and finally make report to the entire faculty of the

division. The division shall then meet to consider and nominate, by secret ballot, a nominee or nominees. Report of the nomination(s) shall be forwarded to the Provost for his consideration in making the appointment.

c. A division chairman is the official representative and administrative officer of the division. He shall be responsible for the formulation of division policies and the execution of University policies insofar as they concern the division. He shall call and preside over meetings of the division faculty and of department heads, be generally responsible for the organization and quality of work of the division, report on teaching and research of the division faculty, prepare the budget and be responsible for the expenditure of division funds in joint consultation with the department heads. He shall introduce proposals and stimulate discussions directed toward improvement of the educational program and shall consult with division faculty on all matters of common concern.

d. A division chairman shall call meetings at least once per quarter with his department heads, in which recommendations shall be developed on needs, priorities, and allocations of resources.

4. a. Each department head shall be appointed for a term not to exceed four (4) years and shall be eligible for additional terms, except that the Provost, or the department faculty through the Faculty Council, may initiate review of his status at any time. During the last year of a department head's term, his department shall meet to consider and nominate, by secret ballot, not more than three (3) nominees for the succeeding term. The Provost, after consultation with the division chairman, shall appoint the department head, taking these nominations into consideration.

b. A department head shall serve the same functions in respect to his department as a division chairman in respect to his division, as described in Article V. 3. c.

c. Each department shall be allocated, in a manner prescribed in Article V. 3. d., a budget for the year's operation appropriate to its educational program.

d. Recommendations on recruitment, retention, and promotion of faculty above the level of instructor shall be solicited from available tenured members of the department concerned who hold academic rank equal to or higher than the rank concerned and be forwarded to the Provost by the appropriate division chairman.

5. Divisions or departments may establish their own constitutions or rules of internal organization and procedure, but these shall not be in conflict with this constitution or the by-laws appended to it nor with the constitution or by-laws of the University Senate. To come into force such rules or constitutions shall be ratified by two-thirds of the membership of the respective faculty unit.

VI. Campus Assembly

1. The assembly shall be composed of the President, the Provost, the members of the Duluth Campus Council, the president of the Student Association or his designated representative, and the elected faculty and student representatives. Each member of the assembly shall represent the Duluth campus as a whole.

2. a. Officers of the assembly shall include the President or the Provost as chairman, a vice-chairman, and a secretary. The term of office of the vice-chairman and of the secretary shall be one (1) year, and neither officer may serve more than four (4) consecutive terms. They shall be elected at the first regular meeting of the academic year.

b. In the absence of the chairman, the vice-chairman shall preside at meetings of the assembly. In the absence of both the chairman and vice-chairman of the assembly, the secretary or such other member as the assembly shall designate shall preside at meetings of the assembly.

c. The secretary shall record minutes of all meetings of the assembly. He shall submit to all voting members of the assembly an official roster of the voting membership of the assembly as provided by the executive committee of the assembly. He shall submit minutes of the meetings of the assembly to all members of the faculty, make them available to students upon request, and establish an official file of minutes at the UMD library.

3. At least two (2) meetings of the assembly shall be held each academic quarter. Any member of the voting faculty shall be entitled to speak and to offer motions at assembly meetings. Any student eligible to vote for assembly members may be admitted to assembly meetings and shall be entitled to speak at the discretion of the assembly. Only assembly members are entitled to vote.

4. Civil Service Personnel, students, and other resource people who may from time to time be approved by a simple majority vote of the assembly for participation, may attend assembly meetings, participate in discussions and serve on assembly committees, but shall not be entitled to vote at assembly meetings. Non-assembly members of assembly committees may be present at assembly meetings during reports of their committees and may participate in the discussion of these reports.

5. The assembly shall have control over and be responsible for entrance requirements, scholastic standing, curricula, instruction, examinations, grading, degrees, degree requirements, discipline, student activities, honors

and awards, the library, and athletics; these powers shall be exercised only within the framework of general policies established or to be established by the Board of Regents and by the Senate of the University of Minnesota for the University as a whole. The assembly may authorize the establishment of whatever standing committees it deems necessary for the exercise of these powers, and also may establish special committees of the assembly for specific functions, to be discharged upon the completion of their assignments.

6. a. The elected faculty representatives to the assembly shall be chosen by secret ballot. The voting members of the faculty shall jointly elect from their number one (1) assembly representative for each five (5) members of their number or major fraction thereof.

b. The student representatives to the assembly shall be chosen as follows: There shall be one (1) student member for each 300 full-time undergraduate students or major fraction thereof, and one (1) student member for the first 300 full-time graduate students or fraction thereof, and one additional student member for each additional 300 full time graduate students or major fraction thereof. The number of students on which representation shall be based shall be the number of students with fees paid at the end of the second week of the fall quarter of the current academic year. In the spring of each year the undergraduate and graduate students separately shall conduct elections for assembly members. Each unit shall establish its own procedures, in accordance with this constitution, for conducting its election. Any undergraduate student who has completed twenty four (24) credits in residence at UMD and at the time of voting is carrying at least nine (9) credits at UMD shall be eligible for election as a student representative to the assembly. Graduate students shall be eligible for election if they have completed nine (9) credits in residence at UMD and are full-time graduate students at the time of voting.

7. Members of the Administrative Committee shall not be eligible for election as representatives to the assembly from the faculty under "6.a." hereof.

8. Elections to the assembly shall be held no later than the 20th day of May. One-third, or as near to one-third as is arithmetically possible, of the faculty representatives shall be elected each year. All faculty members elected to the assembly for regular terms shall begin service on July 1 and shall serve for three (3) years or until their successors shall be elected and qualified. Elected faculty members of the assembly shall not serve consecutive terms, but shall be eligible for re-election after a one-year interval of non-membership in the assembly. An exception shall be made for a member who has served one (1) year or less of an unexpired term. Such a member shall be eligible immediately for election to a regular three-year term. All student members shall be chosen for a one (1) year term and may be re-elected. No student representative may serve more than three (3) consecutive terms.

9. Vacancies which are to occur July 1 in unexpired terms of faculty representatives to the assembly shall be filled for the remainder of those terms at the regular spring election. Any vacancy which may occur during the academic year shall be filled for the remainder of that year by the unsuccessful candidate of the preceding election who received the highest number of votes.

10. The assembly shall review the provisions of Article VI, Section 6, of this constitution no later than five years following the effective date of this constitution, in order to determine whether changes should be made in the formula used to determine the number of assembly representatives to be chosen.

11. Nothing in this constitution shall prohibit the formation of a faculty or a student assembly.

VII. Quorum

For both the faculty and the assembly a simple majority of the total voting membership shall constitute a quorum. However (except for constitutional amendments), if action on an official agenda item cannot be taken because of a lack of a quorum, business on that item, provided that it is again made an official agenda item, may be transacted at the next meeting and/or subsequent meetings of the academic year with those members present constituting the quorum. Unless otherwise provided for in this constitution or in any by-laws appended to it, all action by the faculty or the assembly shall require the approval of a simple majority of those present and voting at that meeting in which a vote is taken,

provided that those present at that time constitute at least a quorum. Except for elections, approval by mail ballot of any issue shall require a majority of the votes cast, providing that at least 50 per cent plus one of the eligible voters cast ballots. Members on leave shall not be counted as eligible voters.

VIII. Amending Procedure

This constitution may be amended by a two-thirds majority vote of all voting members of the assembly. Any proposed amendment shall be endorsed by at least five members of the assembly, listed as an official agenda item, and presented for information at a meeting of the assembly. The text of the proposed amendment shall be presented in writing to each voting member individually. Vote on the amendment shall take place by mail ballot no sooner than five days after the above provisions have been met.

IX. Effective Date of Constitution

This constitution, having been adopted by a two-thirds majority vote of the faculty, shall be in effect as of the day following the date of its approval by the Board of Regents. The change from faculty assembly to campus assembly shall be accomplished as soon after approval by the Board of Regents as elections for the assembly can be held.

X. Effective Date of Amendments

Amendments to this constitution shall be effective only after approval by the Board of Regents and as of the day following the date of such approval.

THE BY-LAWS

I. By-laws to the Constitution of the Faculty and the Assembly of the University of Minnesota, Duluth, may be enacted or amended by a simple majority vote of all voting members of the assembly. Any proposed by-law shall be endorsed by at least five members of the assembly, listed as an official agenda item, and presented for information at a meeting of the assembly. The text of the proposed by-law shall be presented in writing to each voting member of the assembly, the faculty, and the Student Association for posting for information of the students. Vote on the by-law shall take place by mail ballot no sooner than five days after the above provisions have been met.

II. An Administrative Committee shall be appointed by the Provost and shall assist him in the administration of the University of Minnesota, Duluth. It shall include the Vice Provosts, the Chairmen of the Divisions, and other officials as may be appointed by the Provost.

III. 1. a. The standing committees of the assembly shall include the following, and such others as may from time to time be established by the assembly: Advisement Committee, Athletics Committee, Awards and Honors Committee, Campus Functions Committee, Convocations Committee, Curriculum Committee, Educational Goals and Facilities Committee, Faculty Welfare Committee, Honors Program Committee, Interdisciplinary Studies Committee, Library Committee, Scholastic Committee, Student Affairs Committee, Student Behavior Committee, and University Relations Committee.

b. Nominations to the standing committees of the assembly shall be made by a Special Nominating Committee composed of the Provost or his representative, the division chairmen, and the Campus Council. If any division of the University of Minnesota, Duluth, is not represented in the Faculty Council in any year, the voting members of that division shall elect one of their number to membership on the Special Nominating Committee. The members of the assembly may make alternate and/or additional nominations from the floor during the regular spring quarter meeting of the assembly at which it approves the nominees to standing committees for the ensuing year.

2. All nominations to membership on standing committees of the assembly shall be subject to approval by the voting membership of the assembly. The tenure of office of any standing committee of the assembly shall extend from July 1 of one year to June 30th of the following year. Vacancies on any standing committee occurring within any academic year shall be filled by the Provost in consultation with the assembly, through appointments terminating at the end of the year in question.

3. The Provost shall designate the chairmen of all standing committees, such chairmen usually being selected from among staff members who are not representative of a staff office directly allied to the standing committee concerned.

4. Any standing committee shall be required, upon simple majority vote of the assembly members present and voting, to report to the assembly on matters held in abeyance by such standing committee.

5. Unless otherwise specified in the by-laws, the functions and duties of the standing committees of the assembly may be assigned by the Provost.

IV. The functions and duties of the standing committees of the assembly shall be as follows:

1. The Advisement Committee shall have general supervision over the development and implementation of student advisement procedures.

2. The Athletics Committee shall establish policy pertaining to the athletic program, rule on eligibility status of students, approve all schedules of intercollegiate sports events, and coordinate the athletic program with the academic program.

3. The Awards and Honors Committee shall have general supervision over the inauguration and administration of graduation honors, special awards for merit, and the honors convocation.

4. The Campus Functions Committee shall develop policy for and shall have general supervision over commencement procedures and faculty-sponsored social events.

5. The Convocations Committee shall consider, select, and supervise the arrangements for college convocation programs.

6. a. The Curriculum Committee shall be charged not only with the consideration of curriculum recommendations received from the various divisions and from the Provost, but may initiate changes in curriculum. If such changes are initiated by the Curriculum Committee, they shall be acted upon by the Provost only after receiving the approval of the division concerned. Major changes involving college-wide programs shall be ratified by the assembly as a whole.

b. If curriculum changes are initiated within a division or a department, they shall be approved by the faculty members of that division before such recommendations are forwarded by the division chairman to the Curriculum Committee for consideration and approval.

7. The Educational Goals and Facilities Committee shall seek ways in which the total educational work of the college may be improved, and make recommendations appropriate to this end.

8. The Faculty Welfare Committee shall consider and review policies and procedures which may concern the personal and professional welfare of the faculty and make appropriate recommendations to the Provost.

9. The Honors Program Committee shall have supervision over extra-departmental honors courses and shall encourage and coordinate the development of departmental honors programs and shall otherwise act to encourage superior academic performance.

10. The Interdisciplinary Studies Committee shall develop policy for and shall encourage and coordinate the development of interdisciplinary studies programs. The actual operation of each interdisciplinary studies program shall be the responsibility of a committee from the departments involved.

11. The Library Committee shall establish policy guidelines on management and use of the library. The library director shall be a member of this committee.

12. The Scholastic Committee shall have supervision over requirements for admission and graduation, and matters pertaining to scholastic standing and probation.

13. The Student Affairs Committee shall have general supervision over organized student life and activities, including financial affairs of all student organizations over which the University has control. It shall approve the constitutions and by-laws of all student organizations and grant recognized status to organizations which it approves.

14. The Student Behavior Committee shall be responsible for developing and maintaining appropriate standards of conduct and citizenship among the members of the UMD student body. When University regulations have been violated, committee action shall be designed to rehabilitate the individual as well as to protect and enhance the social and academic status of the institution.

15. The University Relations Committee shall represent the faculty and students as an advisory committee to the Provost on matters concerned with faculty and student activities when such activities involve relations with the public, with governmental institutions, and with other institutions of higher learning.

V. Special committees of the assembly shall be constituted in the same manner and subject to the same regulations as the standing committees of the assembly. It is understood that no special committee of the assembly shall be charged with the functions and duties assigned to the standing committees of the assembly.

VI. 1. All committees of the assembly shall meet at least once in each academic year to review existing policies.

2. All committees of the assembly shall keep records of their meetings and proceedings. Copies of these records shall be placed on file in the library and shall be available for inspection.

3. Each committee of the assembly shall report on its activities once each year, at a regular spring quarter meeting of the assembly, by submitting a written progress report. These progress reports shall be distributed to the voting members of the assembly by the secretary of the assembly in advance of this regular spring quarter meeting.

4. Any action by any committee of the assembly shall be subject to review by the assembly as a whole.

VII. 1. In the primary election each spring, the eligible faculty shall select from its members a slate of candidates equal to twice the total number of Senate members and alternates to be elected. From this slate each eligible voter may vote at the regular election for candidates equal to the number of Senate members and alternates to be elected. Those receiving the highest number of votes shall be elected to three-year Senate terms; those receiving the next highest number of votes shall be elected to two-year Senate terms if any are to be filled; those receiving the next highest number of votes shall be elected to one-year Senate terms if any are to be filled; and those receiving the next highest shall be elected as alternates for one year. In case of ties, the winners shall be chosen by the toss of a coin in the presence of those who received the tie vote.

2. Duluth campus faculty candidates for the Senate Consultative Committee and Committee on Senate Committees shall be selected by the faculty in a primary election.

3. In the primary election each spring the faculty shall select a slate of candidates for the Duluth Campus Council equal to twice the number of Faculty Council members to be elected that year including those to fill unexpired terms. From this slate each eligible voter of the faculty may vote at the regular election for the number of Faculty Council members to be elected. The two-year terms shall be filled by those candidates receiving the highest number of votes. One-year terms, if any are to be filled, shall be filled by those with the next highest number of votes. In the case of ties, the winner shall be chosen by the toss of a coin in the presence of those who received the tie vote. In the event that the Duluth campus faculty representative to the Senate Consultative Committee is also elected to the Faculty Council, the losing candidate for the Faculty Council with the next highest number of votes shall serve on the Duluth Campus Council for that year.

4. a. In the primary election each spring the voting members of the faculty shall select a slate of candidates for the assembly equal to twice the number of faculty representatives to the assembly to be elected that year including those to fill unexpired terms. From this slate each voting member of the faculty may vote for the number of faculty representatives to be elected. The three-year terms shall be filled by those receiving the highest number of votes. Two-year terms, if any are to be filled, shall be filled by those receiving the next highest number of votes, and one-year terms, if any are to be filled, shall be filled by those receiving the next highest number of votes. In the case of ties, the winner shall be chosen by the toss of a coin in the presence of those who received the tie vote.

b. The students shall establish their own procedures, in accordance with this constitution, for conducting their elections for representatives to the assembly.

5. The Faculty Council shall be responsible for administration of the elections for Faculty Council members, UMD faculty representatives to

the University Senate, the UMD faculty representative to the Senate Consultative Committee, the UMD faculty representative to the Committee on Senate Committees, and the faculty representatives to the assembly.

VIII. At intervals not to exceed three years the UMD Campus Council shall prepare and distribute to the faculty and the Student Association an evaluation questionnaire concerning matters pertaining to the progress of the educational program of the college and the bearing of any aspect of the University on this program. The questionnaire shall be completed voluntarily and anonymously, and copies shall be submitted to the Provost.

Accepted

VIII. REPORT OF THE SENATE COMMITTEE ON RESEARCH REPORTED FOR INFORMATION

The Report of the University Committee on the Use of Human Subjects in Investigation which was discussed at the meeting of the University Senate, May 28, 1970, was returned to the committee on June 5 for further study and report to the Senate at the first meeting of the fall quarter, 1970. The committee has continued to study the problem but is not ready to make another report at the present time.

LAWRENCE C. WEAVER
Chairman

Accepted

IX. OLD BUSINESS

Samuel Krislov indicated that he wished to express dissatisfaction with the Senate's action of last spring on the course credit module. He objected to the procedure used and the short time-base permitted for implementation.

X. NEW BUSINESS

David Cooperman offered a resolution to establish a joint committee to investigate military surveillance of students and faculty. Carl Auerbach then offered a substitute resolution. Action was postponed until the special meeting of the Senate scheduled for Thursday, December 10, 1970.

XI. NECROLOGY

LLOYD F. BOYCE
1898-1970

Lloyd Francis Boyce, Assistant Professor Emeritus in Physical Education and Athletics, died at his home in Minneapolis on May 6, 1970. Mr. Boyce was born in Minneapolis where he spent most of his life. He was graduated from Minneapolis East High School in 1917 and was a student at St. Thomas College, St. Paul, in 1920-21.

Mr. Boyce served as assistant swimming coach in the Department of Physical Education and Athletics, University of Minnesota, from the time of his first appointment in 1924 until 1935 when he left the Intercollegiate Athletics staff. In 1940, he returned as assistant trainer and assistant swimming coach. From 1942 to 1945, he was on leave for military service in the United States Army, then returning to the University as instructor, trainer, and assistant swimming coach. He became an assistant professor in 1955 and continued his training and coaching duties until his retirement on June 15, 1964.

Lloyd Boyce was personable and popular, and his good humor relieved many a tense situation. He was a highly proficient trainer, and he was proud of having served as trainer for the University's only NCAA hockey championship team. His service over nearly forty years to the Department of Intercollegiate Athletics was truly appreciated by generations of student-athletes. The staff members and athletes who came in contact with him during his long tenure at Minnesota have many fond memories of his loyalty and unselfish service.

On all assignments, Lloyd Boyce was responsible and effective, always doing more than had been asked of him. Following his retirement, he did some free-lance training work, he also returned to the University to lend a hand to Trainer Lloyd Stein on special occasions when his help

was needed. He did not seek status or credit, but instead simply went ahead to do a good job, whatever the task at hand.

Mr. Boyce is survived by his wife, Edna, his daughter, Mrs. Harvey Fortin of San Diego, California, and two grandchildren, Mrs. Thomas Burnett and Robert Fortin, also of San Diego.

FREDERICK ADAM FIGI 1892-1970

Dr. Frederick A. Figi, of Rochester, Minnesota, professor emeritus of plastic surgery in the Mayo Graduate School of Medicine, and a member of the faculty from 1925 to 1957, died in that city on March 21, 1970.

Born on August 28, 1892, in Sutton, Nebraska, Dr. Figi was a student in Doane College in Crete, Nebraska, from 1912 to 1914, and then in the University of Nebraska College of Medicine, from which he received the degree of doctor of medicine in 1918.

He was associated with the Mayo Graduate School of Medicine from the age of 26 years, when on June 16, 1918, he began a fellowship in urology, until, at the age of 65 years he retired on October 1, 1957, as professor. His fellowship was interrupted by almost a year's service in the Navy Medical Corps in 1918 and 1919, and when he returned to the Mayo Graduate School of Medicine he transferred his major sequence to laryngology and oral and plastic surgery. He was appointed a consultant in plastic surgery and laryngology in the Mayo Clinic in July, 1923, and from 1950 to 1955 he was head of the Section of Plastic Surgery and Laryngology of the Mayo Clinic. From 1955 until he retired on October 1, 1957, he was a senior consultant in that section.

He was appointed instructor in otolaryngology in the Mayo Graduate School of Medicine in 1925 and assistant professor in 1929. In 1932 he was named associate professor of laryngology and in 1948, professor of plastic surgery.

He was one of the founders of the American Board of Plastic Surgery, Inc., in 1939, and was president of the American Association of Plastic Surgeons in 1948, and of the American Society of Plastic and Reconstructive Surgeons, Inc., in 1954. He was among those plastic surgeons who did early work in the use of pedicle flaps and skin grafts in reconstructive surgery. He was especially noted for his work in the surgical treatment of carcinoma of the larynx.

Dr. Figi was a quiet man of instinctive kindness, with incessant devotion to his particular field of work, and of recessive bent so far as personal advancement or emolument was concerned. His avocation was wood-working, in which he was exceptionally skilled, and he had a large collection of canes and walking sticks made of widely varied materials, many of which he had acquired but more of which he had made himself.

Mrs. Figi and two daughters, Mrs. Cornelius M. Judd, of Colorado Springs, Colorado; and Mrs. Spencer K. Phillips, of Freeport, Illinois, survive him.

ALRIK GUSTAFSON 1903-1970

Professor Alrik Gustafson, chairman of the Department of Scandinavian Studies and Director of the Center for Northwest European Language and Area Studies, died Tuesday, March 24, 1970, of a stroke suffered the previous day. He had been a member of the University faculty since 1939. Born April 23, 1903, in Sioux City, Iowa, he held a Doctor of Philosophy degree from the University of Chicago and had taught at Augustana College, Rock Island, Illinois, and at Cornell University, Ithaca, New York, before coming to the University of Minnesota.

Author of the comprehensive *History of Swedish Literature* (1961) and *Six Scandinavian Novelists* (1940) as well as many articles on literary subjects, Professor Gustafson was recognized as a leading scholar in his field both in America and abroad. A translation of his literary history has become a standard reference on the subject in Sweden. Two more works were in progress at the time of his death, one on the Swedish play-

wright and novelist August Strindberg, to whom Professor Gustafson had devoted almost half a century of study and research, and the other on his personal friend, the distinguished Swedish poet and novelist Pär Lagerkvist. Professor Gustafson had held both a Guggenheim and an American-Scandinavian Foundation fellowship for study in Sweden.

Among the many honors Professor Gustafson had received for his work were the Pioneer Medal given him by Gustav V, King of Sweden, and a knighthood in the Royal Order of the North Star from King Gustav VI. In 1962 he received the Henrik Schuck award from the Swedish Academy for his *The History of Swedish Literature*. On the day before his death he was, unknown to him, made an honorary Doctor of Letters at the University of Uppsala, Sweden, where he as a young man had begun his serious study of Swedish literature.

One of the circumstances which made Professor Gustafson exceptional as a teacher and scholar of Scandinavian literature was that his academic training had been primarily in Comparative Literature. He approached Scandinavian authors with a breadth of perspective which is unusual among scholars of the subject. Having devoted extensive study to English language and literature, he could also present the literature of Scandinavia in an English style of rare subtlety and sophistication.

While there was a healthy objectivity in Professor Gustafson's view of Scandinavian literature, there was also in him a deep emotional attachment to Sweden which gave warmth and vitality to his presentation of Scandinavian writers. He was disturbed by the romantic conception of Sweden which tended to develop among the immigrants, but he was a tremendous admirer of the basic cultural traditions of Sweden and the rugged individualism characteristic of the Swedish people. In his home he surrounded himself with the simple furniture of the Swedish countryside, and he spent his summers in a cabin on a rocky point on Lake Vermilion near the Canadian border where he could revert to the basic existence of the Swedish peasant. There among immigrant lumbermen and farmers, who were still too fundamentally Swedish to feel romantic about their origin, he found himself at home and established some of his deepest personal relationships.

In spite of his strong emotional attraction to the primitive, Professor Gustafson was essentially an intellectual and an esthete. His appreciation for beauty went beyond literature. He shared with August Strindberg a special fondness for the music of Beethoven, and he was a knowledgeable connoisseur of sculpture and painting.

The breadth and intensity of Professor Gustafson's intellect and emotions and his uncompromising demands for personal integrity made him feared as much as he was loved and admired. He was an individual of rare stature whose impact will long be felt at the University of Minnesota.

He is survived by his wife Cleyonne and by two brothers and two sisters. A memorial service was held on Saturday, April 4, in Lakewood Chapel, and burial is in Lakewood Cemetery.

RICHARD MINER HEWITT
1892-1970

Dr. Richard M. Hewitt, assistant professor and then associate professor of medical literature in the Mayo Graduate School of Medicine from 1934 to 1957, died at Saint Mary's Hospital in Rochester, Minnesota, on June 4, 1970.

He came to the Mayo Clinic in 1928 as an associate editor in the Section of Publications, and was head of that section from 1933 to 1949. He was a senior consultant from 1949 until he retired in 1957. He was appointed an assistant professor in 1934 and an associate professor in 1955.

He brought unusual distinction to a rather esoteric field of medicine which, by the very fact of its circumscribed confines, is not taken up by many physicians as a career. His preparation was admirable; before he decided to study medicine he had taken a baccalaureate in liberal arts at

Wesleyan University and a master's degree in Middle English at Princeton University. After obtaining his doctorate in medicine from George Washington University in 1924, he was assistant editor of the *Journal of the American Medical Association* for three years. Subsequently he served as a special consultant to the National Research Council, the United States Government and a number of professional medical and scientific societies. He was president of the American Medical Writers' Association, Inc., in 1955 and 1956, and was the author of a volume, *The Physician-Writer's Book*, published in 1957. Recognition of his eminence in his especial field was nation wide.

He was a man of boundless kindness and intuitive concern for others, happiest when he could contribute to the advancement of the academic progression of his colleagues and students. All his life he was a scholar of paramount and inflexible standards.

JAMES SARGENT LOMBARD

1901-1970

James Sargent Lombard, Director of the Department of Concerts and Lectures from 1944 to 1969, died at his home in Arden Hills on July 28, 1970.

Mr. Lombard was born in Minneapolis February 21, 1901, and was educated in the Minneapolis Public Schools. Following some undergraduate work at the University of Minnesota and employment as a lubricating engineer for Standard Oil Company, he earned the B.S. degree from the Illinois Institute of Technology. In 1934 he received the B.D. degree from McCormick Theological Seminary in Chicago and was ordained into the Presbyterian ministry. He served as Pastor of Kelvyn Park Presbyterian Church in Chicago from 1931 to 1936 and as a Chaplain in the United States Army from 1937 to 1938.

He joined the University of Minnesota in 1938 where he was Field Advisor in the General Extension Division until 1943 when he became Head of the Correspondence Study Department. In 1944 the Regents of the University of Minnesota created a Department of Concerts and Lectures to bring together all of the reasonably similar on-campus and off-campus activities, including the Artists Course, and Mr. Lombard was given the task of organizing and directing the new department. He was Director until his retirement in 1969.

During the twenty-five years in which Mr. Lombard was Director of Concerts and Lectures he developed the Artists Course into one of the finest university-based concert series in the United States. He insisted on presenting only artists of top quality, and was astute in introducing young performers, many of whom would later reach international recognition.

In addition to the effectiveness of the Artists Course as a cultural influence in the Twin Cities area and throughout Minnesota, Mr. Lombard was a leader among university concert managers across the United States. He was a charter member and important organizer of the Association of College and University Concert Managers founded in 1957. He later served on the Board of Directors of this organization.

The Metropolitan Opera came to the University for the first time in 1945. From that time until 1965 Mr. Lombard was Co-Manager for these annual visits to the Upper Midwest. In 1966 he became General Manager, a post which he held until his retirement in 1969.

In 1954 Mr. Lombard and Mrs. F. K. Weyerhaeuser were responsible for instituting the first Metropolitan Opera Auditions to be held outside of New York City. These were highly successful, and the procedure was adopted for other regions by the Metropolitan Opera National Council. This program now has auditions in fifteen regions which cover the fifty states and Canada. Mr. Lombard was Co-Director of the Regional Auditions until he retired.

Because of his many endeavors in promoting and supporting international cultural exchanges, Mr. Lombard was the recipient of numerous

decorations and recognitions. Major among these were the Knight's Cross First Class of the Royal Norwegian Order of St. Olav; Knight's Order of Vasa First Class by H. M. Gustav VI Adolf the King of Sweden; the White Rose of Finland, Knight First Class, by President Urho Kekkonen of Finland; and the Jean Sibelius Medal commemorating the 100th anniversary of the birth of the Finnish composer. He was a cultural guest of the Israeli government to attend formal dedication of the Frederic Mann Auditorium in Tel Aviv.

Mr. Lombard was a forceful personality, and the programs which he innovated and directed provided the University, the community and the state with a constantly enlarging cultural opportunity. His insistence on high quality and his ability to sustain large audiences for the performances attested his ability as a prominent concert manager.

Mr. Lombard is survived by three sisters and two sons — Thomas L. and James S. Jr., both of Riverside, California — and by seven grandchildren. Mrs. Lombard preceded him in death on January 3, 1970.

HENRY LACY McCLINTOCK 1881-1970

On March 21, 1970, in Boulder, Colorado, death claimed Henry Lacy McClintock, Professor Emeritus of Law, University of Minnesota Law School, at the age of 89. He is survived by his widow, Charlotte; a son, Frank A.; and two daughters, Mary (Mrs. Earl A. Garrison) and Ruth (Mrs. J. Frank Henderson).

Born in West Union, Iowa, March 2, 1881, Henry McClintock moved with his family in 1883 to Grand Junction, Colorado, where he grew up. He attended Cutler Academy and then Colorado College, in Colorado Springs, Colorado, graduating with the Ph.B. degree in 1903. He was a member of Sigma Alpha Epsilon and Phi Beta Kappa. After one year of law study at Columbia University, he transferred to the University of Denver Law School, earning the LL.B. degree, and admission to the Colorado bar, in 1906, and then returned to Grand Junction where he was in law practice until 1913, serving also, from 1909-1913, as deputy district attorney.

In 1913 he left practice and became a law book editor with the West Publishing Company in St. Paul, Minnesota. When the United States entered World War I in the spring of 1917, he enlisted in the army, was commissioned a 2nd Lieutenant of Field Artillery in August of that year, served in France as a communications officer and as instructor at the American military school at Gondrecourt, and was discharged in 1919, returning to his editorial position at West Publishing Co.

The desire to teach led him in 1923 to graduate law study at Harvard Law School where he earned the S.J.D. degree in 1924. Returning to Minnesota, he became Assistant Professor of Law at the University of Minnesota Law School in the fall of 1924, was promoted to Full Professorship in 1927, and served for 22 years in that capacity until his retirement in 1949. Thereafter he was Lecturer in Law at the University of Colorado Law School in 1949-50, and Professor of Law at Mercer University School of Law, from 1950 to 1952. He then left teaching and moved to Boulder, Colorado, where he and his wife have since enjoyed retirement in a pleasant house in the shadow of his beloved Rocky Mountains. Active both in civic affairs in Boulder and in pursuing his life-long hobbies of mountain climbing and photography, he was a member of the Colorado Mountain Club, the American Alpine Club, and the San Juan Mountaineers.

Although he taught many subjects in Law School, his specialty was Equity, a subject on which he wrote a student handbook, still in use, a casebook and numerous law review articles, and which earned him the nickname of "Equity Joe" among his Minnesota law students who admired and respected his keen mind and penetrating scholarship.

"Mac," as Professor McClintock was known to his colleagues, on the Minnesota faculty, was a rugged individualist, his personality reflecting

the pioneer West in which he grew up. He had immense integrity and amazing self-discipline. He neither smoked nor drank and was a dedicated believer in physical fitness, daily walking the four-mile round trip from home to law school regardless of weather, regularly playing squash and tennis until he was in his 70's, and climbing mountains every summer until he was past 80. His legal research, scholarship, writing and teaching were equally thorough and disciplined. He was an exacting teacher, not particularly inspiring but nevertheless commanding the respect and admiration of his students and colleagues. His work, however, did not preclude his enjoyment of his close-knit family. Many camping and mountain-climbing trips were family outings.

Mac had firm convictions and a keen sense of right and wrong, never hesitating to express his views forthrightly, even bluntly, on issues under discussion, but never with intolerance or bigotry. He had his way of life; you were entitled to yours. He was a thorough gentleman and scholar, never attempting to impress or emulate others or curry favor but offering a warm, genuine friendship to those whom he respected and who respected him. He was unique and as such an enigma to some. But those of us who worked and played squash with him understood and loved and will miss him.

VICTOR A. NEWCOMB 1896-1970

Born on a farm in Missouri and educated in the Universities of Oklahoma, Iowa, and North Dakota, Victor Newcomb spent his life as a teacher in a number of mid-Western colleges. He was chairman of the department of business education at Oklahoma State Teachers College, Ada, and director of extension work at the University of Oklahoma before joining the faculty of the School of Agriculture on the St. Paul campus of the University of Minnesota in 1935. Twenty years later, he moved to the Minneapolis campus to help organize the Division of Business Studies in the General College where he taught accounting and business law. After his retirement in 1965, he was a member of the faculties at Dana College in Blair, Nebraska, and Western Illinois University, McComb.

Professor Newcomb was superb in his calling. Strong in character and independent in thought, he was kind and generous in his unruffled, deliberate dealings with others. He showed that he relished working with college young people. They responded by crowding his classes, following him through corridors, and filling his office hours. News of his death will sadden them, but memories of his fine qualities will continue to instruct them.

Professor Newcomb is survived by his wife Amy, a son, and four grandchildren.

SCOTT SAMUEL PAULEY 1910-1970

Scott Samuel Pauley, professor of forestry, died of cancer on April 18, 1970.

Professor Pauley was born on December 21, 1910 in Sault Ste. Marie, Michigan. He was graduated from the University of Minnesota with a B.S. in forestry in 1939; obtained his M.S. degree in forestry from Michigan State College in 1942, and a Ph.D. in biology from Harvard in 1947.

While completing his studies, he served as assistant and instructor at Michigan State College and research assistant in forest genetics at Harvard. Intermittently he worked with the Wisconsin State Conservation Department and the U. S. Forest Service.

From 1931-1933 he served in the U. S. Army with the 7th Cavalry Regiment at Fort Bliss, Texas, where he became very interested in the history of the American West. He was also with the Army Air Corps at Chanute Field, Illinois. During World War II, he served in the Southwest Pacific with the U. S. Navy from 1943 to 1945 and was discharged with the rank of Lieutenant.

While at Harvard from 1947 to 1955 he was assistant professor and lecturer in forest genetics. In 1955 he joined the forestry faculty at the University of Minnesota where he initiated and developed undergraduate teaching, graduate education and research programs in forest genetics. His graduate students are to be found in responsible teaching and research positions in the United States and abroad.

The list of Professor Pauley's publications include sixty papers and a great number of book reviews. He was a widely recognized authority on poplar hybridization and selection, and his research covered a variety of problems in forest genetics and related areas. He conducted studies of genotypic variation of Scots pine, jack pine, white pine, and other species.

He had a keen interest in biological affairs at the international level, participating in the 7th International Botanical Congress in Stockholm in 1950 and the 8th Botanical Congress in Paris in 1954. He took part in the 3rd World Forestry Congress at Seattle, Washington in 1960. He organized and participated in numerous regional congresses and workshops dealing with problems of forest genetics and participated in the United States forestry study group which visited the U.S.S.R. in 1959.

He was a member of the Society of Sigma Xi, Alpha Zeta, Gamma Sigma Delta and Xi Sigma Pi and took active part in the Society of American Foresters. He served on the editorial board of Forest Science from 1957 to 1958 and was an associate editor of the Journal of Forestry from 1960 to 1963. Professor Pauley was also a member of the American Association for the Advancement of Science, American Institute of Biological Sciences, the Genetics Society of America, the Society for the Study of Evolution, and others.

In the University of Minnesota besides teaching and conducting research, he served as the editor of the Minnesota Forestry Research Notes and special publications. He served on many committees, was a strong library supporter, chaired the School of Forestry's Graduate Studies Committee, and served on the advisory committee of the Quetico-Superior Wilderness Research Center.

Dr. Pauley is survived by his widow Fritzi, his mother Floss, his daughter Mrs. Nan Pauley Johnston, three grandchildren, and a brother, Jack. He liked the forests, lakes and rivers, and it was his wish that his ashes be dispersed over his forest property on Loon Lake near Grand Rapids where he had enjoyed the beauty of nature and life. He was a great humanist and his students and associates deeply cherish his memory.

ROBERT EDWARD SUMMERS 1901-1970

On Friday, July 31, 1970, death claimed Robert Edward Summers, former Dean of Admissions and Records, Professor of Engineering, and Special Adviser to the Vice President for Student Affairs. Prior to retirement from the University, which became effective on June 30, 1970, Dean and Mrs. Summers planned to move to Palo Alto, California. He was in Palo Alto at the time of his death.

"Ed" Summers, as he was affectionately known to his many friends, was born on July 1, 1901 at Condon, Oregon. He completed secondary education at Jefferson High School at Portland, Oregon, and subsequently earned the degree of Bachelor of Science in Mechanical Engineering at Oregon State College, now Oregon State University, at Corvallis. The B.S. degree was awarded in 1924; subsequently he earned two graduate degrees at Oregon State, the Master of Science degree in Chemical Engineering and the degree of Master of Engineering in Mechanical Engineering. This combination led eventually to an invitation to join the faculty at the University of Minnesota.

Even before qualifying for a graduate degree, Summers served briefly as an instructor in applied mechanics at Kansas State College, 1924-25, and from this position, was invited to return to Oregon State where he served until 1938 as an instructor, assistant professor and as-

sociate professor. In addition to meeting his classes, Summers engaged in extensive research and also was frequently employed as a consultant. His research centered on boiler waters and siliceous scales; the analysis of records and the procurement of materials for a series of articles on pipeline dredging practices for the Port of Portland; and assistance with special tests for advisory engineers on the Bonneville project.

He became a registered professional engineer of the State of Oregon in 1929. At various intervals he was employed by the Cooper-Bessemer Corporation at Mount Vernon, Ohio, as a test engineer for machine development; as assistant engineer by the Portland General Electric Company assigned to installation and efficiency studies, steam power department; and as test engineer and foreman for installation of control equipment of the new steam generator. He was consulted frequently on problems in boiler water chemistry by various enterprises and also served as a consultant on power costs in the manufacture of dairy products.

The professional publications which came from his active pen covered a wide range of interests and included articles dealing with power and its applications to the many phases of industry reaching from steam engines to refrigeration. Later, when he became the Dean of Admissions and Records, his publications centered on problems connected with the vastly expanded college enrollments subsequent to World War II, budgetary problems associated with the rapid growth of colleges and universities, the most efficient use of space and classrooms, and the alterations in educational plans of college students.

Ed Summers did not seek employment at the University of Minnesota. Instead, after an extensive search by a committee, he was invited to become a member of the faculty of the Department of Mechanical Engineering. The invitation was accepted in 1938 at the rank of associate professor.

In 1943, he was promoted to the rank of full professor. Prior to this promotion, he was asked to undertake an assignment somewhat outside of his particular field of interest.

Shortly after the United States became engaged in World War II, the Department of the Navy asked the University to introduce a training course for navy machinists' mates. The administration was willing to undertake the assignment although there were serious problems to be overcome. Among these were the acquisition of equipment, the training of a teaching staff, and the development of a suitable curriculum. Ed Summers was requested to undertake and direct this new program which he did with conspicuous success leading to a special commendation from the Department of the Navy.

From this initial venture, there followed the Navy V-12 program at the college level and various war-time programs of the NROTC, with Summers as the coordinator. The excellence of the collegiate program was also recognized officially by the Navy, and special letters of commendation were written in behalf of Professor Summers by each of the Commanding Officers of the NROTC unit at the University.

The administrative skill demonstrated by Professor Summers in addition to his professional competence invited the attention of central administration when it became necessary to find a successor to Dr. William S. Carlson who headed the office of admissions. It was noted while engaged in selecting a new head of the office that Summers had a minor concentration as a graduate student in Education and thus had considerable insight into the discipline. Accordingly, he was named the Dean of Admissions, retaining his academic rank of professor, effective in June, 1946. Later the title was changed to Dean of Admissions and Records.

When he accepted his new position, Dean Summers was confronted with a major problem for which there was no comparable precedent. In 1939, the enrollment at the University was slightly more than 15,000. During the war, attendance dropped to approximately 7,000. For the fall of 1946 with the veterans returning to the campus, attendance jumped

immediately to more than 27,000. After the post-war peak of more than 27,000, attendance declined somewhat until 1955, when a steady and sustained growth began, reaching more than 51,000 in 1970.

During this period, coordinate campuses were added to the University, more students sought admission, and mechanical processes were introduced to care for the continuing increase. These and other changes required the administrative skill, as well as the inventive and lively imagination of the new Dean. The responsibilities of the office were met efficiently.

One of the Dean's responsibilities was that of predicting or forecasting the enrollment for the next and ensuing years. By a method known in detail only to him, the forecasts year after year were amazingly accurate. The story is told that the Dean forecast that for the next year, the Institute of Technology would have 2,852 students. When the final count had been made, it was found that there were only 2,850, whereupon the Dean of the Institute called Dean Summers and inquired, "You forecast 2,852; where are the other two?"

While the work of the office was constant throughout the year, with only slight relief during the summer session, the Dean found time to accept various assignments which took him away from the University. He was a chairman of the Committee on College and Enrollment Trends for the American Association of Collegiate Registrars and Admissions Officers; served with the United States Department of State, American Specialists' Branch, International Educational Exchange Service, on an advisory assignment with Arab Educators, leading to the establishment of the first American University of Iraq, the National University of Baghdad. For this work, he received a distinguished commendation. In 1962, as a member of the steering committee of the African Scholarship Program in American Universities, he spent approximately two weeks in East Africa to select students to come to the United States. Another time for his "patriotic civilian service" he received a certificate of appreciation from the Department of the Army for his participation in an evaluation of the Army Engineer School at Fort Belvoir, Virginia. Many other services could be listed, including that of secretary of the Administrative Committee of the University of Minnesota for twenty years.

The home life of the Summers was rich and warm. Ed was an indefatigable gardener and he took both pride and pleasure in an immaculate yard. Within the home, his love of gadgets was clearly demonstrated with chairs which folded against the wall to conserve space, and there was also a remarkably ingenious system of louvers, operated by a motor, to keep the rays of the sun off the patio. His life on a farm which he never forgot was demonstrated by the sweet corn growing in one of the several flower gardens.

Although he rarely mentioned the affliction, he was a victim of hay fever, which required frequent injections to maintain control. He found that the physicians generally required what appeared to be an unreasonable amount of time to calculate the amount and frequency of the injections. Hence, he invented the first and only slide rule for hay fever which is still being used at the University Health Service.

While his sons were growing up, they were avid campers. This led to his sustained interest in Camp Warren, the YMCA camp devoted to the development of the spirit, mind, and body of youth. He served for seventeen years on the Camp Warren Committee of Management, and for three years as the chairman of this administrative unit.

Ed Summers was a major figure at the University of Minnesota, respected and liked by all who knew him. Generally of an even temper, he could show a bit of fire on occasions when unreasonably provoked. Those closest to him always found him to be a loyal colleague, a cooperative associate, and a wise counsellor. He is survived by his wife, Dorothy, who resides at 1704 Oak Creek Drive, Apartment 401, Palo Alto, California, his sons, Robert E. Summers, at 538 Alvarado Row, Stanford, California, and William, 15 Alcott Road, East Falmouth, Massachusetts, and six grandchildren.

ROLAND SNOW VAILE

1889-1970

Roland Snow Vaile, professor emeritus of marketing, died on June 3, 1970 in Escondido, California. Professor Vaile was born in Nordhaff, California in 1889. He earned his Bachelor of Arts degree at Pomona College in 1910, majoring in economics and entomology. His Master of Arts degree in economics was taken at Harvard University in 1922.

Prior to his graduate work, he was in charge of pest control during 1910-1911 for the Limoneira Company of Santa Paula, California. From 1911 to 1914 he was Horticultural Commissioner for Ventura County, California, and from 1914 to 1923 he was Assistant Professor of Orchard Management, University of California at Riverside. Upon concluding his graduate work, he became a faculty member at the University of Minnesota in 1923 where he served until his retirement in 1955.

Following retirement, Professor Vaile taught during 1955-1956 at Trinity University in San Antonio as the William Cameron Distinguished Professor. Later, from 1956 to 1960 he taught at San Diego State and his last teaching was performed at the University of California at Los Angeles from 1960 to 1962.

His stature in the field of marketing was most substantial. He served as the first Managing Editor of the *Journal of Marketing*, 1937-1938, as Editor-in-Chief during 1939-1940, and as Research Editor in 1941-42. He held visiting professorships at The Ohio State University, University of California at Los Angeles, University of Washington, and Columbia University. His writings include many articles in marketing, economics, horticulture and later in the field of community development. The University of Minnesota Press published the Red Wing series which included three of Professor Vaile's contributions: *Red Wing Looks Ahead*, *Red Wing and the Postwar Challenge*, and *Red Wing Five Years Later*. In addition, he published a number of books on advertising, consumption and marketing and contributed to other books including *Southeast Asia in World Economics*.

Professor Vaile was made a charter member of the Distribution Hall of Fame in Boston. He was presented the American Marketing Association Paul D. Converse Award in 1957 and was the first person to be honored in the *Journal of Marketing's* series on Leaders in Marketing.

In addition to his academic work, he was engaged in a wide number of community and national endeavors, including the American-Persian Relief Commission of 1918, the National Resources Planning Board, War Production Board and the Public Health Service. He was a member of a number of professional associations, including the American Marketing Association, American Economic Association, American Statistical Association, American Farm Economics Association and was affiliated with Phi Beta Kappa and Alpha Kappa Psi.

Colleagues and students appreciated Professor Vaile's careful and intelligent advice and his enormous capacity to open up new areas for exploration. He had an unusual ability to translate the theoretical into the practical and he brought great insight and excellent judgment to each problem he confronted. He had great integrity, high standards, and an unusual breadth of interest. He made many contributions to his field of marketing, to his School, University and to both the state and federal governments. He was clearly one of those teachers who have great impact on students and colleagues.

Professor Vaile is survived by his wife, Marjorie Vaile of Escondido, California, a daughter, Marjorie McGann, and a son, David.

Adopted by a rising vote

The University Senate adjourned.

W. DONALD BEATTY
Clerk of the Senate

**The Next Regular Meeting of the
University Senate Is Scheduled for
Thursday, March 11, 1971 at 3:30 p.m.**

Appendix

ABSTRACT OF DISCUSSION

December 3, 1970

The meeting was called to order by Maynard Reynolds, professor of special education.

Minutes of May 28 meeting:

Minutes of the last meeting were approved. It was suggested that the elected senators and alternates from Duluth be included in the record.

Administrative Committee

Landis Boyd, professor and head of agricultural engineering, presented the 1971-72 University calendar. He called attention to the fact that there would be a uniform number of instructional days per quarter and that as a result there would be no floating holidays winter quarter. Minor changes involved an Easter Monday holiday instead of Good Friday and a change on the Duluth calendar for a reception following the May 25 convocation instead of commencement. The calendar was then approved. Other items in the Administrative Committee report were presented for information. In response to a question concerning new tenure regulations, William Shepherd, Vice President for Academic Administration, responded that the changes were in the revised edition of the tenure book and were also printed in the Senate minutes.

Senate and University Committees, 1970-71

Membership changes and additions were approved. Also reported were student constituencies for the Consultative Committee and the Committee on Committees.

Consultative Committee

Carl Auerbach, professor of law and chairman of the committee, introduced for information the report of the University Committee on Academic Responsibility (UCAR) and commended committee members for their efforts.

Toni McNaron, associate professor of English and chairman of UCAR, presented the report as a unanimous decision of her committee. She reported that the committee had worked out a statement on academic freedom and responsibility for the University which it felt was broadly conceived and specifically stated. She said that a 1938 document on the subject which had been passed by the Regents was not contradicted or denied by the new statement and that this statement was more sophisticated than the AAUP document. She also noted that there had been student participation in the committee's deliberations. Two errors in the report as published in the docket in the *Daily* were noted.

Mr. Auerbach announced that there would be a special meeting of the Senate on December 10 to permit further discussion of the report.

At this point, Donald Gillmor, professor of journalism and mass communications, moved on behalf of the Executive Committee of AAUP to postpone action for one quarter, during which time all faculty members and students would be asked to study it and report recommendations to the McNaron committee for transmission to the Senate. Warren Ibele, associate dean of the Graduate School, said that postponement for a quarter would extend the matter unduly and urged that it be taken to departments before the discussion on December 10. Miss McNaron announced that two-hour discussion sessions had been scheduled on December 8 and 9, which her committee members would attend. She said that the statement had been distributed to all pertinent Senate committees and the Regents, and that there had been three previous hearings. However, it had been not distributed to the faculty other than publication in the *Daily*.

Eville Gorham, professor and head of botany, felt more time was needed to meet with his faculty, and Samuel Krislov, professor and chairman of political science, pointed out that there could be a postponement at the December 10 meeting if necessary. Mr. Auerbach called attention to the fact that the Senate had many other important issues to take up, and at this point the Gillmor motion failed.

Mr. Krislov urged that the operational section be rewritten to indicate that the proposed committees would not have legal powers and there would be no infringement of the tenure code. Miss McNaron agreed and indicated the committee assented to written provisions which would note the limits on the power of the hearing committees. Burnham Terrell, professor of philosophy, urged clarification of the section referring to "political positions" and "non-academic activities." Roger Page, associate dean in CLA and chairman of the Business and Rules Committee, said that the docket would be printed in the *Daily* together with any proposed amendments.

Educational Policy Committee

Norman Kerr, associate dean of biological sciences and a member of the committee, recommended a change in title from the Agricultural Extension Service to Cooperative Extension Service, and the recommendation was approved.

A second recommendation pertaining to a structural revision within the Institute of Agriculture moving Forestry and Home Economics to collegiate status was then introduced. Mr. Kerr said that the committee was uncertain as to whether to report the item for information or action, but that it did recommend the change. Mr. Gorham asked a number of questions bearing on the need to split up the Institute in the manner suggested, whether the action had not in fact already been taken by the Regents, and the status of the proposal for development of Applied Science on the St. Paul campus. Sherwood Berg, dean of the Institute of Agriculture, explained that each of the colleges had separate responsibilities and that wise management of administration to make it responsive to faculty and students required a change. He assured the Senate that the proposal would not preclude further autonomy.

Mr. Shepherd explained that the national trend was toward creation of separate colleges, and he noted that the Regents' action had been an interim one after consulting with the Senate Committee on Educational Policy. There was further discussion on whether the move was really needed, and the point was made that there were many large departments on the campus which did not have college status. Keith McFarland, acting dean, noted that in Home Economics there were eight different divisions, and he pointed out that the suggested structural change would facilitate University negotiations with various government agencies. Mr. Krislov spoke to the point that the Senate should be informed of the consequences of actions of this type proposed by committees, and he said if the Senate were a legislative body, it should meet oftener and make more reports in depth to its members. Donald Smith, vice president for administration, urged approval and said that the Educational Policy Committee was currently considering whether this issue and similar issues were the business of the Senate. He pointed out that discussions on this particular item had taken place for over a long period of time, and he indicated that the change would improve the lines of communication with the government. Mr. Shepherd said that the matter was addressed to the Senate by the Educational Policy Committee because of its effects on other collegiate units.

Paula Giese, assistant professor of humanities, spoke about student concern for the move and inquired whether they had been consulted by the committee. She asked further what effect this move would have on the University's interest in funds for environmental studies and also what the budgetary effects of the change would be. Mr. Shepherd re-

sponded that environmental studies cut across many collegiate units and that each would play a role in its development. He said that the budgets of the three colleges would have to stand for comparison with all other collegiate units. Mr. Berg added that the Institute of Agriculture had students on its long-range planning committee and that they had made many contributions during its deliberations. The recommendation was then approved.

Business and Rules Committee

The constitution and bylaws of the faculty and campus assembly for Duluth were reported for information.

Old Business

Mr. Krislov commented briefly on the difficulties encountered by his department in conforming to the timetable set up for the new credit module change enacted by the Senate to take effect fall quarter. He said the Senate ought to have had available to it before action was taken some evaluation of the effects of the proposed plan. Mr. Ibele expressed the view that there had been adequate time to implement the change.

New Business

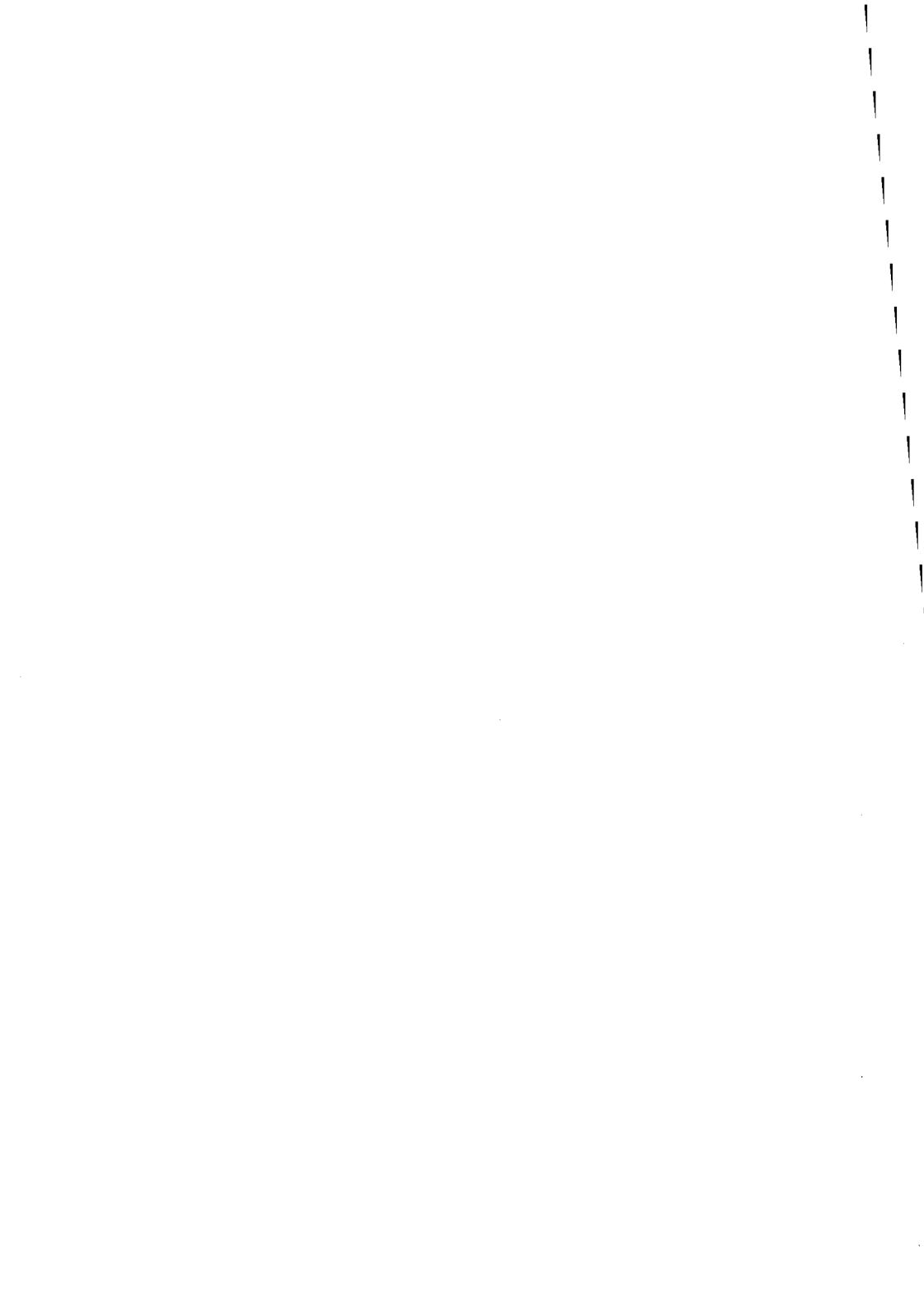
David Cooperman, associate chairman and professor of sociology, introduced a proposal to establish a joint Senate-administration-Regents task force committee to investigate reports in a recent NBC program of military surveillance of students and faculty. He said that if the activities occurred and if the information remained available to military and police agencies, academic freedom was threatened. The committee would report its findings to the Senate and recommend policies and procedures to prevent a recurrence. His motion for adoption was seconded.

Mr. Auerbach then offered a substitute motion that the joint task force be established to investigate the issue and to determine what needed to be done in the light of the material reported to assure the preservation of academic freedom on the campus. His motion was seconded.

Mr. Cooperman said he thought that specifying a charge was more helpful to the committee, but that he would accept as a friendly amendment Mr. Auerbach's revision, to which his seconder agreed. At the request of the Senate Mr. Auerbach repeated his motion by asking for investigation by the committee of the nature of the activities reported on the program and a report of its findings to the Senate together with such recommendations and procedures as it might determine to be necessary to prevent such activities from being carried out in the future.

Mr. Terrell spoke against the substitute motion, preferring the more specific charge to the committee. A motion to table was not seconded. It was then moved that the vote on the motion be held over until the special meeting one week hence and that in the meantime it be published in the *Daily*. This motion was seconded and approved.

DAVID COOPERMAN
Abstractor



UNIVERSITY OF MINNESOTA

THE SENATE MINUTES

December 10 and 17, 1970

A special meeting of the University Senate was convened in Mayo Auditorium on Thursday, December 10, 1970. Eighty voting members of the faculty, twenty voting members from the student body, eleven members of the Administrative Committee, and twenty-five nonmembers checked or signed the attendance roll as present. Vice Chairman Paul Meehl presided.

The following items were considered and action was taken as indicated.

I. REPORT OF THE UNIVERSITY SENATE CONSULTATIVE COMMITTEE REPORTED FOR ACTION

Following the discussion in the Senate meeting of December 3, the following report is presented for action. Two additional open hearings (in addition to the seven already held) were announced in the Senate meeting: Tuesday, December 8, 1 to 3 p.m., 5th floor, CMU; Wednesday, December 9, 3 to 4:30 p.m., Junior Ballroom, CMU.

REPORT OF THE UNIVERSITY COMMITTEE ON ACADEMIC RESPONSIBILITY: A PROPOSED UNIVERSITY SENATE STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY

UNIVERSITY SENATE STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY

Academic freedom and academic responsibility are desirable in themselves and they also serve a public need. That need is for an institution whose duty is to explore the sources of knowledge and to distribute the results of careful scholarship. To help the university to fulfill this duty, the scholar should strive to be rigorous in his work and to be receptive to new evidence, new argument and new ideas. Academic freedom consists in the unfettered exercise of scholarship. The faculty and students are obligated to help protect academic freedom and to help provide the conditions in which academic responsibility can prevail.

Academic responsibility involves the entire learning community — the administrator in the service of faculty and students, and the scholarly enterprise; the faculty member in the pursuit of learning and in the service of his students and society; the student in his quest for understanding and self-development. Therefore, the distinctions in this document among administrators, faculty, and students are made here for purposes of exposition only. All three are necessarily joined in the academic community.

In a statement issued in 1963, *the regents of the University of Minnesota set forth with admirable clarity and directness the principles of academic freedom and responsibility for this university. This statement reaffirms and complements their document.

Academic freedom includes freedom of inquiry and freedom of dissemination. Freedom of inquiry means that a scholar is not restricted

*See also Minutes of a Regents' Meeting, January 28, 1938.

in either the nature or the range of his study, questioning, or investigation, but may search where the logic of his research leads him. Freedom of dissemination means that the scholar has the freedom to discuss his ideas and to make them public.

Since the function of the teacher includes the dissemination of the results of his scholarship to students, colleagues, and the public, and since this constitutes a public good, then it is a corruption of that public good to limit this dissemination. Likewise, it is a corruption of the learning process to limit the range of discussion within the University community. Discussion within a class or meeting, however, may be limited by the criteria of relevance to the subject matter in question and the time available. To foster an exchange and debate of ideas promotes the eventual clarification of findings and the attainment of more valid knowledge. The university has committed itself to the preservation of such an atmosphere. Its members believe that debate should be open so that the diversity of opinion within the university may be visible and understandable to the larger community.

Academic responsibility obliges the scholar to strive for a level of excellence and integrity worthy of his vocation and to dedicate himself to the pursuit of knowledge and the cultivation of an atmosphere which stimulates learning. Especially when dealing with controversial matters, he should inform his audience of divergent opinions about the subject at hand. Fostering strenuous and careful thinking, rather than providing ready-made conclusions, is a duty of the scholar as educator. Intelligent disagreement is a part of the educational process. Avoidance of indoctrination is especially important since to develop and to maintain reflectiveness requires the constant re-evaluation of one's views.

A teacher's mastery of his subject and his own scholarship are necessary qualifications for teaching. The teacher is responsible for his course of instruction, which responsibility includes a statement of course objectives and the means of fulfilling them. Thus, it is improper for a teacher persistently and knowingly to intrude material which has no relation to the subject matter of his course, or to fail to present the subject matter of his course. It is equally improper for those outside the University community to dictate what is to be taught. Each individual faculty member must have reasonable latitude to cancel a scheduled class or other scheduled activity for reasons including more effective means of presenting material, illness, engagement in some other professional activity, or even the desire to express individual conscience or conviction. But then the teacher has an obligation to arrange for substitute or make-up instruction in a manner most convenient for all of his students. A vital part of his profession is, of course, his reasonable and ready accessibility to students, since consultation with faculty is not a student's privilege but every student's right.

The scholar should make reasonable effort to inform his listeners or readers that the opinions he expresses are his own, not those of his university. Off the campus, members of the university community enjoy the same rights as their fellow citizens to organize and join political associations, and to express opinions. The University must affirm, assure and protect these rights for its members on the campus. But as an institution,* the University should avoid taking positions on non-academic issues, though it should not discourage such activities on the part of its individual members.

The University Senate recessed at this point. At the recessed meeting, December 17, 1970, sixty-nine voting members of the faculty, twenty voting members from the student body, four members of the Administrative Committee, and four nonmembers checked or signed the attendance roll as present. Vice Chairman Paul Meehl presided.

*in its legal, corporate capacities

Interpretation and Adjudication

Questions of academic freedom and responsibility concern all members of the academic community — faculty, students, administrators. In any interpretation or adjudication of these questions, however, the role of the faculty should be primary. No uniform code of specific norms or grievances should be stipulated to apply to all circumstances, faculty and students. As departments, colleges and other academic units develop sets of procedures and a history of experience in dealing with complaints, equitable norms will evolve. Sanctions should not be imposed in cases in which it is not obvious from the language of this statement that a violation has occurred and in which precedent does not exist establishing the norm alleged to have been violated.

To insure due process in such matters, while better protecting academic freedom, the following procedures become policy for the University of Minnesota.

Departmental* Grievance Procedure

Students and faculty should make reasonable efforts to use informal procedures before submitting formal complaints. For complaints which have not been resolved informally, each department or academic unit will choose from its members a committee of faculty and students to hear cases involving faculty or student freedom and responsibility. Once the committee in each department has determined its own procedures and norms, then it will make them public. Any faculty member, student, or a group of faculty or students, may submit a written complaint to this committee and be assured of a hearing. Each departmental committee will strive to protect faculty and students from unfounded charges as well as to act on cases of genuine grievance. The grievance committee only makes recommendations, which will be forwarded to the department chairman or appropriate administrative officer. The appropriate action unit should place great weight on such recommendations, but its members may independently review the facts in the matter at hand. The faculty of the department, or the group designated by the entire faculty for this purpose, shall then consider and decide on such recommendations and will send an information copy of its decision to the appropriate Dean, Director, or Provost.

Collegiate Appeals Procedure

If the decision of the department is unacceptable to the parties involved, an appeal can be submitted to the appropriate Dean, Director, or Provost. Upon such request, a standing Appeals Committee, comprised of faculty and students appointed by the Dean, Director or Provost according to the procedures of the college, will hear the case. Recommendations of this committee will be forwarded to the Dean, Director, or Provost.

University Appeals Procedure

If any party involved should, after the Collegiate Appeals Committee has made a recommendation to the Dean, Director, or Provost on the case, still be dissatisfied, he may file an appeal with the President's Office. The University Senate, should form a new committee, the Senate (or University) Appeals Committee, to be formed as other regular Senate committees are formed. Appeals made to the President's Office will be referred to this duly constituted body. This final appeals committee will be comprised of seven faculty members and four students. Recommendations of this committee will be forwarded to the president.

Jurisdiction

All complaints arising out of a course or other official activity will be submitted to the Academic Grievance Committee of the Department or program offering the course or activity; appeals from the decision of this department or program will be submitted to the Appeals Committee of the college-level unit for which or in which the course or

*or appropriate academic unit to be decided by each collegiate unit

activity is conducted. The Senate Appeals Committee shall determine routing in all cases not covered here.

Judicial Committee Procedures

The work of none of these committees will in any way replace or interfere with the constitutional function of the Senate Judicial Committee. These grievance committees exist only to make recommendations in cases of complaint.

Toni McNaron, Chairman
Rutherford Aris
David Cooperman
George Donohue
Ken Doyle
Donald Harriss
Stuart Hoyt
Warren Ibele
Raymond Lammers

Bruce Miller
Rick Mitz
Robert Mjoen
Jane Nielsen
Eli Rosenfield
James Stein
David Stoppel
Richard Teske
Frank Wilderson

Approved

II. RESOLUTION TO ESTABLISH A COMMITTEE TO INVESTIGATE MILITARY SURVEILLANCE OF STUDENTS AND FACULTY REPORTED FOR ACTION

Growing out of motions made by Professor David Cooperman and Professor Carl Auerback at the December 3 Senate meeting, the two join in presenting the following proposal for consideration of the Senate.

The recent reports of surveillance by U.S. military intelligence personnel of student and faculty members of the University of Minnesota seriously concern the University Senate. If the military-police activities reported on the N.B.C. television program "First Tuesday" on December 1, occurred and if the information gathered remains available to military and police agencies to be used at their discretion, the academic freedom of this community stands threatened, and will remain so unless the consequences of such military activities are dealt with.

In the light of repeated affirmations by the Board of Regents of the University of Minnesota in defense of academic freedom, the Senate hereby recommends that the Board of Regents establish at the earliest possible time a joint Senate-Administration, task force for the following purposes:

1. To examine the nature of the activities reported and the extent of surveillance of all kinds on the campuses of the University of Minnesota in the recent past, including surveillance, if any, by units of the University, without the permission of members of the academic community who were the objects of such surveillance.
2. To determine, if at all possible, the current location and status of such information gathered—where, under whose authority, and to what use such information may be put.
3. To report its findings to the Senate.
4. To recommend policies and procedures to prevent such activities from being carried out in the future.

Approved

The University Senate adjourned

W. DONALD BEATTY
Clerk of the Senate

The Next Regular Meeting of the
University Senate Is Scheduled for
Thursday, March 11, 1971 at 3:30 p.m.

Appendix I

ABSTRACT OF DISCUSSION

December 10, 1970

Paul Meehl, Regents professor of psychology and vice chairman of the Senate, called the meeting to order, and announced that the purpose of the session was to act on the statement proposed by the University Committee on Academic Responsibility (UCAR) with suggested amendments by the Senate Consultative Committee. Toni McNaron, associate professor of English and chairman of UCAR, read the statement as modified by her committee following general hearings on December 8 and 9, and many other written and oral comments received by the committee. She explained its general purposes and noted that it was meant to be a statement on academic responsibility and not a code. Warren Ibele, associate dean of the Graduate School, moved to accept the statement as amended, and his motion was seconded.

Wallace Armstrong, professor and head of biochemistry, referring to the section concerning limitation of the range of discussion, asked whom it referred to. Eli Rosenfield, student, responded that the statement was intended to be applicable to all academic functions, not just the classroom. Lonna Malmsheimer, student member of the Educational Policy Committee, reported that her committee recommended that the Senate receive and accept the statement as amended and urged its implementation. The Senate then agreed to discuss the statement by paragraph.

A motion by Eville Gorham, professor and head of botany, that a reference to the 1938 statement on academic freedom by the Regents be made in the statement was approved.

John Cound, professor of law, felt the statement should not suggest the division of academic freedom into two parts: freedom of dissemination and freedom of inquiry and said that the reference to "nature and range" of study, questioning, or investigation troubled him. David Cooperman, professor of sociology, said that the division had been made for convenience of discussion only and there had been no intention of separation. It was decided to omit the word "divide" and indicate that academic freedom *included* freedom of both. In regard to the other objection, it was suggested that "intellectual" might be inserted, but that move was withdrawn when Mr. Cooperman pointed out that the statement referred only to *academic* freedom. A student suggested that SCAR draw up a section to cover non-scholarly activities, such as some types of training such as ROTC and football. Miss McNaron responded that, once the statement was adopted, any student who had a grievance concerning irresponsibility would have a mechanism for recourse.

Mr. Gorham moved for deletion of the sentence dealing with presentation of the views of others which said that they should be fairly and justly described, as he felt it was difficult to present others' views to meet precisely those requirements. His motion was approved. Mr. Gorham said he thought the statement that it would be improper for a teacher persistently to intrude material which had no relation to his course might intimidate newcomers or be wrongly interpreted. Responses to Mr. Gorham indicated that after-hour sessions with students were used for such material, and that the AAUP standard policy was parallel to that contained in the statement.

Burnham Terrell, professor of philosophy, proposed to delete the section which precluded the University as an institution from taking political positions on certain non-academic activities. He said that the Senate should have the power to take a position without speaking for the University, and he suggested the possibility of misinterpretation in de-

fining "non-academic" issues because of the broad range of issues facing the Senate and its many committees. Mr. Rosenfield responded that a non-academic issue would be one that did not affect the University in any way, and Mr. Cooperman said the intention was to prevent the University as a legal corporation from binding the conscience of individuals at the University, that legally no one except Regents could ultimately speak for the University. It was suggested that a footnote could explain the University as being defined in its legal corporate capacity.

A student requested and received permission to address the body. He expressed concern for the University as a democratic institution, indicating that 60,000 people of the University — faculty, staff, and students — would be affected by the decision of the Senate.

Carl Auerbach, professor of law and chairman of the Consultative Committee, maintained that the University could act through its governing bodies operating within their legal limits as set forth in the constitution and bylaws, but that there was no authority nor moral right to speak for anyone else on matters which were not of educational concern to the University. Mr. Terrell agreed to withdraw his motion, but wanted it clear that he believed that the Senate could as an elected body take non-academic positions by emphasizing that it was speaking only for itself. Mr. Auerbach then moved an amendment made by his committee to narrow the restriction to *all* non-academic issues and, with the addition of Mr. Cooperman's footnote, the amended version was approved.

Mr. Cound moved that the first eight paragraphs of the statement be deleted, asserting it was difficult to understand the meanings of many of the terms used, and he proposed using the interpretation and adjudication section as an introductory statement instead, followed by the procedural sections. His motion was not approved. A move was then made to suspend the rules and take up the second item on the agenda, but this, too, failed, after which the first eight paragraphs were approved as amended.

Proceeding to the interpretation and adjudication section, Miss McNaron explained that it would mean that departments, colleges, and other academic units would develop sets of procedures based on experience gained along the way.

There was provision that, where no precedent existed, there would be no sanctions imposed. A Consultative Committee amendment suggested that there might be "first" cases where there was no doubt that there had been a violation and that these should not be exempt. Mr. Cooperman argued that, in order to ensure complete due process if there was the slightest doubt that a rule existed in the first instance of an alleged violation, the accused should not be sanctioned.

At this point the question of whether a quorum existed was raised. When it was found that there wasn't a quorum, Eleanor Fenton, assistant to the dean of General Extension, moved for adjournment until December 17 at 2:00 p.m., and her motion was approved. It was agreed that members would have to be notified by phone, since publication of the Daily was suspended during examination week.

DAVID COOPERMAN
Abstractor

Appendix II

ABSTRACT OF DISCUSSION

December 17, 1970

The meeting, called to order by Paul Meehl, Regents' professor of psychology, was a continuation of the discussion commenced two weeks ago concerning the statement proposed by the University Committee on Academic Responsibility (UCAR) with suggested amendments by the Senate Consultative Committee (SCC).

Carl Auerbach, professor of law, took up the Consultative Committee amendment concerning the imposition of sanctions, and reported his committee's view that, in "first" cases where there would be no doubt that a violation had taken place, there should be no exemption from any kind of sanction. David Cooperman, professor of sociology, emphasized that, while the first eight paragraphs of the statement were set forth by UCAR as guidelines, it was intended that interpretation would evolve through the hearing bodies in each case, and he noted that the SCC proposal could be actionable. The Auerbach motion was then approved.

The section on the departmental grievance procedure was introduced by Warren Ibele, associate dean of the graduate school and member of UCAR. He pointed out the importance of student views, especially concerns about grading and faculty performance, and indicated the need for a hearing committee at the departmental level to deal with both student and faculty concerns in this area. Wallace Armstrong, professor and head of biochemistry, suggested a collegiate committee instead of departmental because in small departments it would be difficult to implement. Miss McNaron, professor of English and chairman of UCAR, responded that the committee felt it was important to begin proceedings at the department level. She explained that the footnote which indicated that the appropriate academic unit was to be decided by each collegiate unit was intended only for those cases where there was no departmental structure.

Mr. Auerbach said his committee proposed to eliminate the reference to *student* freedom and responsibility, indicating that the grievance procedure should apply only to the faculty and that the student conduct code would cover student rights and responsibilities. Miss McNaron and Eli Rosenfield, student senator, asserted that there were certain situations or conditions of student behavior which were matters of academic responsibility and academic freedom, and urged defeat of the motion. Messrs. Auerbach and Cound maintained that the document did not spell out the academic responsibilities of students. Miss McNaron indicated that the committee strongly believed student behavior should be included and responded that the section describing conditions where a student indoctrinates in a class must be taken into account, and the SCC amendment was defeated.

A faculty member asked whether a department could be forced to follow the procedures and what the role of the Regents would be. William Shepherd, vice president for academic administration, said that, if the department ignored the procedure, the college could be appealed to. He added that the intent was it be a faculty statement, not a Regents' statement, and thus a Senate policy. Mr. Cooperman said that appeal could always be made to the next highest body of a collegiate unit and ultimately to a Senate committee appointed for that purpose. Samuel Krislov, professor and head of political science, moved to delete the reference to UCAR as the recommending body, and this motion was approved.

The appeals procedure section was then taken up. John Wertz, professor of physical chemistry, said he was concerned for the guarantee

of fairness and suggested that provision be made to put on the appeals committee one member of the department of the individual involved. Hyman Berman, professor of history, suggested that a standing committee such as the one proposed could not effectively consist of members of any department of an accused, and the Wertz motion failed. Mr. Krislov asserted that there should be a statement to the effect that "A department may not as a matter of custom or law constrain its members to accept a determination of the facts by a hearing committee as authoritative" because this would amount to a department rule or procedure which would result in a violation of the tenure code. Mr. Krislov's suggestion was acceptable to the committee. A proposal by Mr. Auerbach to substitute the phrase "recommendation of the department" for the phrase "decision of the department" passed.

On the jurisdiction section, Mr. Auerbach said the Consultative Committee proposed that the statement be simplified and that complaints should be heard by the department to which the faculty member belonged rather than the one for which he was teaching the course. Mr. Cooperman reminded the Senate that there would be many units which would not have a hearing unit if the FCC proposal were adopted, and the amendment was defeated.

The final section of the report indicated that the function of the present Judicial Committee was not being changed. Charles McLaughlin, professor of political science and chairman of the Judicial Committee, proposed that the reference to his committee be confined to a statement that the work of any of the committees set up under the procedure as outlined would not replace or interfere with the function of the Judicial Committee, and he moved to delete the balance of that section because he said the scope of jurisdiction of the committees would be open to question. He further moved to strike the word "traditional" used in describing the constitutional function. Mr. Krislov proposed a sentence to indicate that the committees would exist only to make recommendations in case of complaint, and both his and Mr. McLaughlin's suggestions were approved.

At this point, paragraph 10 to the final paragraph, the procedural parts of the report, were adopted. Miss McNaron thanked the Senate for the care and time with which it examined the report.

Committee to Investigate Military Surveillance

The Senate resumed the discussion which was started at the December 3 meeting concerning a proposal to establish a joint Senate-administration-Regent committee to investigate reports in a recent NBC program of military surveillance of students and faculty. As a result of motions made by Messrs. Cooperman and Auerbach, a new resolution was put before the Senate, and the motion to approve it was seconded.

John Cound, professor of law, said he had not viewed the program and urged that there be more discussion of its content before the vote was taken. Mr. Cooperman responded that two faculty members and at least two students were named in the show, which indicated their names were on file. Asked about cases of authorized police surveillance where offenses would occur, Mr. Cooperman responded that the committee could examine the instance and inquire whether it was legal surveillance; the only question here was whether there was a threat to academic freedom.

John Darley, professor and head of psychology, suggested that the task force be composed of faculty and administrators only, leaving the Regents in their proper legal role, and that amendment was approved. A student suggested that the text of the NBC program be made available to senators and that action be deferred until this was possible. Mr. Berman urged prompt action on the strength of the argument of those who viewed the telecast. Mr. Krislov proposed that the phrase "involved in legal peaceful activities" be inserted to describe those student and faculty members who had been subject to the alleged surveillance. Mr. Cooperman urged that they not be added, asserting this would permit any surveillance to continue if anyone believed there was potentially

illegal activity involved. An amendment by Mr. Cound to delete the phrase which based the resolution on finding that the activities did in fact occur was defeated, as was the Krislov amendment.

The proposal as amended was then adopted.

DAVID COOPERMAN
Abstractor



UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

March 11, 1971

The second regular meeting of the University Senate for the year 1970-71 was convened in Mayo Auditorium on Thursday, March 11, 1971. Eighty-three voting members of the faculty, seventeen voting members of the student body, seven members of the Administrative Committee, and eighteen nonmembers checked or signed the attendance roll as present. President Moos presided.

The following items were considered and action was taken as indicated.

I. MINUTES FOR DECEMBER 3, 1970
and
SPECIAL MEETING, DECEMBER 10, 1970

Reported for Action

Approved

II. SENATE AND UNIVERSITY COMMITTEES, 1970-71

Reported for Action

University Committee on Extension and Community Programs: James Holte replaces Anna-Mary Carpenter. Student: Add Jack Bagley, Jr.

University Committee on Summer Sessions: Fred E. Lukermann replaces Eugene Eidenberg as ex officio.

University College Governing Council: Fred E. Lukermann, ex officio, replaces Eugene Eidenberg; Clarke Chambers replaces Toni McNaron. Student: Patricia Juergens replaces Joanne Murphy.

Approved

III. REPORT OF THE COMMITTEE ON COMMITTEES

1. Reported for Action

AMENDMENT OF THE RULES

The Committee on Committees has considered and concurred in the recommendation of the University Committee on All-University Honors concerning increased alumni membership on that committee.

Recommended for Action: That the Rules be amended to change the alumni membership on the University Committee on All-University Honors from one ex officio member to five regular alumni members appointed by the Presi-

dent upon receipt of a double slate of nominations from the President of the Minnesota Alumni Association.

Remarks: With these changes the committee will consist of six faculty, five alumni, three students, and ex officio representatives from these units: Vice President, Academic Administration; University Relations; Department of Alumni Relations.

Approved

2. Reported for Action

The University Senate Statement on Academic Freedom and Responsibility, passed on December 10, 1970, and endorsed by the Regents on January 28, 1971, called for the establishment of an Appeals Committee to make recommendations in cases which were appealed to the President's Office after hearings at the departmental and collegiate levels. The Committee on Committees proposes this committee in compliance with those actions.

Resolution for the Establishment of a New University Committee in Accordance with Article IV, No. 3a, of the Constitution

The Senate Committee on Committees recommends to the Senate the establishment of the University Appeals Committee on Academic Freedom and Responsibility, to report to the Senate through the Senate Committee on Faculty Affairs. The University Appeals Committee on Academic Freedom and Responsibility, to be appointed by the usual procedures, will consist of seven faculty and four students. The functions of the University Appeals Committee on Academic Freedom and Responsibility will be:

1. To make recommendations to the President on appeals relating to questions of academic freedom and responsibility which have been filed with the President's Office and referred to the committee. The committee may designate faculty-student panels drawn from its membership to consider particular appeals and to report their findings and recommendations to the committee for action;
2. To determine the routing of appeals on academic freedom and responsibility for cases not covered by existing policies of the Senate; and
3. To review policies and practices relating to appeals procedures on academic freedom and responsibility and to recommend changes which may be indicated.

Approved

3. Reported for Action

Resolution for the Establishment of a New University Committee in Accordance with Article IV, No. 3a, of the Constitution

A. The Senate Committee on Committees recommends to the Senate the establishment of the University Committee on University-ROTC Relationships, to report to the Senate through the Senate Committee on Educational Policy. The University Committee on University-ROTC Relationships, to be appointed by the usual procedures, will consist of seven faculty and four students; at least one faculty member and one student member of the committee must be appointed from each campus of the University on which an ROTC program func-

tions. A representative from each extant ROTC unit and the Vice President for Academic Administration, or his designate, will serve as *ex officio* members of the committee. The functions of the University Committee on University-ROTC Relationships will be

1. To serve as an advisory committee to the Vice President for Academic Administration regarding the ROTC program in respect to (a) intra-University policies, and (b) relations between the University of Minnesota and the Department of Defense and the several military services;
2. To formulate and report to the Senate, through the Senate Committee on Educational Policy, recommendations concerning policy changes in University-ROTC relationships;
3. To advise on the establishment of and appointments to the faculty of ROTC programs, as defined by the Regents' statement of November 13, 1970; and
4. To report annually to the Senate, through the Senate Committee on Educational Policy, on the status of the ROTC programs.

B. The existing Campus Committee on ROTC shall be abolished upon the establishment of the University Committee on University-ROTC Relationships.

WALLACE RUSSELL, Chairman

Approved

(Item B, above, was approved by the Twin Cities Senators acting as the Twin Cities Assembly.)

IV. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

1. Reported for Action

A. Upon representation by the president of the Minnesota Student Association on behalf of the Twin Cities Student Assembly, the committee considered a change in the dates of election of student Senators. There is interest in holding the elections (on the Twin Cities Campus) at the end of winter quarter rather than in spring, as has been traditional and as prescribed in Senate Bylaws. To make this possible—but not to direct it—the Bylaw needs to be modified from “in the spring of each year. . . .” to “between March 1 and May 20. . . .” (The latter deadline is part of the faculty Senate election Bylaw). Such a change is recommended by the Committee on Business and Rules, the Bylaw then reading as cited below.

Article I, Section 3, Senate Bylaws to read “Between March 1 and May 20 each year, each unit listed in Section 1 of this article. . . .”

B. Change in designation of units within Health Sciences and within the Institute of Agriculture, for purposes of electing Senators. The recent reorganization of Health Sciences and the Institute of Agriculture has resulted in establishing units, as that term is used for voting for Senators, different from the previous arrangement. In Health Sciences, the units Medicine, Public Health, and Nursing are now separate, each headed by a dean. (Pharmacy and Dentistry, now part of Health Sciences, are already separate units for electing Senators.) These three units are proposed in place of the old unit, Medical Sciences.

In the Institute of Agriculture, now listed as one unit in the Senate elections, three units have been approved, Agriculture, Forestry, and Home Economics. They are proposed to replace the present single unit for electing Senators.

These proposed reorganizations result in no change in number of faculty Senators. There would be an increase of one student (from two to three Senators) from the old Medical Sciences group, as each of the three new units is entitled to one Senator but the number of students in the three units, if combined, qualified for only two Senators. The changes in Health Sciences were requested by the Vice President for Health Sciences. The changes in Institute of Agriculture originated in the Committee on Business and Rules but they have concurrence of the dean of the institute.

Proposal: Change Article I, Section 1, of the Senate Bylaws to eliminate "Medical Sciences" and to add "Medicine," "Nursing," and "Public Health," and to add: "Forestry" and "Home Economics," the "Agriculture" now listed representing, in this new context, the "College of Agriculture" rather than the "Institute of Agriculture." The section is to be renumbered to list units alphabetically.

Approved

2. Reported for Action

Proposed Changes in Article III, Section 4a of the Bylaws of the University Senate

The purpose of the changes is to have elections of Consultative Committee members from UMD and UMM conducted by officials on those campuses rather than by the clerk of the Senate, traditionally a Twin Cities campus staff member.

(In this presentation, words to be crossed out of the present bylaw are enclosed in brackets and words to be added are in italics.)

(1) Faculty Consultative Committee: Seven (7) faculty members shall be elected from the Twin Cities Campus by the faculties of that campus, and one (1) faculty member each shall be elected from the Duluth and Morris Campuses by the faculties of the respective campuses. Faculty members shall be nominated *and elected* by procedures established by each campus faculty, [and shall be elected] in accordance with the following provisions:

- (a) All members of the Faculty Consultative Committee shall hold regular appointment at the rank of professor, associate professor, or assistant professor. Members of the all-University Administrative Committee are not eligible for election.
- (b) Each campus faculty shall submit to the clerk of the [Senate] *campus assembly* a slate of candidates twice the number to be elected from its numbers. These candidates shall be nominated and certified as available according to procedures set forth by each campus assembly, and shall be announced in the [Senate] *assembly* docket for the first regular meeting of the winter quarter. The clerk of the [Senate] *assembly* shall distribute, by mail, election ballots and slates to all faculty eligible to vote for members of the Senate [from the respective campuses,] and shall receive all returns. The election procedures

herein set forth shall be held and completed during a period commencing February 15 and ending March 30. In case of a tie, the clerk shall choose the successful candidate by lot.

- (c) Terms of office shall be three (3) years; no member is eligible to serve more than two (2) consecutive full terms. Elections shall be so adjusted that the terms of approximately one-third of the members shall expire each year.

ROGER B. PAGE, Chairman

Approved

V. REPORT OF THE SENATE LIBRARY COMMITTEE

Reported for Action

The Senate Library Committee recommends to the Senate the adoption of the following resolution:

The University Senate, University of Minnesota, regrets the action of the Board of Regents in refusing to appoint James Michael McConnell as an instructor in the University Library. This action, contrary to the expressed policy of the University of Minnesota in the past, violates the principle that academic staff should be hired, retained, and promoted on the strength of academic and professional criteria and not on the basis of personal characteristics irrelevant to the fundamental mission of the University. As elected representatives of the faculty and student body, we ask assurance from the Regents that this principle will be honored in the future.

In light of the Regents' violation of the principle stated above, we urge that the Regents withdraw their appeal and employ Mr. McConnell as ordered by the court.

GERHARD WEISS, Chairman

Approved as amended

VI. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS

Reported for Information

I. Experimental Grading Practices Approved

In accordance with section 19 of the University's Senate action of March 9, 1967, which provided for Senate committee approval of experimental plans for grading, the following proposal has been approved by the Senate Committee on Academic Standing and Relations and are hereby reported for information.

- A. The College of Education has been granted approval for use of an S-U grading system on an experimental basis, for whatever undergraduate teacher education courses the college might decide such symbols are appropriate, for a 3-year period extending through the 1972-73 academic year.

Under the S-U system the mark of "S" is recorded after a student performs satisfactorily in one of these courses. Following unsatisfactory performance a "U" is recorded. When the student receives a mark of "S," he receives course credits available toward meeting graduation requirements. The mark of "U" would result in no course credit and the student would have to apply for permission in order to repeat the course. Neither the "S" nor the "U" would be used

in computing grade point averages. Requests for use of such symbols must be submitted to and approved by the Curriculum Committee of the College of Education.

- B. The College of Liberal Arts, the College of Home Economics, the College of Education, and the General College have been granted approval to extend through the second week of the quarter the deadline for students to change their grading option from P-N to A-F or vice versa.
- C. The College of Veterinary Medicine was given approval for a change in the grading system for clinic courses. There shall be permanent grades of O (outstanding), S (satisfactory), and U (unsatisfactory) used to indicate quality of performance in the courses entitled Clinics and Special Clinics for Doctor of Veterinary Medicine candidates. Permission to use the new system was granted for the 1970-71 academic-year-only pending possible changes in the permanent grading system which may be made by the end of this academic year.
- D. The Institute of Technology was granted permission to use the grade symbol "W" on an experimental basis for winter quarter of 1971 only. The Institute of Technology may assign a "W" rather than an "I" to students who do not complete the work of the course and for whom there is no hope of completing the course other than by repeating it. A "W" may be assigned without the use of the cancel slip initiated by the student.

II. Review of P-N Grading

When the Senate approved the use of P-N grading the following section was included in the recommendation that was approved:

- 7. The effects of authorization of use of the P-N grading on educational practice at the University shall be reviewed by the Senate Committee on Student Scholastic Standing (now replaced by the Senate Committee on Academic Standing and Relations) and the Senate Committee on Educational Policy not later than the academic year 1970-71, and a recommendation brought to the Senate by these groups for continuation of this authorization for use of P-N, or for discontinuance, or for such other modifications in Senate legislation on grading as may seem advisable.

—Senate Minutes, March 9, 1967, p. 75.

In accordance with this provision a Review Committee has been established and a report will be forthcoming at the spring quarter meeting of the Senate. Although committee deliberations have not been completed, it seems likely at this stage that the recommendations will involve revisions in the overall grading pattern in addition to recommendations specifically concerned with P-N grading.

JEANNE T. LUPTON, Chairman

Accepted

VII. SENATE COMMITTEE ON EDUCATIONAL POLICY

1. Reported for Information

The Senate Committee on Educational Policy supports the resolution of the All-University Committee on Extension and Community Programs requesting that the President appoint an Administrative Coordinating Council for Continuing Education and Community Programs which will be advisory to the Vice President for Academic Administration. It is understood that the Vice President for Academic Administration will forward any policy implications to the Senate through the All-University Committee on Extension and Community Programs and the Senate Committee on Educational Policy.

It is the Senate Committee on Educational Policy's intent to meet with the new council, when appointed, and the All-University Committee on Extension and Community Programs to discuss matters of common concern.

PROPOSAL FOR THE FORMATION OF AN ADMINISTRATIVE COORDINATING COUNCIL FOR CONTINUING EDUCATION AND COMMUNITY PROGRAMS

The Problem

The contemporary demand for higher education extends from immediate post-high school years throughout adult life. Dramatic advances in technology, social concerns, and governmental activity in social engineering have contributed to that demand. Technological change has meant increasingly heavy demands for vocational skills of a high order. The knowledge explosion makes most graduates in the professions out of date shortly after leaving their degree programs. There are increasing concerns about the wasted talent in rural and urban slums, among women, and among the handicapped.

The special problems resulting from the increasing urbanization of society are causing universities to become more deeply involved in research and educational programs directly concerned with city living and city planning. Especially notable is the expansion of programs in manpower development and community leadership for ghetto residents. Some states have established urban extension agents.

Special programs to meet the needs of women as a separate audience have been developed. Minnesota's Continuing Education Program for Women, established in 1960 as the first in the nation, is such an example. Federal, state, and local governments are increasing their demands on universities for training of a wide variety of people for a wide variety of positions: Peace Corps, Job Corps, Head Start, policemen, etc.; the list is long and clearly vocational.

For these and similar reasons, estimated increases in the general field of continuing education over the 20-year interval 1962 to 1982 vary from a 50 percent increase to a 300 percent increase. Whichever figure one uses, however, the data clearly reflect that an adult education explosion matching the knowledge explosion is upon us. Perhaps more important, the demand for continuing education is based not alone upon vocational training, or maintenance of professional technical skills, but as well upon the time honored rationale for a liberal education.

A combination of process learning, vocational preparation, and liberal arts is now the substance of most youth education. The identical components provide the substance of adult education but possibly in different proportions. The con-

cept of lifelong learning has already greatly influenced curricula in elementary and secondary education, if less so in collegiate education. Flowing from this broadened concept is the acceptance of continuing education as a necessary component in the total educational design and not merely as an afterthought when the needs of the young have been served.

The problem is large. Large in concept and large in numbers of people who rightfully expect this land-grant institution to assist them. That this university has attempted to provide assistance is not in question. The General Extension Division has an outstanding record of assistance to the citizens of Minnesota going back to its establishment in 1913. Evening classes; independent study; radio, television, and tele-lecture courses; seminars; conferences; workshops and institutes; counseling services for educational, vocational, and personal problems; and a wide variety of program services are offered to the public. Educational programs conducted by the University's Agricultural Extension Service focus on technical and economic problems that farmers, horticulturists, foresters, and agricultural leaders face in producing food, fiber, and forest products. A rapidly expanding program in nutrition education is providing many low-income families in both urban and rural areas with information they need to select better diets. Helping communities better develop their natural and human resources is an increasingly important part of the Extension Service's program. Among the educational programs offered throughout the state in the area of family living are instruction in consumer competence, family development, and housing. The Extension Service reaches a significant number of Minnesota residents, both rural and urban, each year through regular instruction programs, educational publications, and mass media presentations. Most recently, the Regents established the Center for Urban and Regional Affairs to carry out Community-University pilot programs which cut across colleges and to position successful experiments within appropriate established units.

The focus of our concern is our inability to respond adequately to the increased need for continuing education under present conceptualizations of the problem and present faculty understanding of their potential in adult education.

University Response

The University should extend its present program of day school and extension offerings to the community, but this is at best an inadequate concept of our responsibility for the education of adults. The weakness of much higher adult education lies in its traditional curricula and delivery of instruction—lack of the imagination that creates new approaches to the education of adults.

Countless faculty members at this University have taught and worked with adults in extension programs. Some have reworked traditional courses to meet adult needs and, as a result, have found that their experiments can be reintroduced into day courses. Many have been willing to bring their professional talents out of the classroom into the TV studio; the conference milieu; the multi-directional, statewide, telephone discussion; the seminar in which adult students are often peers. The classic lecture delivery of many faculty members has undergone abrupt change as adult students on the firing line have challenged statements and forced exchange of ideas in fluid teaching-learning formats.

But continuing education should become a part of the mainstream in all departments and colleges of the University. A planned, programmatic response by departments to the opportunities and obligations present in continuing education is seen as a necessary part of their commitment to the total educational

task. The concept of lifelong education denies the belief that the 4-year baccalaureate degree program, or even graduate degree programs, can be separated from the total process of education and identified as the one area of legitimate concern of the faculty.

The University is uniquely able to do well certain things that cannot be done by other institutions or agencies of higher education. We also have specific needs, particularly in graduate training programs, which can be served by active participation in continuing education. However, we need not assume that we can or should respond to all needs nor plan or program for all social changes. A university must actively study the educational needs of communities and of individual adults. In these needs it finds not only new ideas where education should be provided but also the seeds of new subject matter and research problems. All the activities that bring the University into vital interaction with society should be viewed together. This is possible only if these activities are joined in a coordinated, vital unit, adequately funded to support the job that needs to be done. Coordination with other institutions and agencies is required as well, possibly through an agency of the Higher Education Coordinating Commission.

Evaluation and research on higher education is limited, if not scarce. We know very little about the dimension of need or the most effective system of response. However, it may be judged that research and evaluation on continuing education would have salutary effects on all of higher education. Certainly it is a legitimate area of scholarly inquiry.

Of particular concern is the absence of any effective on-going planning and programmatic budgeting for continuing education within the University. The extension divisions of the University are effective at providing outreach services for specific faculty groups and University units when a need has been defined and faculty commitment has been made. However, extension historically has not had its own faculty and works largely as a service and outreach arm of the University where faculty interest and involvement has already been stimulated or identified.

What is lacking is a suitable mechanism for a continuing review of University activities in extension, continuing education, and community programs which has as its goal the setting of priorities and the planning in programmatic terms of costs in relation to available resources.

After lengthy inquiry and discussion, the All-University Committee on Extension and Community Programs has accepted several assumptions about University activities in continuing education, extension, and community programs.

1. There should be a separation and identification of policy making, planning, and operations functions of the University in these areas;
2. There is a need for improved high-level administrative planning in the area of extension, continuing education, and community program activities of the University;
3. This committee is not primarily concerned with programs within collegiate and/or departmental units of the University which have clear administrative and operational responsibilities for them;
4. There are existing and potential special programs in these areas which are not administratively lodged in such an administrative framework and which, therefore, tend to fall outside regular University review and priority setting mechanisms; and

5. Faculty and students, while concerned with the parameters established on top-level planning, view the ongoing and continuous planning process as one more properly conducted through administrative means. Periodic consultation as to the direction to be charted in planning and the opportunity for review of findings for alternative interpretations and recommendations is deemed an important policy role of these groups.

Recommendations—Therefore, the All-University Committee on Extension and Community Programs recommends to the Senate Committee on Educational Policy that it forward an appropriate resolution to the All-University Senate calling for the establishment of an Administrative Planning Council for Continuing Education and Community Programs. In addition, appropriate staff resources should be provided in the Office of the Vice President for Academic Administration to support such a Planning Council's activities. These recommendations carry with them the following responsibilities:

1. The Administrative Planning Council, in addition to reporting through the normal administrative channels, should report on its planning activities and conclusions to the All-University Committee on Extension and Community Programs. This will enable faculty and student participation in policy making in these functional areas.
2. The Coordinating Council supporting staff should be represented regularly at and receive guidance from the all-University Committee on Extension and Community Programs for particular planning needs as seen by it.
3. The Administrative Coordinating Council should be responsible for University top level programmatic review, evaluation, and planning for extension, continuing education, and community programs.
4. The Administrative Coordinating Council will have the responsibility of recommending program and budget priorities at the all-University level for these activities.
5. The Administrative Coordinating Council should seek to develop long-term planning documents in these areas as well as to respond to shorter-term planning needs.

Upon approval of the resolution, it is requested that the Office of the Academic Vice President inform the Senate at a subsequent meeting of steps taken to implement the resolution.

Submitted by the University Committee on Extension and Community Programs.

R. Abraham, ex officio	F. Lukermann, ex officio
J. Bagley	L. Manske
B. Balow (until Jan. 1, 1971)	J. Mauriel
F. Boddy	M. Nelson
D. Darby	R. Skok
E. Eidenberg, ex officio	R. Swalin, chairman
(July 1, 1970 - Dec. 31, 1970)	W. Thompson, ex officio
J. Fitzgerald	R. Weatherman
D. Giese	G. Williams
M. Heitlinger	H. Williams

Accepted

2. Reported for Information

The following procedural recommendations have been approved by the Senate Committee on Educational Policy and have been forwarded to the Senate Consultative Committee for their opinion as to whether action by the Senate is required.

The Constitution of the University Senate specifies the general powers of the Senate in the following words:

The University Senate shall have general legislative authority over educational matters concerning more than one campus or the University as a whole, but not over the internal affairs of a single campus, institute, college, or school, except where these materially affect the interests of the University as a whole or the interests of other campuses, institutes, colleges, or schools.

The minimum requirements for a liberal education are matters that materially affect the interests of the University as a whole.

The University Senate shall have the power to enact regulations for the governing of the faculty and students in those relations with the University which affect the University as a whole.

The University Senate shall have the power to recognize campus assemblies as official campus legislative and policy-making bodies, and upon so doing, such organizations shall have all powers permitted the campus assembly in this Constitution and Bylaws.

The University Senate may delegate authority and responsibility to campus assemblies in educational matters concerning but one (1) campus of the University. Each campus shall determine its own assembly and shall adopt its own Constitution and Bylaws which shall be consistent with the constitution and Bylaws of the University Senate.

In order to encourage wide understanding of significant developments within the several units of the University and to make regular the procedures for dealing with such developments, the subcommittee offers to the SCEP three recommendations for incorporation into general University procedure.

In the case of each of the three recommendations, the sole intent of the subcommittee has been to suggest procedures which are consistent with both formal and informal University policy.

1. Procedures Regarding Collegiate Reorganization and Program Change

It shall be the policy of the University that all matters of collegiate reorganization and the addition or deletion of undergraduate or graduate majors or programs shall be reported for information to the Senate Committee on Educational Policy as an integral part of the protocol for consideration of such modifications.

It is the intent of this policy to provide for wide dissemination of information on collegiate matters in order that collegiate decisions may be taken with full understanding of their effect on other units of the University, *not* to restrict the established powers and responsibilities of collegiate units.

The Senate Committee on Educational Policy will report all such items it has received to the Senate. Items will be forwarded to the Regents of the University for approval only after transmission to the SCEP.

Present procedures provide that proposed additions or deletions of undergraduate or graduate majors or programs generated within colleges be submitted through the office of the Vice President for Academic Administration to the Curriculum Advisory Committee of the Higher Education Coordinating Com-

mission for its advice prior to submission to the Regents of the University. This procedure includes both preliminary proposals and final proposals. We suggest here that both preliminary and final proposals be transmitted for information to the SCEP at the same time that they are submitted to the HECC.

II. Procedures Regarding Major Organizational Changes of the University

It shall be the policy of the University that (a) the creation of new collegiate units within a campus of the University or (b) the addition to an existing campus of the University of a major new mission with intercollegiate or campus-wide implications shall be a matter for action, in the form of recommendations to the Regents of the University, by the Assembly of the affected campus. Such actions shall be reported for information to the University Senate through the Senate Committee on Educational Policy and the Senate Committee on Resources and Planning in order to permit informal discussion at the all-University level prior to formal submission to the Regents.

To insure that this reporting procedure does not delay significantly the implementation of such changes, it is understood that any such item received by the Senate committees no less than 45 days prior to a regularly scheduled meeting of the Senate will be referred for information to the Senate at that meeting.

The establishment of this policy would make regular those procedures which have been developing from specific proposals in the recent history of the University and provide for the systematic consideration of faculty and student opinion regarding major development of the University.

III. Procedures Regarding Addition of a New Campus to the University System

We urge that the Senate Consultative Committee take responsibility for conversations with the administration of the University, and through them with the Regents of the University and members of the larger society, regarding any proposal from whatever source for the addition of a new campus to the University system.

In the course of such conversations, it should be the responsibility of the Senate Consultative Committee to direct questions on issues arising from a proposal for the addition of a new campus, either for action or information to the Senate through the appropriate standing committees of the Senate.

We recognize that matters involving the addition of a new campus to the University system involve powers and competencies beyond those contained within the faculty and students of the University. But it is equally clear that so important a step as the addition of a new campus carries major implications for educational policy, for planning for the development of educational programs, for the allocation of resources, and for the relation of the University to other elements of the Minnesota system of higher education. We believe it essential that the faculty and students of the University have regular opportunity both to understand and assess proposals for new campuses of the University and to offer their considered judgments.

MAY BRODBECK, Vice Chairman

Accepted

VIII. OLD BUSINESS

IX. NEW BUSINESS

1. It was observed that there had been a breakdown in communications between faculty, students, and the Senate. It was proposed that a Senate Grievance Committee should be established. Referred to the Committee on Business and Rules.

2. It was proposed that the Minnesota Students' Association should be abolished. Referred to the Committee on Business and Rules.

3. The following resolution was introduced:

Many of the corporations of this nation are headed by Board of Directors, who have become self-generating and have not always acted in the best interest of their stockholders and society. This has resulted at least in part from a policy of the stockholders failing to vote their stocks. This University, due to its investments in many of these corporations, is in an excellent position to influence the policies of these corporations to act in the best public interest: Now, therefore, be it

Resolved, That the All-University Senate request that the Board of Regents delegate to the All-University Senate the authority to select representatives to cast the Universities shares at the corporations' annual meetings on all matters submitted to a vote of the stockholders; and be it

Resolved, That the All-University Senate request that the Board of Regents delegate to the All-University Senate authority to determine how the votes to which the University is entitled due to its stockholdings shall be cast.

A motion for immediate consideration was defeated and the resolution was referred to the Committee on Business and Rules.

4. It was proposed that the Senate support the principle of students serving as Regents of the University of Minnesota.

In dozens of colleges and universities throughout the United States, students have been elected or appointed to serve as voting members of the boards of trustees which govern their institutions. For example, the Massachusetts State Legislature has passed a law giving students voting membership on state college and university governing boards. There will be one student on each of the state's five governing boards to be elected by students. The reasons behind this movement are compelling.

The Minnesota Legislature has implied that students should pay a substantial part of their educational costs through higher educational appropriations that fall short of the costs of administering programs. The Higher Education Coordinating Commission has been more specific in its recommendations to the 1971 Legislature:

In order that costs may be shared appropriately between the student and the state, the Commission recommends that the policy of the state on tuition rates in state collegiate institutions be to expect that income from tuition provide approximately 30 per cent of instructional costs as represented by direct and indirect expenditures for instruction and departmental research.

The present policy of the University's Board of Regents is that students in the University system should pay 28.7 percent of their educational costs through tuition.

Whatever the precise figure is, students do pay a substantial share of their educational costs. However, at the ultimate level of University policy formation where decisions are made on how state and student funds are spent for student education, students are not represented.

This point suggests another compelling reason why students should serve on the Board of Regents. When state subsidies to higher educational systems are viewed as investments in the manpower resource of future state economic, cultural, and individual welfare, it follows reasonably that those who must live longest with the consequences and benefits of the decisions of the Board of Regents — youth — should hold a substantial share of the responsibility in the decisions made by the Board. Most youth see the world differently than do their elders, and clearly their stake in the future is greater than those they will outlive.

Youth is not now represented in the University Board of Regents. Although the median age in Minnesota is 27.6 years (1967), the youngest Regent is 46 years old, and the oldest is 73. The average of the twelve is 58.7 years. Based on an assumed life expectancy of 70 years, the generation of students now at the University will outlive the present board by an average of almost 40 years. This age gap ought to be reduced by the 1971 Legislature.

Minnesotans have recently demonstrated increased confidence in youth through significant expansion of higher educational opportunity, by electing the youngest governor in the United States, and by lowering the voting age to include most of the college age youth of Minnesota.

Resolved, That the University Senate support the principle of students serving as members of the Board of Regents.

Referred to the Committee on Business and Rules.

X. NECROLOGY

W. A. BILLINGS
1888-1970

W. A. "Doc" Billings, 82, former University of Minnesota extension veterinarian, died Wednesday, December 9, 1970, in St. Petersburg, Florida. Dr. Billings, who lived at St. Petersburg since he retired from the University, retired in 1956.

A native of Ontario, Canada, Dr. Billings grew up in Rochester, N.Y., and received his D.V.M. degree from Cornell University, Ithaca, N.Y., in 1918. He joined the University of Minnesota faculty that year as a teacher in the Veterinary Division. In 1922 he was named extension veterinarian, a position which required extensive travel throughout the state.

Dr. Billings is perhaps best known for developing the "Minnesota Plan," a special turkey sanitation program which helped considerably to reduce the losses due to Blackhead Disease, or enterohepatitis, in turkeys.

While he worked mainly with the turkey industry, he also worked on tuberculosis and Bang's eradication programs. He played an important part in educational programs to prevent and control sheep, poultry, swine, and cattle diseases. He was a leader in preventing mastitis in dairy cows, and did much work on encephalitis (sleeping sickness) in horses.

He wrote a number of University publications, but was best known for "Talking Turkey," his first bulletin published in 1927. Over the years, several hundred thousand copies of the bulletin were printed and distributed. Dr.

Billings is also known for his "Turkey Newsletter," which had readers in all of the then 48 states, and some foreign countries. And he gained considerable recognition for his "super deluxe" turkey dressing recipe. In 1949 he received the U.S. Department of Agriculture's meritorious service award for services rendered to Minnesota farmers.

Dr. Billings is survived by his widow, Lillian, who lives at their home at 7045 Hibiscus Ave. S., St. Petersburg, Florida.

WILFRID GORDON BRIERLEY

1885-1970

On Thursday morning, December 17, 1970, Professor Wilfrid Gordon Brierley died at the age of 85 in his home at 2222 Hillside Avenue, St. Paul.

Professor Brierley was born in Dover, New Hampshire in 1885. He received his B.S. degree from Cornell in 1906, his M.S. from Washington State in 1913, and his Ph.D. from Michigan State in 1930. He joined the staff of the Department of Horticulture, University of Minnesota, in 1913 and retired in 1954.

Professor Brierley was truly a gentle man, a scholar and a scientist. He did his utmost to smooth the bumpy roads that students have to travel. He had particular empathy for athletes and their scholastic problems, probably because he was himself an athlete as a college student. He was never too busy to discuss personal and academic problems with his students.

He was first and foremost a scientist and an authority on pomology. His researches in the nature of cold hardiness were classical. His reputation drew graduate students from the Great Plains states and from the prairie provinces of Canada. Throughout North America the University of Minnesota gained a reputation as a center of excellence in the studies of the nature of the problems of winter survival of fruit plants. His research laid the groundwork for the University of Minnesota to develop into an internationally known center for cold hardiness research.

Professor Brierley's career spanned half a century of growth of the Department of Horticultural Science. With his passing the last direct link between the original and the present staff is physically (but not spiritually) lost.

Professor Brierley is survived by his wife Beulah; his brother Harry G. Brierley, Masonic Home, 813 Beech St., Manchester, N.H.; and his son W. Gordon Brierley, 43 Lake Avenue, White Bear Lake, Minn., daughter-in-law Ginie, and three grandchildren.

MILTON MALOF

1936-1970

Milton Malof, assistant professor in the Department of Physical Medicine and Rehabilitation, died on August 23, 1970, of cancer at the age of 34 years.

Dr. Malof was born on January 9, 1936 in Lexington, Kentucky. In 1953 he graduated from Henry Clay High School in Lexington. He attended the University of Cincinnati and received his B.A. degree, with a major in psychology, in 1957; the M.A. in 1965 from the University of Kentucky; and the Ph.D. in 1966 from the State University of New York in Buffalo.

Recognized as an outstanding student, Dr. Malof received the United States Public Health Award in 1960, the New York State Scholar Incentive Award from 1961 to 1965, and was also a member of Psi Chi, the national psychology honorary society.

From 1957 to 1959, Dr. Malof served as second lieutenant in the United States Army, Adjutant General Corps, responsible for evaluating pre-induction psychological tests.

Dr. Malof served as a psychology intern from 1962 to 1964 at the Vocational Counseling Center and the Student Counseling Center at the State University of New York. He developed a special interest in physical medicine and rehabilitation while completing his doctoral training, as a counseling psychology trainee at the Veterans Administration Hospital in Buffalo, from 1964 to 1966. His Ph.D. dissertation was on the effects of visibility, adjustment, and group support on conforming behavior of the physically disabled.

Following graduation, Dr. Malof accepted a position as instructor and postdoctoral fellow in clinical psychology at Strong Memorial Hospital and the University of Rochester School of Medicine and Dentistry from 1966 to 1968. In 1968 he was appointed assistant professor in rehabilitation counseling, with a cross appointment in the Division of Clinical Psychology, in the University of Minnesota Medical School. As a member of the counseling psychology staff, Dr. Malof participated in the training of rehabilitation counseling psychology students as well as providing counseling and evaluation services to patients referred from the various services of the hospital.

Dr. Malof was a member of the American Psychological Association, the Minnesota Psychological Association and the Minnesota Rehabilitation Counseling Association. Until his death, he served as a staff consultant to culturally disadvantaged students at the University of Minnesota.

He is survived by his wife, Susanne, and two children, Scott and David.

Although Dr. Malof did not have long to leave an impact on counseling psychology, this field has suffered a severe loss by his early death.

Adopted by a rising vote

The University Senate adjourned.

W. DONALD BEATTY
Clerk of the Senate

Appendix

ABSTRACT OF DISCUSSION

The meeting was called to order by President Moos at 3:30 p.m.

Minutes for December 3 and 10 Meetings

The minutes of the two meetings were approved. John Wertz, professor of physical chemistry, suggested publication of the minutes in the *Minnesota Daily* as soon as possible after Senate meetings, since there is usually a long delay in receiving the official printed copies.

Senate and University Committees, 1970-71

Changes and additions to current year committees were approved.

Committee on Committees

Wallace Russell, professor of psychology and chairman of the committee, presented three amendments to the Senate rules. The first would add to the University Committee on Honors five alumni who would serve as regular members in place of the one current ex officio alumni member. His motion to approve was seconded and passed. The second was a recommendation to establish a University Appeals Committee on Academic Freedom and Responsibility, which would report through the Faculty Affairs Committee. He reminded the Senate that the Statement on Academic Freedom and Responsibility which the Senate passed on December 10 called for setting up such a committee, and he presented an outline of its functions. His proposal was then approved. A third recommendation involved the establishment of a Committee on University-ROTC Relationships to report through the Educational Policy Committee. A Duluth Senator pointed out that one provision called for abolishing the Campus Committee on ROTC, and indicated that the coordinate campuses shouldn't be prevented from setting up their own groups. The motion to delete that section was seconded. William Shepherd, vice president for academic administration, emphasized that the May action of the Senate had designated that an all-University committee be named and that the Senate would have jurisdiction over that body. Eli Rosenfield, student, advised that the Twin Cities Assembly would be the appropriate body to abolish the Campus Committee, so it was decided that Twin Cities Senators should constitute themselves as an Assembly and take action to approve the abolition of the Campus Committee, and this was done.

Business and Rules Committee

Roger Page, associate dean in CLA and chairman of the committee, moved adoption of a recommendation to change the dates of election of student Senators to permit elections to be held as early as March 1 for the next academic year. His motion was approved. A second recommendation involved a change in designation of units within Health Sciences and the Institute of Agriculture for purposes of electing Senators, which came about as a result of the recent reorganization of both units. James Rice, student Senator, inquired how allied

health personnel would be represented, and Mr. Shepherd responded that those in each of the programs included in this category would be represented through the appropriate school or college. The recommendation was then approved. The third proposal outlined procedures for elections to the Consultative Committee from Morris and Duluth, and they were approved promptly.

Library Committee

Gerhard Weiss, associate dean in CLA and chairman of the committee, introduced a resolution urging the Board of Regents to withdraw their recent court appeal and approve the appointment of an applicant for a position as instructor in the University Library, whom they had turned down on other than academic and professional grounds, according to the resolution. He reminded the Senate that the case was currently in the courts, and indicated that it was a matter of academic freedom. Carl Auerbach, professor of law, said academic freedom was not involved, that the decision on hiring was made administratively. John Cound, professor of law, suggested that the statement indicating that the Regents had violated the United States Constitution was not appropriate, and proposed that that clause be deleted. Burnham Terrell observed that publicity and advocacy were the important factors in this case, not just personal characteristics, and at this point the resolution, with the Cound amendment, was approved.

Academic Standing and Relations Committee

Jeanne Lupton, assistant to the dean in biological sciences and chairman of the committee, reported for information on approval of grading practices for several colleges. She further reported that the review of the effects of the use of the Pass-No Credit grading requested by Senate action in 1967 would be presented at the Spring meeting of the Senate, and that there would be an opportunity for careful review in all quarters.

Educational Policy Committee

May Brodbeck, professor of philosophy and chairman of the committee, reported that the committee supported the resolution of the University Committee on Extension and Community Programs requesting that the President appoint an Administrative Coordinating Council for Continuing Education and Community Programs to be advisory to the vice president for academic administration. She said her committee would meet with the new council and with the Extension and Community Programs Committee, and that there would be opportunity for broad faculty input through meetings with other groups. She explained that such a body was badly needed — one with the time and resources necessary to meet the needs of tremendous growth in this area. Sherwood Berg, dean of the Institute of Agriculture, commended the committee for its efforts and said that the proposal represented a real commitment to the faculty in continuing education. He took exception to the indication that there was no effective on-going planning and programmatic budgeting for continuing education at the University, and Richard Swalin, associate dean of the Institute of Technology, assured him that what was intended was that there had been no such operation on a University-wide basis. There was some concern expressed by one faculty member that a planning council would take some authority away from the University Committee on Extension and Community Programs. No action was taken.

Professor Brodbeck continued with a presentation of three procedural recommendations which had been forwarded by her committee to the Consultative Committee for its opinion as to whether Senate action was required. The first was a regularizing procedure for collegiate reorganization and program change so as to broaden, clarify, and ensure channels for the procedure. The second concerned procedures in major organization changes, and the third, procedures regarding addition of a new campus to the University system.

There was some confusion at the conclusion of this discussion as to the course of action to be taken by the committee in the face of the Senate rejection of the recommendation by the University Committee on Extension and Community Programs.

New Business

E. Floyd, student, suggested that there had been a breakdown in communication between faculty, students, and the Senate, and proposed that a Senate Grievance Committee be set up. President Moos referred this proposal to the Business and Rules Committee.

Peter Haymes, student Senator, introduced a resolution of support for student representation on the Board of Regents, and another resolution was proposed by a student Senator which would request that the Board of Regents turn over to the Senate the authority to determine how and by whom votes on stockholdings should be cast. The Senate voted to refer both resolutions to the Business and Rules Committee.

The meeting was adjourned following a silent tribute to W. A. Billings, Wilfrid Brierley, and Milton Malof, deceased faculty members.

DAVID COOPERMAN, Abstractor

**The next regular meeting of the University Senate is
scheduled for Thursday, May 27, 1971
at 3:30 p.m.**

M 66

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

May 27, 1971

The third regular meeting of the University Senate for the year 1970-71 was convened in Nicholson Hall on Thursday, May 27, 1971. Ninety-three voting members of the faculty, twenty voting members from the student body, eight members of the Administrative Committee, and twenty-nine nonmembers checked or signed the roll as present. President Moos presided. Later in the meeting Professor Charles McLaughlin was requested to preside.

The following items were considered and action was taken as indicated.

I. MINUTES FOR MARCH 11, 1971 Reported for Action

Approved

At this point, President Moos requested unanimous consent to a suspension of the rules to permit substitution of Item IV for Item II. The request was approved and the President made the following statement.

II. REPORT OF THE ADMINISTRATIVE COMMITTEE ON THE UNIVERSITY BUDGET 1. Reported for Information

On the Governor's desk awaiting signature is a legislative appropriation bill of approximately \$162 million for maintenance and operations expenses of the University for the coming biennium.

This bill requires that we cut our academic staff by 75 full-time equivalent faculty positions in the first year and by 25 positions in the second. The bill also cuts 85 Civil Service positions from our staff over the two years, but does grant additional positions for new buildings.

The cuts in academic staff represent an improvement over the earlier recommendation that 150 positions be cut in the first year of the biennium. I am grateful for this modest improvement and for the phasing of the cuts in our academic and Civil Service staff. It will permit us to manage the cuts in a more prudent manner than would have otherwise been possible. Also of great importance, the final bill will not require the immediate release of any tenured faculty from the staff of the University.

Nonetheless, the cut of 100 faculty positions is a substantial one and will require that the University prepare itself for a biennium of austerity. Necessary decisions will be made with the fullest consultation with the goal of protecting the heart of the University's instructional, research and service missions.

I have requested that budgets be prepared by all instructional units with a 5% reduction from current levels. My office and the Vice Presidents' offices will budget for this next year at 10% below current operating levels. All other administrative offices

will prepare budgets with a 6% reduction. My objective is that by the second year of the biennium we will have planned our retrenchment with greater selectivity than is possible in the brief time available now. We can and will establish campus program priorities for 1972-73 in achieving the retrenchment program.

The 9% faculty salary improvement recommendation for the two years, while below our request, should enable us to maintain our quality faculty while we are planning position cuts made necessary by the appropriation. Surely we will have to make some very hard decisions on the University's priorities during the next two years, and it is my supreme purpose that these decisions do the least harm possible to the quality of this great University.

Now I would like to make some remarks about the implications of the fiscal situation facing the University for the next biennium.

It is clear that we have faced a very severe test during recent months—a test not unlike that faced by many of our sister institutions across the nation. Whether we have weathered the test and can move on with our business will be determined by what we do over the next two years.

I plan to establish machinery which will involve the Senate Committees on Educational Policy, the Long-Range Planning Committee, the Consultative Committee, and the Administrative Committee, in recommending to the Regents the kind of program priorities which will allow us to make specific retrenchment decisions in an enlightened manner.

In my judgment there is nothing in the Legislature's action that consciously intends to see the quality of the University diminished. I intend to work very closely with the Legislature and any interim commissions it establishes for the purpose of examining the operations of the University. Certainly I am not threatened by such a prospect, but rather am anxious to get on with the work which will enable us to prepare for the 1973 legislative session confident that the channels of communication are fully open and operable. I will seek ways of insuring that such communication failures will not be repeated in the next session, and in that spirit I welcome the Legislature's establishment of an interim 15 member body to examine our information and fiscal operations.

It is also my impression that with open communications between sessions, we can go into the 1973 session with a much higher level of understanding by the Legislature and its staff on the way we arrive at our requests and the justification for them. This will be a significant achievement for both the University and the Legislature.

In the riptide of the intensive debate over higher learning, I want to take this opportunity to offer a challenge for all of us in the University. The fiscal crisis that we must cope with for this biennium is more than a transient phenomenon associated with national trends. Even if the money crunch eases, we must assume the burden for putting our own house in order. We must all accept the present challenge as an important opportunity to set program goals and priorities for the University in concert with the other public and private systems which are serving the educational needs of Minnesota. The Legislature was, I am sure, expressing in its actions, uncertainties and questions about the role of the University in the State. It is becoming increasingly clear that this University, in fact no university, can maintain first rank programs in every area. We have to build more selectively in deciding where we are going to place our resources. The principle of inter-institutional cooperation will be essential in this effort. We must build better cross-walks so that other institutions which have recognized programs may be the site for such offerings, while we are able to offer programs in other areas of our special competence. I have no illusions about

the time and effort it will take to make significant progress in this area. But, I do know the message is loud and clear from our Legislature, and we can begin during 1971-72 by collectively determining what our program priorities should be. So doing, we must defend and strengthen the commitment of this University to the highest quality of teaching and scholarship in those programs distinctive to our mission.

Let me reassure you on one point. It is not my impression that the Legislature expects this job to be done overnight. But, they are anxious to see us step ahead. I believe we can enter this period of fiscal austerity determined to improve the quality of the University and to make it a fully cooperative partner in our statewide and regional systems of higher education.

This process will require a University-wide determination to make the hard decisions as the choices become clear.

I would now like to turn to Vice President Donald Smith who will make some remarks which will explain why we face serious retrenchment when the Legislature has appropriated more dollars to the University than in the previous biennium. This question is frequently raised both inside and outside the University and deserves a detailed explanation. Dr. Smith:

Understanding the University's Fiscal Situation

(V. P. SMITH)

A frequent question about the University's budget asks why we must retrench when the Legislature has appropriated more money for the operation of the University for this coming biennium than it did for the previous one. The answer is both simple and complex.

Briefly, it is that the increase for the first year of the new biennium must be compared with the level of appropriation granted for the last year of the preceding biennium. The practice of comparing total biennial appropriations is, therefore, misleading. Just to stay even for a new biennium would require an increase equal to twice the last year's appropriation of the preceding biennium. And that assumes no increases in the costs of operating the University.

Specifically, our appropriations for the coming biennium compared with the current one shows the following:

1969-71 Total appropriation	\$171,231,269
1971-73 Total appropriation	\$204,171,374
Total increase	\$ 32,940,105

From this total we must deduct increases in Special State Appropriations, Waseca, Crookston, Educational Equipment and Library Supplements which are not available for the Operations and Maintenance budget of the University totaling: \$16,973,877

In addition, the increase budgeted from 1969-70 to 1970-71 which was used for this year's operations (for example, for academic and civil service merit increases), becomes the new base for our operation from which we must budget for 1971-72. That increase totals: \$ 7,221,682

In addition, the increase in the appropriation for 1972-73 which will not be available for the first year of the biennium totals: \$ 3,629,448

Therefore, the University is left with a net total available increase in the General Operations and Maintenance budget for 1971-72 of: \$ 5,115,098

Against this increase of \$5.1 million for 1971-72, the Legislature has indicated additional expenditures totaling \$9,034,852.

The Legislature's decisions also decrease the income available to the University from some sources by \$527,000.

In addition, the University has \$2,089,143 of obligations which are currently being funded from non-recurring sources, but for which there was no legislative appropriation.

The total of these three added fiscal requirements for 1971-72 is \$11,650,995. Subtracting the new appropriation increase of \$5,115,098 for 1971-72 and \$2,199,970 for 1971-72 from tuition and other general income from these obligations of \$11.6 million leaves the University facing a retrenchment of \$4,335,927. Of this amount, \$1,512,504 was directly ordered by the Legislature in a reduction in academic and civil service positions for 1971-72.

Accepted

During the discussion which followed the presentation of Vice President Smith, the following resolution was introduced:

It is the sense of the University Senate that the Academic Community of the University must participate in a significant and meaningful way in the retrenchment of the University. This participation must extend to consideration of the budgets of all parts of the University, including not only academic units but administrative and supporting units as well.

The University Senate charges the Consultative Committee to implement this resolution. In implementing this resolution, the committee may charge other committees, faculties, or other deliberative bodies to undertake studies or make recommendations. It may also create or seek to have created such ad hoc committees as it deems desirable.

The University Senate calls upon the administration, the Regents, and all other parts of the University to cooperate with the Consultative Committee and all other bodies working pursuant to this resolution.

Approved

2. Items Reported for Information

Honors Committee report. Mr. Lockhart presented 4 nominations for the Outstanding Achievement Award which were approved by common consent.

Guidelines for offers to appointments to academic staff. Mr. Shepherd reviewed a proposed form letter to be used in the appointment procedure. It would be written by the dean of the college and would provide for the signature of the appointee indicating his concurrence.

Nepotism policy. Mr. Shepherd reviewed a proposed change in the nepotism policy, which is also being submitted to the Faculty Affairs and Civil Service Committees, and the Task Forces on the Status of Women, and which would require Regents' action. The policy would remove restrictions on hiring persons related through affinity or consanguinity but would not permit a person so related to participate in decisions to hire, retain, promote or determine the salary of the other person or to be assigned supervisory responsibility for his-her work. The motion to recommend the change to the Regents was approved.

Cap and Gown Day Convocation. Mrs. Godfrey reported that a committee appointed by the President had recommended that the Cap and Gown Day Convocation

be suspended on the Twin Cities campus and that individual colleges or University organizations could hold their own special honors program. It was moved that the Administrative Committee make a positive statement that better recognition of honors would be by the individual college, and the motion was approved.

Changes in the course credit module and bulletin copy. Mr. Shepherd will issue a memo urging that changes in the credit module for courses must be made known as soon as possible so that decisions on printing can be made.

Equal Employment Opportunity handbook. Mr. Smith reported that deans and department heads had received a copy of the EEO handbook on policies and programs. Programs cover employment opportunity in the broad sense, including civil service employment, recruitment and training, educational programs, and community outreach programs. It is urgent that all departments submit their academic and civil service goals for employment of minorities, so an accurate picture for the University can be completed by fall. Mr. Eidenberg urged support for the Public Service Careers Program, which is a new important component of the University's affirmative action program. The recruiting mechanism has been set up; there will be reimbursed training; and it is important to examine departments for opportunities to place these applicants.

Policy on use of University mails and duplicating facilities. Mr. Smith presented the report of the Administrative subcommittee on use of campus mail and University duplicating facilities and asked that department chairmen be urged to discuss it with their faculties.

Cost development model. Two booklets, "A Description of the Minnesota Cost Development Model" and "A Student Demand Matrix," prepared by the Graduate School Research Center, were distributed. The cost development model would serve as a planning tool and would facilitate cost planning resulting from curricular changes. Mr. Crawford will get out a report series to call faculty attention to the model.

MARILEE WARD
Secretary

Accepted

III. SENATE ROSTER FOR 1971-72

Reported for Information

ELECTED FACULTY MEMBERS

Unit	Term	Unit	Term	Unit	Term
Ahern, Bert	17 70-73	Carter, Clarence	14 71-74	Goodman, Lawrence	21 70-72
Anderson, Sabra	06 71-74	Chiang, Huai	01 71-72	Goodrich, Richard	01 71-72
Armstrong, Wallace	16 71-72	Clark, Shirley M.	07 71-74	Gillmor, Donald	14 70-73
Bales, Kent	14 71-74	Comprone, Joseph	17 71-74	Glick, Wendell	06 71-73
Bandt, Carl	05 71-74	Cooper, Edward H.	13 71-73	Gordon, Joan	12 71-74
Bearman, Jacob E.	20 71-74	Corcoran, Mary	07 70-72	Gorham, Eville	02 70-73
Beck, Robert	07 70-72	Cound, John J.	13 70-72	Graham, Kenneth L.	14 71-74
Berman, Hyman	14 70-72	Darley, John G.	14 70-72	Green, Leon	21 70-73
Blatherwick, Allan	21 70-72	DeYoung, Robert	14 71-74	Hafner, A. Jack	16 71-72
Borchert, John	14 70-73	Driggs, Truman	17 69-72	Hansen, Evelyn	10 70-73
Boyd, Landis L.	01 71-72	Ebner, Ronald	04 70-73	Hanson, Lester E.	01 71-72
Brantner, John	16 71-73	Elling, Laddie J.	01 71-72	Hastings, Donald	16 71-72
Buckley, Joseph	16 71-74	Erickson, Robert	09 71-73	Haxby, B. V.	21 71-74
Burgstahler, Sylvan	06 71-72	Gardner, William E.	07 70-72	Heggested, Carl	16 71-72

Unit	Term
Heller, Walter W.	14 71-74
Hendrickson, Dean	06 71-74
Hoag, Leverett	06 71-73
Hobbie, Russell	21 70-73
Hooker, Clifford	07 70-73
Howell, William S.	14 70-72
Hurrell, John	14 70-72
Hurwicz, Leonid	14 70-72
Ibarra, Oscar	21 70-73
Jaeger, Eloise	07 71-74
Jenkins, James	14 70-73
Johnson, Herbert W.	01 71-72
Johnson, Walter H.	21 71-74
Jordan, Richard C.	21 70-72
Keller, Kenneth	21 71-74
Kernkamp, Milton F.	01 71-72
Kingsley, James	14 70-72
Kjelsberg, Marcus O.	20 71-72
Klinger, Eric	17 69-72
Krislow, Samuel	14 71-74
Lazarow, Arnold	16 71-74
Levang, Lewis	06 71-74
Linck, Albert J.	01 71-72
Livingston, Ellis	06 71-73
Lock, Peter W.	14 71-74
Lofgren, John A.	01 71-72
Loud, Warren	21 71-74
Lupton, Jeanne	02 71-74
Lykken, David	16 71-73
Mace, Arnett	09 71-74
Martin, Roger	21 70-73
Matthews, James	16 71-73

Unit	Term
Maxwell, Grover	14 70-72
McCann, William	15 70-73
McKhann, Charles	16 71-73
McLaughlin, Charles	14 70-73
McPherson, J. R.	15 71-74
Meehl, Paul	14 70-72
Meiske, Jay	01 71-72
Merrell, David	02 70-72
Merwin, Jack	07 70-72
Miller, Harold	08 70-73
Miller, Kenneth W.	19 71-74
Moore, Robert	14 70-72
Mork, Gordon M. A.	07 71-74
Moss, Jerome	07 70-73
Murphy, Thomas	21 70-72
Nelson, J. Russell	03 70-72
Nelson, Wallace W.	01 71-72
Nylund, Robert E.	01 71-72
Odlaug, Theron	06 71-72
Ojakangas, Richard	06 71-72
Opgrand, Harold	04 70-72
Paparella, Michael	16 71-74
Parker, John	14 70-72
Paulu, Burton	08 70-72
Peck, Theodore	14 70-73
Pratt, Douglas	02 70-72
Ranz, William	21 71-74
Rasmussen, Donald	01 71-72
Rathburn, Robert	10 71-72
Rose, Caroline B.	14 71-74
Rosenblatt, Paul	12 71-73
Rudelius, C. William	03 71-74

Unit	Term
Russell, Wallace A.	14 71-74
Saloshin, H. Etta	14 70-73
Sethna, P. R.	21 71-74
Shapiro, Burton	05 70-72
Shapiro, George	14 71-74
Shoffner, Robert N.	01 71-72
Silberman, Edward	21 71-72
Smith, Arthur	06 71-72
Smith, Robert G.	04 70-72
Sorauf, Francis	14 71-74
Spear, Allan H.	14 71-74
Stauffer, Lee D.	20 71-74
Strom, Clifford	04 71-74
Terrell, D. Burnham	14 70-73
Titus, J. L.	15 69-72
Ulstrom, Robert	16 71-73
Urness, Carol	14 70-73
Varco, Richard	16 71-72
Verrill, John	06 71-74
Webb, John W.	14 71-74
Weiss, Gerhard	14 70-73
Weckwerth, V. E.	20 71-73
Wertz, John	21 70-73
Wilford, Sharon	18 71-74
Wilk, Roger	07 70-73
Williams, C. Arthur	03 70-73
Winchell, C. Paul	16 71-74
Wright, Eugene	01 71-72
Zanoni, Candido	10 71-74
Zimmerman, W. Jr.	21 71-74
Zoltai, Tibor	21 70-73

FACULTY ALTERNATES

Unit	Term
Abdul-Hajj, Rusuf J.	19 71-72
Alexander, John F.	07 71-72
Altholz, Josef	14 71-72
Anderson, R. H.	01 71-72
Barber, Donald E.	20 71-72
Blake, George R.	01 71-72
Blocher, Donald	07 71-72
Bond, Richard G.	20 71-72
Bornhoft, Karl	04 71-72
Bouchard, Thomas J.	14 71-72
Boylan, William J.	01 71-72
Briggs, Peter	16 71-72
Brown, William Jr.	21 71-72
Bryden, David	13 70-73
Carlson, John	06 71-72
Carpenter, Anna M.	16 71-72
Chanin, Lorne	21 71-72
Chipman, John S.	14 71-72
Comstock, R. E.	02 71-72
Croone, Allen	04 71-72
Cushing, E. J.	02 71-72
Donchenko, Adele	14 71-72
Dornblaser, B. M.	20 71-72
Dykstra, Robert	07 71-72
Eckert, Ruth	07 71-72
Ehlers, Henry	06 71-72
Fog, Peter	04 71-72
Gallagher, Natalie	12 71-73
Geffen, Donald	21 71-72
Goodkind, Richard	05 69-72
Green, John	06 71-72
Hage, George S.	14 71-72

Unit	Term
Hagen, Paul	10 71-72
Ham, George E.	01 71-72
Harris, Michael	17 71-74
Hasselmo, Nils	14 71-72
Helmberger, John D.	01 71-72
Henderson, LaVell	02 71-72
Herman, William	02 71-72
Howe, Dennis	10 71-72
Jackson, Robert L.	07 71-72
Johnson, Harry	06 71-72
Jordahl, Edna K.	01 71-72
Keller, Robert J.	07 71-72
Kidneigh, John C.	14 71-72
Kim, Hyung	06 71-72
Kottke, Frederic	16 71-72
Kulzman, H. M.	01 71-72
Lammers, Ray	17 69-72
Lindgren, B. W.	14 71-72
Littman, Walter	21 71-72
Madden, Mary Jane	18 71-74
Madden, William	14 71-72
Mahoney, T. A.	03 71-72
Marsden, Ralph	06 71-72
Matusak, Lorraine	10 71-72
McCoid, Allan	13 70-72
Merriam, Lawrence	09 71-73
Miles, William	09 71-74
Morstad, Andrew	05 71-74
Mulder, D. W.	15 71-72
Murthy, V. Rama	21 71-72
Needham, G. M.	15 71-72
Nicholson, Peter	21 71-72

Unit	Term
Noland, Wayland E.	21 71-72
Nord, Bruce	17 69-72
O'Brien, George	06 71-72
Olsen, Dale	06 71-72
Ordos, Joseph	12 71-73
Orey, Steven	21 71-72
Otterby, D. E.	01 71-72
Parham, William E.	21 71-72
Piche, Gene L.	07 71-72
Popper, Samuel H.	07 71-72
Price, Roger D.	01 71-72
Qualey, Rosella H.	01 71-72
Rempel, William E.	01 71-72
Roberts, Alan	16 71-72
Roshal, Jay	17 70-73
Schletzer, Vera	08 70-72
Schwanke, R. W.	20 71-72
Sciarra, John	16 71-72
Stochl, James	07 71-72
Swanson, Donald C.	14 71-72
Thompson, Larry	06 71-72
True, John A.	01 71-72
Viksna, Harriet	06 71-72
Wickesberg, Albert	03 71-72
Widmer, Richard E.	01 71-72
Wilcoxson, Roy D.	01 71-72
Wilson, Duane A.	01 71-72
Wood, Frank H.	07 71-72
Woods, Donald	08 70-73
Yardley, Donald M.	21 71-72
Zaida, Mahmood A.	03 71-73

STUDENT MEMBERS

Unit	Term	Unit	Term	Unit	Term
Adriaens, Wayne	17 71-72	Hallgren, S. W.	09 71-72	Olson, George	06 71-72
Auvin, Victoria	18 71-72	Hegg, Paul	08 71-72	Parent, Elaine	11 71-72
Blair, William J.	10 71-72	Hendrickson, Elton	04 71-72	Peltier, Steve	22 71-72
Blicker, Lesley	14 71-72	Hohenhaus, Peter	14 71-72	Perkins, Charles	21 71-72
Bosshardt, Thomas	01 71-72	Horrigan, John	08 71-72	Peterson, Roger	21 71-72
Burns, Dorothea	08 71-72	Isaacs, Virginia	14 71-72	Rajala, Gail	14 71-72
Carlson, James	14 71-72	Johnson, Duane	10 71-72	Rastogi, Fajendra K.	11 71-72
Carnahan, John	14 71-72	Johnson, Kenneth	19 71-72	Reynolds, Arthur	11 71-72
Chow, Douglas	08 71-72	Kaplan, Sandra	14 71-72	Ripperger, Nick	17 71-72
Cline, Mark	06 71-72	Katz, Debra Rae	07 71-72	Risch, Steve	02 71-72
Darling, Patricia	11 71-72	Kaufman, B. L.	12 71-72	Roy, Steven	08 71-72
de la Camp, R. V.	11 71-72	Knutsen, Jeff	06 71-72	Schanfield, Sandra	14 71-72
Ebert, Mary Anne	11 71-72	Kuznia, Marilyn	04 71-72	Schleicher, Bruce	06 71-72
English, Mark	21 71-72	Lohmann, Ed	14 71-72	Schwab, Greg	06 71-72
Erickson, Scott	11 71-72	MacNally, Bill	06 71-72	Schwandt, Gerald	17 71-72
Farr, Scott	03 71-72	March, Barbara Ann	14 71-72	Schwantz, Gary	21 71-72
Ford, James	08 71-72	McNeal, Mary	14 71-72	Sims, Kathy	14 71-72
Frisch, Mark	14 71-72	Meeker, Jan	06 71-72	Thomsen, John C.	23 71-72
Garrett, Mary	07 71-72	Michalson, C. A.	07 71-72	Tsai, Francis	20 71-72
Geier, John	14 71-72	Miller, Dennis	05 71-72	VanSelus, Mary	08 71-72
Glover, Roy A.	11 71-72	Miller, Dennis	14 71-72	Wood, John	13 71-72
Goldstein, Steve	14 71-72	Navins, Jack	16 71-72		
Griesgraber, M.	08 71-72	Olson, D. L.	10 71-72		

STUDENT ALTERNATES

Unit	Term	Unit	Term	Unit	Term
Arnold, Mark	14 71-72	Hunt, Steven	17 71-72	Richardson, Bill	14 71-72
Bagley, John Jr.	08 71-72	Kartak, Steven	09 71-72	Richie, M. L.	12 71-72
Bell, Ron	17 71-72	Keil, David	14 71-72	Roberts, Joe D.	11 71-72
Buehere, Joan	02 71-72	Kiewel, Harold	21 71-72	Seebach, Leslie	08 71-72
Bunin, Richard	14 71-72	Kimker, Nanci	14 71-72	Seliger, Irwin	14 71-72
Bursch, Fred	14 71-72	Klinger, Nora Sue	08 71-72	Seller, Phillip, Jr.	11 71-72
Dolgin, Stephen	14 71-72	Letourneau, Joseph	03 71-72	Stobb, Russ	07 71-72
Ezuck, Ronald	21 71-72	Loberg, Robert	14 71-72	Thrall, Michael	10 71-72
Felegy, Dallas	07 71-72	McCarty, Jeff	13 71-72	Utermoehl, John	21 71-72
Fowler, Kirk	14 71-72	Mills, Pam	14 71-72	Werke, Dennis	14 71-72
Greger, William	08 71-72	Nelson, F. Howard	14 71-72	Windschanz, Marta	19 71-72
Haage, Bret	17 71-72	Porter, Michael	21 71-72		
Harsdorf, James	01 71-72	Relf, Gregory J.	10 71-72		

Unit code: (01) Agriculture; (02) Biological Sciences; (03) Business; (04) Crookston; (05) Dentistry; (06) Duluth; (07) Education; (08) Extension; (09) Forestry; (10) General College; (11) Graduate School; (12) Home Economics; (13) Law; (14) Liberal Arts; (15) Mayo; (16) Medicine; (17) Morris; (18) Nursing; (19) Pharmacy; (20) Public Health; (21) Technology, Institute of; (22) University; (23) Veterinary Medicine

Accepted

IV. SENATE AND UNIVERSITY COMMITTEES 1971-72

Reported for Action

Senate Committee on Academic Standing and Relations: James Preus (chairman), Paul Berrisford, Paul Cashman (ex officio), Stan Kegler (ex officio), Ernest Kemble, Leslie King, Roger Page, Samuel Popper, Barbara Redman, Ruth Richards, Robert Sonkowsky, Keith Wharton; Students: Richard Anderson, John Carnahan, George Olson (2 to be appointed).

University Committee on Social Policy: Elving Anderson (chairman), Ernest Coleman, George Donohue, Warren Ibele, Stan Kegler (ex officio), Craig Kissock, Barbara Knudson, Fred Lukermann (ex officio), Frank Wood; Students: Al Badiner, Colodia Owens, Mary Anne Saxe (2 to be appointed); (3 alumni members to be appointed).

University Committee on University Honors: William Lockhart (chairman), Joyce Funke, Edwin Haislet (ex officio), Richard Jordan, William McDonald, William McEwen, James Scroggins, Duane Scribner (ex officio), William Shepherd (ex officio); Alumni: John Pillsbury, John Moorhead, Oscar Knutson, Curtis Carlson, Harry Heltzer; Students: Chris Hoepfner, David Michaelson, Kathy O'Donnell.

University Committee on Printing and Publications: Ralph Hopp (chairman), Sherwood Berg, Walter Brovald, C. Luverne Carlson (ex officio), John Fisher (ex officio), Richard Mather, Malcolm Myers, Louis Safer, Duane Scribner (ex officio), Harold Swanson (ex officio), Robert Taylor (ex officio); Students: Pat Darsow, Willie Hogue (1 to be appointed).

University Schedule Committee: Landis Boyd (chairman), Thomas Chamberlin, John Fisher (ex officio), Raymond Lammers, Lloyd Lofquist (ex officio), Glenn Reed, Dorothy Sheldon, John Webb; Students: Jan Quast, Sandra Schultz, Ruth Schliecher (2 to be appointed).

University Committee on Business and Rules: Frank Sorauf (chairman), Donald Beatty (ex officio), Thomas Boman, John Cound, Eleanor Fenton, David Kieft, Enid Schoettle, Ted Underwood; Students: Mark Cline, Mary Ebert, John Navins (1 to be appointed).

University Committee on Educational Development: William Gardner (chairman), George Blake, Wendell Glick, LaVell Henderson, Warren Ibele, Lloyd Lofquist (ex officio), Robert Sonkowsky, William Spring; Students: Pat Darling, Jan DeGross, Virginia Isaacs, Tom Strapp, Colleen Zarich.

University Committee on Extension and Community Programs: Richard Skok (chairman), Roland Abraham (ex officio), David Darby, James Holte, J. Clark Laundergan, Fred Lukermann (ex officio), John Mauriel, Thomas Scott, Richard Swalin, Richard Weatherman, George Williams, Howard Williams; (1 ex officio from General Extension Division to be appointed) (1 ex officio from alumni to be appointed); Students: Bob Ellis, Mike Nelson, Denise Ulrich (1 to be appointed).

University Committee on Computing Facilities: Hugo John (chairman), Eugene Ackerman, Gordon Davis, John Gergen, Audrey Grosch, James Henderson, Russell Hobbie, Ellen Pirro, William Shepherd (ex officio), Frank Verbrugge (ex officio); Students: Dave Haerten, Robert May, Frank Sentyrz, Charles Woodbury.

University Committee on Instructional Materials and Media: Eugene Wright (chairman), Marilyn Backlund, Russell Burriss, Kenneth MacCorquodale, Roger Moe (ex officio), Harold Opgrand, Burton Paulu (ex officio), Willard Philipson (ex officio), Cletus Schertz, James Wertz (ex officio); Students: Lesley Blicher, Dave Haerten, Jan Meeker, Tim Old, John Thomsen.

University Committee on Summer Sessions: David Vosé (chairman), Paul Cartwright, Adele Donchenko, Roxanna Ford, Arnold Henjum, Gordon Kingsley, Fred Lukermann (ex officio), Magnus Olson, Willard Thompson (ex officio); Students: Edward Fisher, Ed Lohmann, Ellen Raeker (2 to be appointed).

University College Governing Council: Norman Kerr (chairman), Wilbert Ahern, Clarke Chambers, David Cooperman, Robert Falk, Richard Key, Fred Lukermann (ex

officio), Carolyn Rose, Frank Sorauf, Warren Stenberg, Frank Wilderson; (1 additional ex officio to be named) (5 students to be appointed).

University Committee on University-ROTC Relationships: LaVell Henderson (chairman), Frederick Adelman (ex officio), William Beard (ex officio), Walter Broughton (ex officio), Ernest Coleman, Dorothy Loeffler, Lloyd Lofquist (ex officio), Howard Morris, Fred Morrison, John Ness, Robert Reese (ex officio), Robert Scott; Students: Tracy Drake, Mary Ann Saxe, Jerome Winzig.

Senate Library Committee: Gerhard Weiss (chairman), Kent Bales, Russell Burris, Russell Dubois, Albert Frenkel, Howard Hanson, Ralph Hopp (ex officio), Dale Lange, Wayland Noland, Peter Roll, William Rosendahl, Lloyd Smith, Leonard Wilson; Students: Marilyn Daniels, Richard Davis, Robert Halfhill, Dee Ann Norskog, Suzanne Phillips, Grebb Schwab.

Senate Committee on Research: Robert Wirt (chairman), Hale Champion (ex officio), Bryce Crawford (ex officio), William Flanagan, Stephen Hedman, Robert Holloway, William Hueg (ex officio), Stan Kegler (ex officio), James Lawver (ex officio), Kenneth MacCorquodale, Robert Mulhausen, Alfred Niew, L. E. Scriven, William Shepherd (ex officio), Conrad Weiser; Students: Barb Babbit, Rita Doucet, Jan Quast.

Senate Committee on Educational Policy: Students: Lonna Malmsheimer, Anna Stanley, Randy Tigue (2 to be appointed).

Council on Liberal Education: Students: Jeff Knutsen, Dennis Miller, Elaine Parent, Mary Schochow (1 to be appointed).

University Committee on Use of Human Subjects in Investigation: Students: Anthony Chu, Rita Doucet, Mary Olson.

Senate Committee on Resources and Planning: Students: Orestes Bevilacqua, Steve Carter, Judy Liefschultz, Bill MacNally (1 to be appointed).

Approved

V. ASSEMBLY AND CAMPUS COMMITTEES, 1971-72

Reported for Action

Campus Committee on Business and Rules: Frank Sorauf (chairman), Donald Beatty (ex officio), John Cound, Eleanor Fenton, David Kieft, Enid Schoettle: (2 students to be appointed)

Campus Committee on Placement Services: Margaret Grindereing (chairwoman), Max Alvord, Ralph Miller, Martin Snoke (ex officio), Anne Truax, David Weiss, Arnold Woestehoff: (3 students to be appointed)

Campus Committee on Convocation and the Arts: Roy Schuessler (chairman), Kenneth Graham, Henry Hansen, Norton Hintz, Ross Smith (ex officio), Barbara Stuhler, Arnold Walker: (3 students to be appointed)

Assembly Committee on Intercollegiate Athletics: Jerome Moss (chairman), Donald Beatty, Hale Champion (ex officio), George Donohue, David Giese, Theda Hagenah, Eloise Jaeger, Edward Leete, Merle Loken, Marshall Ryman (ex officio), Max Schultze (ex officio), Stanley Wenberg (ex officio): 3 students to be appointed)

Campus Committee on Intramural and Extramural Activities: Vera Schletzer (chairwoman), Kenneth Graham (ex officio), Glen Gullickson, Jay Meiske, Pat Mueller (ex officio), Ed Siggelkow (ex officio), Mary Wyvell: (5 students to be appointed)

Campus Foreign Student Committee: Selmer Engene (chairman), Donald Cowan (ex officio), Charles Fairhurst, Warren Ibele (ex officio), James Kingsley, Forrest

Moore (ex officio), Takashi Okagaki, James Preus (ex officio), Ruth Roberts, Joseph Schwartzberg: (5 students to be appointed)

Deleted

VI. ELECTION OF THE VICE CHAIRMAN

Reported for Action

The Constitution of the University Senate stipulates that a vice chairman shall be elected by the Senate at its first meeting in the spring of the academic year from among its members for a term of one (1) year. He shall be eligible for re-election.

W. DONALD BEATTY
Clerk

William S. Howell was elected.

VII. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS SENATE COMMITTEE ON EDUCATIONAL POLICY

Review of the Grading System

When the Senate approved the use of P-N grading, the following section was included in the recommendation that was approved:

7. The effects of authorization of use of the P-N grading on educational practice at the University shall be reviewed by the Senate Committee on Student Scholastic Standing (now replaced by the Senate Committee on Academic Standing and Relations) and the Senate Committee on Educational Policy not later than the academic year 1970-71, and a recommendation brought to the Senate by these groups for continuation of this authorization for use of P-N, or for discontinuance, or for such other modifications in Senate legislation on grading as may seem advisable.

Senate Minutes, March 9, 1967, p. 75...

In accordance with the provision, a subcommittee was established. The subcommittee has developed a preliminary report which is being presented for information at this time and will be presented for action at some future meeting after there has been sufficient consultation and discussion throughout the University.

1. Reported for Action—Continuation of P-N Grading

The subcommittee found widespread support for continuing P-N grading in some form and has dealt with it in its report. As an interim measure the committee recommends that the present P-N grading system, including the various exceptions and modifications that have been approved by the Senate Committee on Student Scholastic Standing and the Senate Committee on Academic Standing and Relations, be extended for one year. It is also recommended that the permission to extend the deadline for changing from A-F to P-N and vice versa to the end of the second week of the quarter be granted to all colleges.

Approved

2. Reported for Information

This report has been received and briefly discussed by both committees. No action has been taken in either committee regarding formal approval.

Report of Preliminary Recommendations by Student Scholastic Standing Subcommittee

This report of preliminary recommendations is conveyed for the purpose of keeping the Senate and the University informed on the direction and progress of the subcommittee on Student Scholastic Standing and hopefully to stimulate discussion among the entire University community.

The charge given to the subcommittee was to review the effects of the use of P-N grading on educational practice at the University and to bring a recommendation to the Senate Committee on Academic Standing and Relations and to the Senate Committee on Educational Policy for continuation or for discontinuation of the P-N option, or for such other modifications on grading as may seem advisable. At its initial meeting on December 17, 1970, the subcommittee determined that it should review the P-N grading option within the context of the total University grading system and thus in essence review the grading practices of the University as a whole. The following recommendations resulted:

Recommendation 1: (See Reported for Action) Because the subcommittee viewed this assignment as an opportunity to possibly effect total University thinking about evaluation, it was felt that broad circulation, consultation, discussion and argument by the University community would be essential. Therefore, we recommend that the present P-N grading system (including the various exceptions and modifications that have been granted by the Senate Committee on Academic Standing and Relations and including the modification that the deadline for changing from A-F to P-N be two weeks from the beginning of each quarter for all colleges) be extended for a period of one year so that time for total University participation on any major grading revision would be available. We are suggesting that the Senate be informed on the issues of evaluation with which we are dealing at the spring meeting, and that action on these issues be taken after departments, collegiate units and other groups have discussed the matter fully. Perhaps Senate action could be taken at a special meeting called during the fall quarter.

Recommendation 2: The subcommittee acknowledges that at this time society demands that the University serve a certification role as well as an educational role. As certifier the University is called upon to verify competence. The subcommittee although tempted to reject this external-directed function as it does little to improve learning and teaching (and in fact, may well interfere), came to the conclusion that for a large public university to break radically with "the system" may well handicap our graduates in their applications to graduate schools, professional schools, and prospective employers against the applications of graduates of other institutions.

However, in its certifying role, the University is not compelled to certify "failure." The subcommittee, therefore, feels that symbols which convey the meaning of "failure" have an unnecessarily negative impact and are punitive. We recommend the discontinuance of the symbol "F" for this reason.

Recommendation 3: Since the "transcript" is used as the University's certificate of performance, and since the institution has an obligation to identify students who seem to be making little use of their opportunities, and therefore, have not earned the right to claim the valuable, but limited resources of the institution, the subcommittee recommends that the official University transcript be a complete, chronological record of the courses for which a student has officially registered and the grades received. (This is a recommendation against a "pass-no record" proposal.)

Recommendation 4: The grades and symbols and their definitions as recommended by the subcommittee are as follows:

A—indicates successful completion of course at a superior performance level.

B—indicates successful completion of course at a performance level significantly above the accepted standard.

C—indicates successful completion of course at an acceptable performance level.

D—indicates successful completion of course at a performance level that is below the accepted performance level. This grade is used only to indicate performance sufficient to fulfill graduation requirements but usually unacceptable as preparation for further study.

N—indicates that no credit is to be awarded. The symbol is intended to be given totally without prejudice and implies nothing other than that the student registered for the course but did not complete the work of the course. This grade may be given to students who attempted all the course work but did not perform satisfactorily; it also will be given to students who withdrew at any time during the quarter. The grade is permanent, but in the case of students who will later complete the work of the course, may be changed through mutual agreement of the instructor and the student. (This symbol replaces the current “F,” “I” and “W” and as such must be viewed as indicating only that the student did not complete the work of the course.)

V—a registration symbol indicating registration as a visitor or auditor of the course.

X—a symbol which may be reported by an instructor on continuation courses indicating that the student is permitted to continue but the grade cannot be determined until the sequence is completed. The instructor shall submit a grade for each X when the student has completed the entire sequence.

W—a registration symbol indicating that the student has officially withdrawn from the University. This symbol can only be posted by the University recorder.

S—indicates a satisfactory grade where the qualitative discrimination in the A, B, C, D system is not desired or is not possible.

Further Interpretation and Application of the Preliminary Proposed Grading System:

1. The subcommittee has combined the functions of the current “F,” “I” and “W” into one category—“N” with the expectation that it would be difficult, in fact dangerous, for anyone to equate “N” with “failure.” Hopefully, “N” would communicate only that a student registered for a course but did not complete the work of the course.

2. The “S” grade carries a broad definition that covers its use as “S” in the current S-U system as well as its use as the satisfactory grade in the current P-N system.

The reason the subcommittee recommends changing the “P” definition is that as

it now exists, the "P" has been associated with the A-F scale. The subcommittee feels there should be a two-scale system that is completely divorced from the A, B, C, D scale so that there is an alternative grading system that will truly free faculty to view student work in a different way and to evaluate it differently. Instructors should be free to determine for a given course and in some cases even for a given student what satisfactory means. This freedom is not possible if it is tied to the traditional scale.

For those departments and colleges that want to have a three-scale system (O-S-N, where "O" indicates superior performance) the subcommittee suggests that they petition the Senate Committee on Academic Standing and Relations for permission. The rationale of the subcommittee for recommending O-S-N rather than A-S-N if a three-point scale is to be used, is that the subcommittee wishes to avoid mixing the S-N system into the GPA award structure, and if "A" were used in both, this would not be possible.

3. The subcommittee recognizes that it has not yet wrestled with some important questions. For example, the subcommittee has not as yet grappled with what restrictions should be placed on the "S" grade? Should S-N courses be available to students without restriction? Another question—is the two-week time limitation currently placed on the choice of a grading system the right limit or should it be extended through the sixth or eighth week of the quarter?

In summary, the subcommittee recommends two grading systems for the University: 1) a five-point scale, A-B-C-D-N, that is comparable with the traditional A-F scale except for the change in interpretation of "N"; 2) a two-point scale, S-N, that replaces the O-S-U and the P-N systems.

The subcommittee will continue its deliberations both in terms of dealing with issues that have not been covered and to hear reactions from individuals and units. We are aware that there is not complete agreement even within the subcommittee on some issues.

We would reiterate the purpose of this preliminary proposal—to generate discussion among all elements of the University community. We anticipate widespread discussion within the University. For example, we will be scheduling a meeting with the chairmen of the curriculum and scholastic committees of the respective colleges and will be receptive to joint meetings with such committees. We also suggest that a series of open hearings be held prior to formulation of the final report to the Senate.

Members of the Subcommittee on Student Scholastic Standing are as follows:

- | | | |
|------------------------------|----------------------------------|----------------------|
| Leslie King, Chairman | Jack Goodding | David Vesall |
| Richard Anderson | Stephen Granger | Keith Wharton |
| John Buchanan | Owen Halleen | Ruth Richards |
| Ted Campbell | Charles Liesenfelt | Lynn Joesting |
| Paul Cartwright | Manley Olson (ex officio) | |
| Millard Gieske | Samuel Popper | |

JEANNE LUPTON, CHAIRWOMAN
Senate Committee on Academic Standing & Relations
MAY BRODBECK, CHAIRWOMAN
Senate Committee on Educational Policy

Accepted

VIII. REPORT OF SENATE COMMITTEE ON FACULTY AFFAIRS

1. Reported for Action

The Senate Committee on Faculty Affairs has carefully considered and adopted as its own the recommendations of the Subcommittee on Equal Opportunities for Faculty and Student Women. The Committee moves acceptance of the following:

Recommended Guidelines FACULTY WOMEN

1. Each department should recruit women at least to the point where the proportion in the department is roughly equal to the average proportion of women obtaining the requisite advanced degree in the discipline in the last five years. (Data on the number and per cent of women Ph.D.'s, by field, from American universities is available from the annual **Summary Report: Doctorate Recipients from U.S. Universities, National Research Council.**)

HIRING

In implementing this guideline the following steps are recommended:

- a. Women should be appointed to all personnel and recruitment committees.
- b. Such committees shall be charged to consider qualified women equally with men.
- c. Open positions should be advertised nationally.
- d. Whenever two or more candidates for a position are approximately equally well qualified, preference should be granted to the appointment which will help meet University equal opportunity goals.
- e. In judging qualifications, the evaluators should look beyond formal credentials, which may themselves reflect the effects of past discrimination, and attempt to form judgments of probable overall promise—judgments of a candidate's abilities to contribute to the University's primary missions.

PROMOTION AND TENURE

2. Specifically defined criteria for promotion and tenure shall be applied uniformly without discrimination as to sex.
3. Departmental committees that make recommendations on tenure and promotion should include at least one woman if there is a woman qualified by rank and tenure to serve.
4. Criteria for deciding promotion and salary increases of department chairmen, higher level administrators, and other faculty in decision-making positions should be enlarged to include their contribution to the attainment of University equal opportunity goals.

GRIEVANCE PROCEDURES

5. Effective grievance procedures that accommodate complaints of discrimination on the basis of sex shall be provided and widely publicized.
6. Grievance committees which concern themselves with the grievance of a woman faculty member should include at least one woman member.

WOMEN IN ADMINISTRATIVE POSITIONS

7. The University should appoint, when openings occur or are created, several women to key line administrative positions at both the central and collegiate levels.
8. Provision should be made for developmental opportunities; e.g., appointments should be made to low level posts which allow individuals to acquire the appropriate knowledge and skills for promotion to high level posts.
9. All Search Committees shall be charged with the responsibility for considering qualified women for all administrative positions.

SALARIES

10. Academic units should take immediate action to provide comparability in salaries of men and women faculty members, using available funds. Further, since academic units with preponderant women faculty have, over a long period, been penalized with respect to salaries, it is recommended that central and collegiate administrations make specific allocations to these units in order to improve this situation.

NEPOTISM

11. The proposed new statement of policy concerning nepotism contained in Vice President Shepherd's memorandum of April 5, 1971 should be adopted with the following bracketed deletion and the substitution of **immediate** for **supervisory** in the final sentence:

"The University of Minnesota acts in accord with public policy to encourage and foster, to the fullest extent practicable, the employment of properly qualified persons regardless of their age, race, creed, color, handicap, sex or national origin or ancestry.

In selecting persons for employment, no restriction is placed on hiring persons related through affinity or consanguinity. However, to avoid possible conflict of interest which could result from peer judgment, supervision or administrative review procedures, a person so related must not participate (either formally or informally) in decisions to hire, retain, promote or determine the salary of the other person, and must not be assigned supervisory responsibility for work of the other person."

SANCTIONS

12. If a unit of the University persistently fails to correct existing inequities in regard to women or ethnic minorities and is unable to demonstrate that the reasons for its failure are beyond its control, all of its personnel decisions should become

subject to college-level or central administration review until such time as the unit appears capable of eliminating discrimination by itself. The decision first to impose administrative review and thereafter to end it should be vested in the Senate Judicial Committee acting upon a recommendation of or an appeal from a lower-level grievance committee, as provided in the proposed revision of the tenure regulations, or upon request of the University's EEO officer or by any officer duly designated to oversee compliance with University policy regarding equal employment opportunity.

STUDENT WOMEN

This document has dealt essentially with faculty problems; similar guidelines will be drawn up for the protection of women students from discrimination as to sex and marital status.

Approved

2. Reported for Information

In addition to special recommendations to the Senate regarding "Equal Opportunities for Faculty and Student Women," the Senate Committee on Faculty Affairs will distribute a special report of its 1970-71 activities at the May 27th meeting. This "Report to the Faculty," assuming that the Senate does not object, will subsequently be distributed to the entire faculty by campus mail.

E. SCOTT MAYNES
Chairman
Accepted

IX. REPORT OF THE SENATE COMMITTEE ON RESEARCH (Task Force on Secrecy in Research)

Reported for Action

The Senate Committee on Research has approved and joins with the Senate Committee on Educational Policy in recommending that the University Senate endorse and accept the report of the Task Force on Secrecy in Research as follows:

The Board of Regents at its meeting on July 10, 1969 approved Articles 1 and 6 of the Senate Policy on Secrecy in Research. Thereafter, at the request of the Regents, the Task Force on Secrecy in Research was appointed by President Moos in consultation with the Senate Committee on Research and the Senate Committee on Educational Policy to study the consequential effect of application of Articles 2 through 5 of the Senate Policy on Secrecy in Research on the current operations of the University.

A progress report from the Task Force on Secrecy in Research was reported for information to the University Senate at its meeting on March 12, 1970. This report indicated that if Articles 2 through 5 were literally interpreted in their application approximately two-thirds of all University contracts and grants would be subject to a complex review procedure. This concern arose from the contract and grant publications language which often restricts release of research results prior to

agency review and approval of manuscripts. After an exhaustive study of contracts and grants currently in force at the University it became clear that agency review procedures are not intended as a mechanism for the triggering of classification of research results. The University expressed its desire to the Council on Federal Relations of the American Association of Universities to have restrictive clauses removed from contracts and grants. They in turn made representations to Dr. Lee A. DuBridghe the then Director of the Office of Science and Technology, Executive Office of the President. We were advised that all departments and agencies which belong to the Federal Council for Science and Technology had approved the following resolution in 1967:

Language restricting the publication or other dissemination of information resulting from work done under a research contract with an academic institution should be made a part of the contract only in those cases in which the agency feels that the restriction is needed and intends to enforce it. In those cases, the agency shall assure that the responsible academic institution official is fully aware before consummation of the contract that information resulting from the work can be released only under certain conditions. The institution should obtain whatever concurrence of the scientific participants it deems appropriate.

Notwithstanding this resolution a number of bureaus and departments within the Federal government have not taken steps to modify boilerplate publications clauses in their contract and grant instruments.

Following are Articles 2 through 5 of the Policy on Secrecy in Research as approved by the Senate. Following those are the proposed interpretations of that language as recommended by the Task Force on Secrecy in Research, the Senate Committee on Research and the Senate Committee on Educational Policy:

ARTICLE 2: The University of Minnesota shall not accept support from any source for research under a contract or a grant, even though it meets the requirements of Article 1, if the contract or grant limits the full and prompt public dissemination of results or specifically permits retroactive classification, except for reasons found compelling by the University community through the review process outlined in Article 4.

Proposed Interpretations for Article 2:

This article should be interpreted to safeguard free and open inquiry and discussion by faculty, students and others. It should not be interpreted to prevent acceptance of support from sponsors whose regulations proscribe publication of research results prior to agency review and approval, where such review and approval is based on scientific concerns not related to political or security considerations. The Task Force is satisfied that agency review procedures which are contained in current agreements are not intended as a mechanism for triggering classification of research results. In the course of our exhaustive study, there were no cases revealed in which such an instance has occurred at this University in recent years. During the course of, or following the completion of an investigation, should a sponsor attempt to limit full and prompt dissemination of results by withholding approval to release findings, for other than reasons of scientific merit, all contracts with that agency should be reevaluated in accordance with Article 4.

Approved

ARTICLE 3: The above policy shall apply to any research under a contract or grant which does not limit the full and prompt public dissemination of results at the time the research is undertaken by the University but becomes so limited thereafter. As soon as this occurs, the contract or grant, the disposition of the results of the research obtained under such contract or grant, shall be re-evaluated under the provisions of Article 4.

Approved

Proposed Interpretations for Article 3:

We recommend the same interpretations for Article 3 as for Article 2. Proposed interpretations for Article 4 are included in the brackets.

ARTICLE 4: (a) The Director, Research Contract Coordination, or some other designated University official, shall report to the Senate Research Committee every proposed research grant or contract which meets the requirements of Article 1 but limits the full and prompt public dissemination of results (as interpreted under Article 2) during fall, winter and spring quarters, in sufficient detail to permit informed discussion of the recommendations made. If this officer is not certain whether a particular research proposal requires the Senate Research Committee's recommendation, he shall submit the proposal to this committee for its determination.

(b) The Senate Research Committee shall recommend to the Senate acceptance or rejection of every proposed contract or grant which limits the full and prompt public dissemination of results (as interpreted under Article 2) during fall, winter and spring quarters, in sufficient detail to permit informed discussion of the recommendations made. In addition, the Committee shall report on any problems encountered in implementing this Policy.

In performing its functions hereunder, the Senate Research Committee shall be authorized to seek the advice and assistance of ad hoc subcommittees competent to pass on the particular matters that may be involved. If some other University committee also has jurisdiction in a particular case, nothing in this Statement of Policy shall deprive it of that jurisdiction.

(c) The University Senate shall review the recommendations of the Senate Research Committee and forward its own recommendation to the President. All proposals which are to be submitted for Senate evaluation shall be accessible to members of the University community (the faculty and students) in sufficient detail to permit informed evaluation and discussion.

ARTICLE 5: The University shall not make available any of its facilities for which permission is required to any individual, group, or organization for research which violates this Statement of Policy. Exceptions may be made through the review procedure outlined in Article 4.

Approved

Proposed Interpretations for Article 5:

As with Article 2 this article should be interpreted to safeguard free and open inquiry and discussion by faculty, students and others. It should not be interpreted to deny users of University facilities when their work on campus is consistent with the proposed interpretation of Articles 2 and 3. University staff responsible for facilities should provide individuals or groups with the Statement of Policy at the time use agreements are arranged. They should also learn enough about the nature of the proposed research so that a responsible judgement can be made about the appropriateness of the University sharing its facilities for the work. A disclaimer would say that the user understands the policy and that his use is consistent with it.

L. E. SCRIVEN
Chairman, Senate
Committee on Research

C. M. STOWE
Chairman, Task Force
on Secrecy in Research

Approved

X. REPORT OF UNIVERSITY SENATE CONSULTATIVE COMMITTEE

1. Reported for Action

RECOMMENDED CHANGES IN PROVISIONS REGARDING THE PROCEDURE FOR APPEAL CONTAINED IN THE UNIVERSITY SENATE STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY

Delete the first sentence under **University Appeals Procedure** and insert the following instead:

If the Collegiate Appeals Committee has made a recommendation on the case to the dean, director, or provost which differs from the decision of the department, any party still dissatisfied may file an appeal with the President's Office.

If the decision of the department favors the complaining party and the recommendation of the Collegiate Appeals Committee is in accord with that decision, the party complained against may file an appeal with the President's Office. If the decision of the department favors the party complained against and the recommendation of the Collegiate Appeals Committee is in accord with that decision, the complaining party may take no further appeal.

If there is no appropriate Collegiate Appeals Committee to hear cases arising from a particular academic unit, appeals from the Grievance Committee of that academic unit may be taken directly to the University Appeals Committee.

The remainder of the paragraph under **University Appeals Procedure** will remain unchanged.

Purpose of changes. The purpose of these changes is to prevent undue harassment of individuals who may be complained against. If the decision of both the department and collegiate levels is in their favor, it is reasonable to end the matter there. On the other hand, persons complained against should be able, in fairness, to exhaust the appellate procedure provided.

Approved

2. Reported for Information

a. On April 20, 1971, the Consultative Committee sent the letter set forth below to President Moos.

April 20, 1971

Dear President Moos:

At the meeting of the University Senate on March 11, 1971, a student Senator introduced a resolution (a copy of which is enclosed) "That the University Senate support the principle of students serving as members of the Board of Regents." As Chairman of the Senate, you referred the resolution to the Senate Committee on Business and Rules which, in turn, referred it to the Senate Consultative Committee to determine whether the subject matter of the resolution is germane to the purposes of the University Senate.

The Consultative Committee has decided that the subject matter of the resolution is germane to the purposes of the Senate because it deals with the government of the University. However, the Consultative Committee also concluded that the Senate will best be prepared to consider this issue only in a broader context. The proposed resolution raises basic questions as to (1) what should be the duties of the Board of Regents; (2) what should be the appropriate relations between the Board of Regents and other sectors of the University community; (3) whether it is necessary, in order to bring about these relations, that the Board membership include representatives of these various sectors—students, faculty, civil service personnel and administrative personnel, and (4) how the members of the Board of Regents should be chosen.

Because the functions and composition of the Board of Regents are in question and the issues can be resolved only by the State Legislature and, in view of certain proposals that have been made, possibly only by amendment of the Minnesota Constitution, the Consultative Committee thinks that the Board of Regents itself is the best body to undertake the inquiry and recommends that it do so. At the least, the results of such an inquiry can lead to improved communication between the Board of Regents and the other sectors of the University community—a desirable objective in itself.

The Consultative Committee urges that you convey this recommendation to the Board of Regents on its behalf. If the Regents should think it advisable to constitute a faculty-student committee to help in making the recommended study, I am sure that the faculty and student body will be eager to cooperate. The Consultative Committee will be glad to meet with you and the Regents to discuss this recommendation, if you and the Regents think such a meeting may be helpful.

Sincerely yours,

Carl A. Auerbach, Chairman
University Senate Consultative Committee

“FOR STUDENTS SERVING AS REGENTS OF THE UNIVERSITY OF MINNESOTA

“In dozens of colleges and universities throughout the U.S., students have been elected or appointed to serve as voting members of the boards of trustees which govern their institutions. For example, the Massachusetts State Legislature has passed a law giving students voting membership on state college and university governing boards. There will be one student on each of the state’s five governing boards to be elected by students. The reasons behind this movement are compelling.

“The Minnesota Legislature has implied that students should pay a substantial part of their educational costs through higher educational appropriations that fall short of the costs of administering programs. The Higher Education Coordinating Commission has been more specific in its recommendations to the 1971 Legislature:

“In order that costs may be shared appropriately between the student and the state, the Commission recommends that the policy of the state on tuition rates in state collegiate institutions be to expect that income from tuition provide approximately 30 per cent of instructional costs as represented by direct and indirect expenditures for instruction and departmental research.”

“The present policy of the University’s Board of Regents is that students in the University system should pay 28.7 per cent of their educational costs through tuition.

“Whatever the precise figure is, students do pay a substantial share of their educational costs. However, at the ultimate level of University policy formation where decisions are made on how state and student funds are spent for student education, students are not represented.

“This point suggests another compelling reason why students should serve on the Board of Regents. When state subsidies to higher educational systems are viewed as investments in the manpower resource of future state economic, cultural, and individual welfare, it follows reasonably that those who must live longest with the consequences and benefits of the decisions of the Board of Regents—youth—should hold a substantial share of the responsibility in the decisions made by the Board. Most youth see the world differently than do their elders, and clearly their stake in the future is greater than those they will outlive.

“Youth is not now represented in the University Board of Regents. Although the median age in Minnesota is 27.6 years (1967), the youngest Regent is 46 years old, and the oldest is 73. The average of the twelve is 58.7 years. Based on an assumed life expectancy of 70 years, the generation of students now at the University will outlive the present board by an average of almost 40 years. This age gap ought to be reduced by the 1971 Legislature.

“Minnesotans have recently demonstrated increased confidence in youth through significant expansion of higher educational opportunity, by electing the youngest governor in the U.S., and by lowering the voting age to include most of the college age youth of Minnesota.

“Resolved: That the University Senate support the principle of students serving as members of the Board of Regents.”

b. At the meeting of the University Senate on March 11, 1971, a Student Senator introduced the following resolution:

"Many of the corporations of this nation are headed by Board of Director's who have become self-generating and have not always acted in the best interest of their stockholders and society. This has resulted at least in part from a policy of the stockholders failing to vote their stocks. This University, due to its investments in many of these corporations, is in an excellent position to influence the policies of those corporations to act in the best public interest.

"I. Be it resolved that the All University Senate request that the Board of Regents delegate to the All University Senate the authority to select representatives to cast the Universities shares at the corporations' annual meetings on all matters submitted to a vote of the stockholders.

"II. And be it resolved that the All University Senate request that the Board of Regents delegate to the All University Senate authority to determine how the votes to which the University is entitled due to its stockholdings shall be cast."

As chairman of the Senate, President Moos referred the resolution to the Senate Committee on Business and Rules which, in turn, referred it to the Senate Consultative Committee to determine whether the subject matter of the resolution is germane to the purposes of the University Senate.

The Consultative Committee has decided that the subject matter of the resolution is not germane to the purposes of the Senate because the issues raised are "non-academic" within the meaning of the University Senate Statement on Academic Freedom and Responsibility.

CARL A. AUERBACH
Chairman

Accepted

XI. REPORT OF AD HOC COMMITTEE TO INVESTIGATE ALLEGED INTERFERENCE WITH THE ORDERLY PROCEDURES OF THE SENATE

Reported for Action

This Senate Ad Hoc Committee was formed to investigate the actions of Colonel Frederick J. Adelman, U.S.A.F., Professor of Aerospace Studies at the University of Minnesota, in relation to reported statements made before a Senate Committee by Jerome F. Winzig, a graduate student in English. Mr. Winzig was, at this time, a recently commissioned Second Lieutenant in the Air Force Reserve. This Ad Hoc Committee submits the following findings and recommendations:

On May 21, 1970, Lt. Jerome F. Winzig was summoned to Colonel Adelman's office as the result of statements critical of the Air Force R.O.T.C. program made by Lt. Winzig before the Senate Committee on Educational Policy and reported in the *Minnesota Daily*. This interview was witnessed by Lt. Colonel James W. Nordmeyer, U.S.A.F., and Captain Thomas J. Flanagan, U.S.A.F., respectively Professor and Assistant Professor of Aerospace Studies at the College of St. Thomas. Colonel

Adelman, making it clear that he was attempting to be helpful to a new inexperienced Second Lieutenant, took critical note of Winzig's statement before the Educational Policy Committee. The facts are disputed, but we believe that Colonel Adelman suggested to Lt. Winzig that should he make further such statements, and in so doing identify himself as a Reserve Officer, he would run the risk of future military disciplinary action including court-martial. Again, the facts are disputed, but it is clear that Colonel Adelman either read verbatim, or stated to Lt. Winzig the substance of Articles 31, 134 and 135 of the Uniform Code of Military Justice. (Article 31 is intended to inform a potential subject of court-martial of his rights. Articles 134 and 135 set forth substantive grounds for the imposition of sanctions pursuant to court-martial jurisdiction). It is undisputed that Colonel Adelman informed Lt. Winzig that he would not forward information of this event to higher command but would keep an open file for a year, after which it would be destroyed, but would forward such information in the event similar action occurred in the future.

Prior to interviewing Lt. Winzig, Colonel Adelman contacted Air Force Officers at Maxwell Air Force Base for advice as to how to deal with such situations, and for information validating his view of the limits of permissible dissent and criticism by members of the military. He received on 15 June 1970 a letter dated 3 June 1970 from the Commander of Air Reserve Personnel for dissemination to all Professors of Aerospace Studies, and dealing with the subject of discipline of officers on educational delay status. That letter read, in pertinent part:

While freedom of speech is an inherent right of American citizens, it does not allow citizens who are also members of the military the right to engage in defamatory or subversive actions against the United States or its military service. Officers on educational delay who engage in such actions are subject to action specified in AFR 35-62. ROTC staff and faculty personnel are advised to refer all derogatory matters relevant to officers on educational delay to DPAAS, Hq ARPC, Denver, Colorado for appropriate command action.

Reserve officers on educational delay as a follow-on of the ROTC program are under command jurisdiction of Hq, Air Reserve Personnel Center (ARPC), Denver, Colorado.

Academic and scholastic monitoring falls within the purview of AFIT, Wright Patterson AFB, Ohio.

That letter was interpreted by Colonel Adelman as confirming the correctness and validity of the discharge of his military obligations as he saw them in this case.

This committee, after an independent review of the situation, finds no evidence that Colonel Adelman intended to restrict or interfere with the orderly procedures of the Senate as a result of the action here reviewed. On the other hand, the committee does not agree with Colonel Adelman's feeling that his allusion to potential future court-martial carried with it no threat or coercion. Certainly Lt. Winzig interpreted Col. Adelman's actions and statements as constituting such a threat and was loathe to testify later as a result. The action of Colonel Adelman in introducing, if not the body, at least the sense of Article 31 (although Colonel Adelman claims this was superfluous at the time) had the impact of conveying a strong suggestion that future activity of the kind Lt. Winzig had engaged in could well bring punitive action by the military. In light of the foregoing, the committee feels that the atmosphere created as a result of the interview, and the publicity which followed have the potential of a chilling effect on the candor of Reserve Officers on educational delay status, who are students, and ROTC students when and if they testify before Senate Committees conducting their legitimate business.

This committee, in probing the episode and its implications found a number of perplexing factors. It is clear that Colonel Adelman's communication with Lt. Winzig

was authorized (Air Force Regulation 45-40, Section A, Paragraph 2,b) and proper for Colonel Adelman as Senior Air Force Officer at the University of Minnesota. However, this committee judges the nature of Colonel Adelman's communication with Winzig inappropriate for a university professor. While Colonel Adelman may very well have believed that his actions, rather than referral of the situation to his own higher military authority, would result in a less punitive conclusion, he was apparently unaware of the relationship of this incident to the responsibilities of his professorial role. Other assumptions regarding that role are equally perplexing. Colonel Adelman believes strongly, and argues vigorously that he would not have taken this action, that indeed this action would not have been warranted, had Lt. Winzig not identified himself publicly as a Reserve Officer. Colonel Adelman's position raises a complex and difficult question. His confidence that the lines for such procedures can easily be drawn by him or anyone else is not shared by all members of this committee. In addition, it seems to us that the statement in the Air Force regulations on which he relies for such in interpretation, and the letter from the Commander of Air Force Personnel, convey no discretionary authority. Even if it were easy to draw the line, there is a further difficulty. It is clear that Colonel Adelman viewed himself as under obligations to carry out orders from above in his command — orders which he clearly conceived of as requiring him when a conflict of interest arose between his responsibilities as a military officer and his responsibilities as a faculty member, to regard the former as his paramount obligation. Thus clearly the Colonel and the institution were caught, and continue to be caught in a difficult and contradictory situation since conduct appropriate to the fulfillment of military obligations, described by Colonel Adelman, can very well conflict directly with conduct appropriate for a Professor in the University of Minnesota.

In Summary the committee concludes:

- 1. That the immediate episode did not interfere with the orderly procedures of the Senate;**
- 2. That Colonel Adelman acted in his capacity as an officer, not as a teacher. His relationship to Lt. Winzig was not professorial and the then Lieutenant on inactive status was not in any way a student in the ROTC program;**
- 3. That although he later reported his actions to academic representatives, Colonel Adelman neither dissociated himself from his professorial role nor consulted academic authorities for guidance. He sees his academic title as a nominal one, due to a highly limited contractual relationship with the University. This view raises perplexing and disturbing questions;**
- 4. That it is clear that Colonel Adelman's claim of his responsibility to monitor public statements extends only to individuals identified as Air Force officers, who are also students, not to the body of ROTC trainees, however identified;**
- 5. That while the atmosphere of the interview was in our judgement — and probably inadvertently—more coercive than necessary, the coerciveness seems inherent in a policy that Air Force officers, who are students, need to be monitored.**

This committee thus recommends that the Senate, through an appropriate standing committee, address itself to the question of determining the proper relationship of military officers, assigned as instructors in the R.O.T.C. program, to the University and to the Senate.

Lastly, our investigations revealed another matter of some concern which impinges

upon the matter at hand. Colonel Adelman stated that because of summary treatment by a Committee of the Minnesota Chapter of the A.A.U.P. he was denied due process. The A.A.U.P. Executive Committee censured Colonel Adelman without asking him to appear before it and relied on an interview conducted by one member of the Committee with Colonel Adelman (1). A copy of the censure report was sent to Vice-President Shepherd. The content thereof was somehow released to the press by persons not identified. Colonel Adelman contends that because of the procedure followed by A.A.U.P. he was effectively prevented from presenting his side of the case before the report and its contents were made known. In our view, informal procedures, such as those followed by A.A.U.P. in this case, do not provide adequate protections for persons who are the subject of A.A.U.P. investigations. We thus take this occasion respectfully to request that the A.A.U.P. Executive Committee review and establish clear policies for procedures it will follow in this kind of case in the future.

**WALLACE D. ARMSTRONG
HAROLD CHASE
SAMUEL KRISLOV
WILLIAM S. HOWELL
DONALD G. MARSHALL
PAUL L. MURPHY, CHAIRMAN**

(1) Local A.A.U.P. officials have informed this committee that A.A.U.P. does not normally hold formal hearings as part of either its national or local investigatory process. Rather, it makes its own investigation of complaints involving academic freedom, and, if it substantiates a complaint, makes recommendations to the administration based on its finding of fact.

*Referred to the University Committee
on University-ROTC Relationships*

XII. RESPONSE TO SENATE RESOLUTION

The Regents have received the resolution of the University Senate of March 11, 1971. The Regents acted in the McConnell case in the light of their best judgment concerning their responsibilities. The Regents are confident they were acting fully within established principles and rules of the University and will continue to do so. They recognized that their action might be challenged in court, as it was, and that court action would clarify at least some of the issues they faced. They do not believe that the appeal was unwarranted, and indeed believe that using the appeal process will strengthen and clarify understanding of the relationship to law of their decision in the McConnell case. Further comment during the pendency of the appeal does not appear appropriate.

This response has been reviewed by members of the Board and is being transmitted with their concurrence.

**LESTER A. MALKERSON
Chairman, Board of Regents**

Accepted

XIII. REPORT OF SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS

Reported for Information

This being the last scheduled meeting of the year, the following items of committee discussion and activities are reported for information:

1. Review of the grading system (See joint report of the Senate Committees on Academic Standing and Relations and on Educational Policy)
2. Experimental grading practices approved

In accordance with Section 19 of the University Senate Action of March 9, 1967, which provided for Senate Committee approval of experimental plans for grading, this committee has reviewed several proposals. The following were approved and details were reported in the Senate Minutes, March 11, 1971:

- a. S-U grading in the College of Education
- b. Extension of the deadline for changing from P-N to A-F or vice versa
- c. Use of O-S-U symbols in the College of Veterinary Medicine
- d. Experimental use of symbol "W" by the Institute of Technology for winter quarter, 1971, only

3. Institutional relationships

During the past year subcommittees have been dealing with relations with prospective students, relations with other post-secondary institutions, and internal communications. The committee has supported several conferences and meetings involving faculty and administrators from other institutions.

4. Accreditation of nonpublic secondary schools

Under the terms of the Revised Criteria (Senate Minutes, December 4, 1969, pp. 9-29) two nonpublic secondary schools were revisited: St. Thomas Academy, St. Paul (which was reviewed jointly with the North Central Association) and St. Francis High School, Little Falls. Both were recommended for continued accreditation by the University of Minnesota subject to submission of annual reports which satisfy the Criteria.

JEANNE T. LUPTON
Chairman

Accepted

XIV. REPORT OF SENATE COMMITTEE ON EDUCATIONAL POLICY

1. Reported for Information

The Senate Committee on Educational Policy has submitted the following letter to President Moos:

"We write to offer our cooperation on the issues raised in your memoranda of May 5 and 10, 1971 regarding Emergency Planning for the 1971-72 budget.

"We are saddened and dismayed by the decisions of the House Appropriations Committee and the Senate Finance Committee which precipitated your memoranda. But we are anxious to assist in the establishment of procedures to implement the readjustments which will be required should the Legislature confirm the decisions, as presently formulated, of its committees.

"We are certain that the entire University Community would agree that the success of the University in meeting its responsibilities depends on the wise allocation of whatever resources are available to it according to priorities which are widely understood and generally accepted. To this end, the Senate Committee on Educational Policy offers its assistance in recommending priorities which might best maintain the integrity of our educational programs and permit essential educational development to continue.

"We are confident that other University Senate Committees, such as the Committee on Resources and

Planning and the Committee on Faculty Affairs, would also be willing to undertake consideration of relevant priorities and, with your encouragement, we would begin discussions with such groups and with the office of the Vice President for Academic Administration.

"Please understand this letter to convey our appreciation and support of the prompt administrative efforts in response to the developing budget limitations and be assured of our desire to cooperate in these efforts at assuring the best interests of the total educational mission of the University."

The Senate Committee on Educational Policy solicits any recommendations from faculty and students which may contribute to meeting the present crisis in the most educationally responsible manner.

2. Reported for Information

Excellence in teaching at the University of Minnesota has long been encouraged and rewarded. In an attempt to continue and advance that tradition, the Senate Committee on Educational Policy placed on its agenda the question of the use of various evaluative techniques. The committee studies this question not only to determine present usage, but also to determine whether the University is organized to help faculty improve and evaluate their teaching.

In order to know current policy and practice with regard to such matters, SCEP surveyed through a questionnaire all instructional units of the University. In that questionnaire and in its discussions, SCEP has been careful to make the question of teacher evaluation a two-part one. On the one hand, personal information about teaching effectiveness can be gathered through student evaluation forms, visits by colleagues, attempts at self-evaluation. On the other hand, the information so gathered can be shared with one's departmental officers for purposes of determining salary, promotion, retention.

Of the 124 instructional units, some 95 provided information on their evaluation procedures, faculty attitudes thereto, and the uses made of course evaluation results. 59 per cent (40 per cent) (See note) of the instructional units use some evaluative device, and, although the question was not asked, this figure indicates an increased use of such tools over even a few years ago. Furthermore, the results of the questionnaire show that 57 per cent (39 per cent) of the faculty (insofar as the survey mirrors individual faculty attitudes rather than group response) have a positive attitude toward the use of evaluative techniques in their classes.

Since course evaluation is only one measure of the effectiveness of instruction, we asked units to report on the use of any other means for improving instruction. 42 per cent (29 per cent) of the units responding use additional means, with particular emphasis being placed on the use of audio-visual aids and the televising of lectures for purposes of critical review by the instructor and colleagues. However, only 25 per cent (17 per cent) of the units reported any "formal means to assist faculty in the development of their teaching." More centralized facilities or staff for this kind of assistance at the division or college level would help supply such means.

The questionnaire contained a series of questions centering on the use of evaluative data beyond the point of the instructor involved. 26 per cent (18 per cent) of the units had a policy in this regard and 8 per cent (6 per cent) of the units distribute bases of comparison for the unit as a whole, against which an individual faculty member measures his own performance. 45 per cent (31 per cent) of the reporting units en-

courage faculty to submit the results of course evaluation and other evaluative information to the department, but there is no estimate of how frequently this is done or of precisely what use the presence or absence of such information is in merit and promotion considerations.

Because SCEP believes that regular evaluation of teaching can contribute to the improvement of instruction at the University of Minnesota, we took up this question, make the above report to the Senate, and have initiated procedures with the deans, directors, and division heads for conducting a year's study of the question of teaching evaluation. During the academic year 1971-72, colleges and divisions will conduct a series of seminars with wide participation among the faculty. SCEP further assumes responsibility for planning and coordinating these seminars. The committee sees this move as a constructive attempt to stimulate discussion and disseminate information about a matter of great concern to all members of the faculty. These seminars will have as their general theme "Toward Better Teaching."

(Note: First percentage is based on number of units reporting; percentage in parentheses is based on total numbers of units which could report.)

3. Reported for Information

The Senate Committee on Educational Policy has surveyed Deans and Provosts to collect numerical data on the course credit module conversion. The following table indicates the present pattern (before) and the pattern which will be implemented fall quarter 1971 (after). Figures do not include 8-000 level courses, variable credit courses, and courses with credits to be arranged.

SUMMARY OF COURSE CREDIT MODULE CONVERSION FALL, 1971

School		No. of Courses	No. of Credits	Per cent		
				5-6 Credits	4 Credits	3 or less
College of Agriculture	Before	286	888	8	15	77
	After	266	959	17	47	36
College of Biological Sciences	Before	121	420	23	20	57
	After	129	496	34	30	36
College of Education	Before	716	1811	4	1	95
	After	696	1857	5	10	85
College of Forestry	Before	41	122	7	10	83
	After	44	146	11	37	52
General College	Before	121	473	45	6	49
	After	120	484	49	8	43

School		No. of Courses	No. of Credits	Per cent		
				5-6 Credits	4 Credits	3 or less
Home Economics	Before	105	322	5	5	90
	After	106	344	13	6	81
College of Liberal Arts	Before	2785	8951	10	9	81
	After	2301	9495	30	59	11
College of Nursing	Before	10	51	60	30	10
	After	11	62	82	18	0
U of M - Duluth	Before	1424	4159	7	5	88
	After	1317	4226	10	27	63
U of M - Morris	Before	549	1764	30	4	66
	After	528	1981	47	23	30

School of Business Administration

Minimal changes to date. Most courses will remain on a 3 credit basis. Currently considering major changes in curriculum structure that will require wholesale course changes. "To make such course changes now would be premature."

Institute of Technology

Almost all undergraduate courses will be 4 or 5 cr starting f'71. Dept cr totals after conversion smaller than before, 1 or 2 except.

College of Pharmacy

Of a total of 122 cr, 64 (53 per cent) are either 4 or 5 cr or a mixture of 2 & 3 cr courses. Many of the remaining 3 cr courses represent 2 lecture and lab sessions a week. "We do not feel an urgent need to restructure our curriculum but rather will seek to bring about a change toward 4 & 5 cr modules in the normal course of curriculum revision."

U of M - Crookston

"We have and will continue to evaluate our curriculum on the possibility that some subject area is adaptable in the 4-5 cr Module Concept. However, the present feeling of the Academic Administrative Committee is that technical education will be difficult to adjust to this form of course structuring. We formally request to be exempt from any major change or changes in our course structuring philosophy."

U of M - Waseca

Request to maintain flexible credit system.

MAE BRODBECK
Chairman
Accepted

XV. REPORT OF THE UNIVERSITY COMMITTEE ON THE USE OF HUMAN SUBJECTS IN INVESTIGATION

Reported for Information

The University Committee on the Use of Human Subjects in Investigation has met on several occasions. The report of the previous committee (1969-70) chaired by Dr. Ivan

Frantz has been studied and abandoned. The committee has accepted testimony from interested faculty through the winter quarter. Based upon the accumulated information, the committee is now in the process of developing a policy document to serve the needs of the University. When it is completed, hopefully before the end of the academic year, it will be distributed widely to obtain the reaction of the faculty. It is anticipated that a new document will be ready for Senate action before the end of this calendar year.

LAWRENCE C. WEAVER
Chairman
Accepted

XVI. REPORT OF THE TWIN CITIES STUDENT ASSEMBLY

Reported for Information

The student members of the Twin Cities Campus to the Consultative Committee for the year 1971-72 are: Al Badiner, Janice DeGross, Peter Hames, Thomas Strapp, and David Truax.

ELI ROSENFELD,
Chairman
Accepted

XVII. ANNUAL REPORT OF UNIVERSITY COMMITTEE ON BUSINESS AND RULES

Reported for information

During the year the committee attended to the following business: Letter to chairmen of Senate and University committees about committee procedures and obligations; obtaining addresses of student committee members; review of Senate meeting times and frequency; review of UMD constitution on behalf of the Senate; voting status of Senate vice-chairman on the Consultative Committee (no change recommended); time of election of Senate vice-chairman (recommended to Consultative Committee change to fall meeting); voting arrangements for faculty members of the Library (deferred until next year); survey of and procedures document about Senate elections; change in period during which student Senate elections may be conducted (by-law change approved by Senate); division of Health Sciences and Institute of Agriculture into separate units for voting for senators (by-law changes approved by Senate); recommendation to President of the Senate that marshals be appointed for Senate meetings; consideration of Civil Service staff participation in the Senate (recommendation of University-wide task force, including Civil Service members, for broad survey of Civil Service governance before review of Senate participation); brief statement of qualifications on ballot for Consultative Committee candidates; conduct of Consultative Committee elections on each campus rather than through Senate Clerk (by-law change approved by Senate); procedures for maximizing at-

tendance at Senate and University committee meetings (under study); details of accreditation process for press coverage of Senate meetings (under study); chairmanship of the Senate (under study).

ROGER B. PAGE
Chairman

Accepted

XVIII. ANNUAL REPORT OF UNIVERSITY SENATE CONSULTATIVE COMMITTEE

Reported for Information

1. Professor John G. Darley, retiring Chairman of the Consultative Committee, appointed a special Committee on Academic Responsibility. Created on July 16, 1970, the Committee worked through the Summer and Fall and, in cooperation with the Consultative Committee, produced a Statement on Academic Freedom and Responsibility which the Consultative Committee presented to the Senate during the Fall quarter. The Senate debated and modified the Statement in some respects and approved it as modified on December 17, 1970.

The Consultative Committee presented to the Senate on May 27, 1971, certain amendments to the provisions regarding the procedure for appeal contained in the Statement on Academic Freedom and Responsibility.

2. At the request of the Consultative Committee, a proposed increase in parking rates on the Twin Cities Campus was held in abeyance until the matter could be examined by the Senate Committee on Faculty Affairs and the Senate Committee on Resources and Planning and reported on to the Twin Cities Assembly. These Committees are still grappling with the parking problem; they concurred in the increase that was put into effect about the first of the year.

3. The Consultative Committee met with the President and Vice Presidents early in the year to discuss the principles that should guide the University's request for legislative appropriations and the problems of tuition increases associated therewith.

4. The Consultative Committee directed its Chairman and Professor Reynolds to discuss with Central Administration the possibility of using funds from the Educational Development Fund to institute periodic qualitative reviews of all major educational and research programs of the University. These discussions took place and the proposal is under consideration. The discussion also dealt with Professor Reynolds' suggestion that the possibility of changes in the University calendar be examined in order to improve educational programs and economize in the use of limited resources.

5. The Consultative Committee met with the Vice President for Administration to review the report of Professor Neely Gardner dealing with non-academic personnel policy.

6. A resolution introduced at the Senate meeting on March 11, 1971, called for Senate support of the principle that students should serve as members of the Board of Regents. This resolution was referred to the Consultative Committee via the Committee on Business and Rules. The Consultative Committee has written to President

Moos recommending that the Board of Regents undertake to study anew (1) what should be the duties of the Board of Regents; (2) what should be the appropriate relations between the Board of Regents and other sectors of the University community; (3) whether it is necessary, in order to bring about these relations, that the Board membership include representatives of these various sectors — students, faculty, civil service personnel and administrative personnel; and (4) how the members of the Board of Regents should be chosen. The Committee offered the cooperation of faculty and students in the making of such a study.

7. The Consultative Committee has acted on a number of matters also affecting the Committee on Business and Rules on which the latter Committee will report to the Senate.

8. The Consultative Committee met with faculties and administrators in Duluth and Morris to become better acquainted with, and help find ways to solve, the problems faced by these coordinate campuses.

9. The Consultative Committee has been constantly concerned with the problem of communication within the University and between the University and the state as a whole. It welcomed the institution of BRIEF as an improvement in communication within the University. It remains concerned about the inadequacy of communication between the Senate and the Regents and between the University as a whole and the state at large.

It is alarmed by the erosion of popular support for the University and will give this matter close attention during the coming academic year.

CARL A. AUERBACH

Chairman

Accepted

XIX. ANNUAL REPORT OF THE UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS

Reported for Information

This Committee met at least once each quarter during the academic year 1970-71.

Impeded often by a lack of quorum, the Committee finally "reported for information" to the Senate Committee on Educational Policy a policy statement on continuing education as an integral part of the educational units of the University of Minnesota and the need for improved consideration and coordination of these activities by the University. Support for establishment of an Administrative Coordinating (Planning) Council was included in this statement with encouragement for such a Council to report regularly to UCECP for planning review inputs. This report was rejected by the Senate.

The recommendation for a change in the name of the Agricultural Extension Service of the University to that of Cooperative Extension Service was studied and "reported for action". Subsequently, the Senate approved this change and it is presently awaiting action by the Board of Regents.

The Committee has followed the Federal revenue sharing proposals and Congressional modifications which have import for the Agricultural Extension

Service programs of the University. Policy consequences of these proposals are potentially significant.

The need still exists to find effective and acceptable means to achieve greater coordination of the University's complex of activities in the extension and community program area. This Committee for the balance of this academic year and, if necessary, in the beginning of the next year will continue to seek viable solutions towards this end.

RICHARD A. SKOK
Acting Chairman

Accepted

XX. ANNUAL REPORT OF THE CAMPUS COMMITTEE ON HONORS PROGRAMS

Reported for Information

Due to the chairman's preoccupation with too many other committees, only one meeting of this committee was called during the academic year. The lack of any demand for meetings by other members of the committee encourages him to suppose that no really urgent business has been neglected, but the responsibility for not turning the group into that powerhouse of intellectual stimulation that a committee should be lies wholly at the chairman's door. At the sole meeting a progress report on the efforts of the Institute of Technology to organize its honors program was received. Professor Burnham Terrell's service as Director of the CLA Honors Program has been marked by a steady growth in the vitality and importance of that program and both college and university owe him a considerable debt of gratitude for his labors. He has been succeeded by Professor Frank D. Hirschbach, under whose direction yet further progress will no doubt be made.

RUTHERFORD ARIS
Chairman

Deleted

XXI. ANNUAL REPORT OF THE UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA

Reported for Information

The University Committee on Instructional Materials and Media has been involved in several projects during the past academic year. At the request of the Office of the Vice President, Academic Affairs, the Committee participated in evaluating the proposals made in response to the Instructional Equipment Grant Program. At the present time the Committee is preparing a critique of the program in the event that other special legislative appropriations might be made for this purpose at some time in the future. The Committee also initiated contact with Physical Planning and

Development regarding the equipping of general purpose classrooms for the use of the new instructional media. Several members of the Committee have participated in the all-University Educational Resources Study now in progress. At the present time the Committee is seeking ways to encourage the use of a portion of the Educational Development Funds for the Development of instructional materials. Hopefully this effort will result in a handbook or brochure summarizing available sources of technical and financial support for the development and use of new instructional equipment and materials. Hopefully a broader response to the Committee's charge will be possible during the next academic year.

EUGENE S. WRIGHT
Chairman
Accepted

XXII. ANNUAL REPORT OF SENATE JUDICIAL COMMITTEE

Reported for Information

At the time of its last annual report the Senate Judicial Committee had just completed a hearing in a case. Findings were later submitted to the President, and the case was settled in accordance with them. Since then five members of the faculty have filed requests for hearings. Of these one was withdrawn after reconsideration and reversal of a departmental decision against reappointment of a probationary member of the faculty. Action in another case has been postponed to await the result of inquiry by an outside reviewing committee appointed at the suggestion of the Vice President (Academic Administration).

Two cases have passed through the hearing stage. In the first of these, findings were submitted to the President which supported the propriety of the grounds assigned by the department and the sufficiency of the evidence supporting the grounds for non-reappointment of a probationary member of the faculty. In the second case, the Committee is now formulating its findings. This case is novel as a challenge by the complainant, an instructor on non-regular appointment, to the constitutionality of the classification of faculty appointments as regular and non-regular, at least when the non-regular appointment results from continuing status as a graduate student in the University. It has been argued by the complainant that such a non-regular member of the faculty is entitled to the same procedural safeguards in deciding upon and notifying him of non-reappointment, and to the same standards in assessing the propriety of grounds for non-reappointment, as in the case of regular probationary appointees.

Another complaint, which apparently will go forward to a hearing, and which involves non-reappointment of a probationary member of the faculty, is now in the stage of gathering documentation.

In addition to the five requests for hearings a preliminary inquiry has been made by another probationary member of the faculty who has not yet decided whether to request a hearing. Documentation concerning his situation is being collected. A member of the faculty holding indefinite tenure has consulted the Chairman of the Committee with respect to a duty assignment offered upon terms which might have impaired rights of tenure. This matter has been satisfactorily adjusted.

The members of the Judicial Committee feel some concern that the substantial increase in requests for hearings, which contrasts sharply with an absence of any hearings during the preceding decade or more, may create a situation in which the painstaking and time-consuming procedures followed by the Committee cannot be continued. In cases in which one or both parties are usually represented by attorneys, a circumspect and carefully documented procedure is a price which must be paid to avoid lawsuits, but it will be difficult for the Committee as presently constituted to maintain such standards if its business increases sharply. As the University Committee on Tenure is now considering a comprehensive revision of the **Regulations concerning Faculty Tenure**, the Judicial Committee has submitted to the Tenure Committee a detailed statement of its views on the reorganization of reviewing procedures in general and those of the Judicial Committee in particular. The Chairman of the Committee is sitting with the Committee on Tenure during its discussions.

For the present it is recommended that departments observe carefully the suggestions made by the Vice President (Academic Administration) in his memorandum of January 28, 1971 concerning departmental procedures in consultation and voting upon questions of faculty status. The Chairman of the Judicial Committee assisted in formulating these, and the Committee believes observance of them will assure compliance with standards of due process.

It is important also to bear in mind that recommendations against reappointment must not rest in any significant degree upon grounds which can be impeached as violating constitutional rights of the faculty member, or infringing his academic freedom, or lacking demonstrable factual support. Scrupulous care in departmental procedure may avoid the unpleasant, exhausting, and often divisive experience of a hearing before the Judicial Committee.

Finally, attention is invited to the requirement in Section 9 (revised numbering) of the **Regulations concerning Faculty Tenure** that the department chairman or other appropriate administrative officer "discuss from time to time with each probationary faculty member in his department the progress and growth the faculty member is making." In several cases probationary members of the faculty have presented considerable evidence that this requirement has not been fully met. Although the Judicial Committee has taken the position that adequate counseling cannot be considered an absolute prerequisite to a decision against reappointment upon grounds which counseling might have removed, yet it is clear that justice to probationary members of the faculty requires that they be advised of their deficiencies and given opportunity to overcome them. Even if non-reappointment were upheld, the Committee might therefore feel compelled, in a case where failure to counsel seemed highly prejudicial, to recommend some redress for the probationer.

CHARLES H. MCLAUGHLIN
Chairman
Accepted

XXIII. ANNUAL REPORT OF THE SENATE LIBRARY COMMITTEE

Reported for Information

During the present academic year, the Senate Library Committee has met on a monthly schedule. Among major items of concern for the Committee were the issues

connected with the non-appointment of a librarian to the St. Paul Campus, the problems of support and management of the departmental and branch libraries, and the difficulties created by faculty patrons who are reluctant to return books to the library. The Committee voted to support the Librarian's policy to restrict access to circulation records. The Committee will also support the library in its endeavor to retrieve volumes from those faculty members who do not heed the Circulation Department's recall notices. The Committee hopes that our faculty colleagues will cooperate with the librarians in this matter and may, at a future date, recommend stricter policies to guard against the abuse of library privileges.

The Library Committee expressed its appreciation to Dr. Edward Stanford upon his retirement from the directorship and pledged its support to Dr. Ralph Hopp, the new Director of the Twin Cities Libraries.

GERHARD H. WEISS

Chairman

Accepted

XXIV. ANNUAL REPORT FROM THE UNIVERSITY COMMITTEE ON PRINTING AND PUBLICATIONS

Reported for Information

The Committee on Printing & Publications has been engaged in the following activities during the academic 1970-71 year:

1. Acted on requests from various departments for approval to modify style and format of stationery, bulletins and other official printed materials.

2. Continued consultation with Vice President Hale Champion's staff on plans for modifications in printed materials to effect economies and improve the functional characteristics of large-quantity printed supplies.

3. Continued to work toward a new design for the official University stationery and related printing. At this writing; several logotypes have been developed and will be reviewed widely before final selection is made.

4. Developed a plan for a comprehensive study of present University publications which, it is hoped, can lead to the development of guidelines which, in turn, can lead to economies and greater effectiveness in the broad variety of publications now being produced at the University. The study, as now anticipated, will be undertaken in conjunction with the School of Journalism and Mass Communication.

Again, the Committee is grateful to Mr. Lester Metz, Director of Printing and Graphics and to members of his staff (particularly Miss Jean Shearn, Mr. Arthur Holt, Mr. Richard Smith) for their assistance and advice so generously shared with the Committee.

DONALD Z. WOODS

Chairman

Accepted

XXV. ANNUAL REPORT OF THE SENATE COMMITTEE ON RESOURCES AND PLANNING

Reported for Information

The Senate Committee on Resources and Planning met fortnightly during the academic year. The following items offer a summary of the committee's activities.

1. **Toward 1985 and Beyond** — A Report from the Senate Committee on Resources and Planning

Background and Purpose:

A Task Force of the Senate Committee on Resources and Planning began with the premise that it is essential for the University of Minnesota to develop a long-range plan to guide its decision-making, and to participate in long-range planning on a continuing basis. The lack of a comprehensive long-range plan for the University has created great difficulties concerning such vital current issues as the development of the St. Paul Campus, the possible establishment of a University campus in Rochester and West Bank Campus planning. Inability to assess significant issues such as these against an overall long-range plan for the University greatly weakens the decision-making process.

Since its inception in 1967, the Senate Committee on Resources and Planning has recognized the need for comprehensive long-range planning by the University. In 1968, it developed a plan for conducting a long-range planning effort; however, this effort would have cost approximately \$200,000 and was not implemented because of limited resources.

In 1969-70, the decision was made to proceed with a smaller-scale version of the comprehensive long-range planning effort because of the great need for a planning document against which current decisions could be assessed. A small Task Force was therefore created which did most of its work in Summer 1970 and wrote this report in Fall 1970. The study is limited in scope, the Task Force having had little opportunity to do other than to rely on existing data bases.

The Task Force placed primary emphasis on organizational and related aspects designed to make the University more flexible and adaptive. Less consideration was given to detailed issues concerning the University because of the limited resources available and also because the future, thirty years hence, is so nebulous.

Despite its limitations, there are, in the committee's opinion, merits in the long-range planning guide because 1) the developed long-range plan can serve as a first approximation to a more exhaustive long-range plan, 2) the plan will permit the assessment of current problems against at least a skeletal comprehensive plan, and 3) long-range planning is a process, not a state, and future long-range planning activities can strengthen the initial long-range plan.

The committee therefore presents this long-range plan as a first effort in the development of a comprehensive long-range plan for the University. It is intended to serve as a guide in the handling of important immediate problems. Realizing its limitations, it is hoped that it will also serve as an incentive for full-scale implementation of long-range planning by the University.

Structure:

The report falls into two major parts; Part One (Chapters I, II, and III) presents background materials, while Part Two (Chapters IV and V) contains the main discussion of the University, its mission, and the planning principles developed. There are also two appendices; the first includes detailed data on population in Minnesota and geographic origins of students, the second analyzes the uniqueness of University programs.

Part One begins with a history of higher education in Minnesota, in Chapter I, to permit balanced assessments of the present and the future. Next, Chapter II contains an examination of the future physical and social environment, a consideration of likely trends and an investigation of some implications of these trends for university education. A review of the state aims for higher education in Minnesota in the years ahead, as developed by the Higher Education Coordinating Commission follows in Chapter III as well as projections of student enrollment in post-secondary institutions through the year 2000.

Part Two begins with a mission statement for the University of Minnesota which is designed to define the University's role in the State Higher Education System. Projections of student demand by 1985 for the unique elements of the University are also developed in Chapter IV. Chapter V contains a series of planning principles to serve as guides for the development of the University System in the years ahead as well as a consideration of specific implications of these planning principles for the University and its role in the State Higher Education System.

Discussions of the report with the Senate Committee on Educational Policy are now in progress. It is expected that copies of the report will be available for general distribution early in the summer. Copies may then be obtained from the secretary of the committee, Mrs. Lois Cooper.

2. Legislative Building Request

To understand the policy implications of the University's Legislative Building Request, the committee considered the rationale which undergirds the overall 1971 Request as well as the individual items. New in the 1971 Request was a separate item for general master planning funds. Previously planning funds have been earmarked for particular buildings. The committee supported the request for general master planning funds and moreover, saw the need for funds to support academic planning as well.

On the basis on the review of the 1971 Request, the committee believes that it should be involved in shaping the guidelines that will later be used to establish priorities in future legislative building requests.

3. A Plan for the Development of the Social Sciences and Humanities in St. Paul in the 1970's

Committee members discussed jointly with the Senate Committee on Educational Policy both a progress report and a second draft presented by Mr. Bohrstedt, chairman of the subcommittee to study the development of the St. Paul Campus in the 1970's.

4. Parking and Related Problems

Committee members from the Twin Cities Campus met early in the fall to consider

parking and related problems. In approaching this matter, the committee applied three planning principles which resulted from earlier deliberations: 1) the support of policies to reduce vehicular traffic within the campus and to separate, insofar as possible, vehicular, bicycle and pedestrian traffic, 2) the present Minneapolis Campus boundaries should remain fixed (with two possible exceptions), 3) the University should actively encourage and support the development of an effective metropolitan public transportation system.

In light of these principles, the committee concluded that 1) the size and location of proposed parking facilities are consistent with planning principles, and 2) a substantial increase in the revenues generated by parking is required, both to sustain present operations, and to provide resources for the required construction and maintenance of new facilities.

To resolve the remaining issues, the committee proposed the establishment of an Advisory Committee on Parking, with representation from all affected parties (including representatives from the surrounding community) to work cooperatively with the Central Parking Office. Subsequently the Ad Hoc Parking Advisory Committee was appointed and is in the process of completing its final report.

The chairman expresses his appreciation to members of the committee for their constructive efforts during this academic year. In sharp contrast to the previous year, there was active participation by student members on the Summer Task Force which developed the planning report **Toward 1985 and Beyond** and on the full committee. Special thanks go to members of the Summer Task Force and staff for their work in beginning the long-range planning process for the University.

WARREN E. IBELE
Chairman
Accepted

XXVI. ANNUAL REPORT OF UNIVERSITY COMMITTEE ON SUMMER SESSIONS

Reported for Information

The Committee met regularly twice each quarter during the academic year 1970-71. The following topics provided the major basis for discussion—on all of which the Committee has made or will make recommendations.

1. The tuition structure for the 1971 Summer Session.
2. Issues involved in faculty teaching loads and the faculty salary structure given credit module changes. (This will not be a matter for the 1971 Summer Session, but will appear in 1972.)
3. If Legislative monies are appropriated sequentially to fund the Summer Session operation, the priority of uses to which such monies might be applied.
4. The Summer Session in transition: between an appendage to the academic year and a genuine fourth quarter.

Student attendance at Committee meetings was not on a par with 1969-70 (nor was faculty for that matter). But the Chairman would highly commend students Ervin Hegge and Thomas Smith who in their two years of service on the Committee brought

not only faithful attendance, but also exhibited a properly cheerful skepticism toward bureaucracy and yet made many constructive proposals. Students are a valuable addition.

A personal comment in conclusion. Committees are a necessary evil. But, after twenty years of sitting on or chairing such bodies, a sabbatical (in this case without pay) will be welcome.

JOHN G. TURNBULL
Retiring Chairman
Accepted

XXVII. ANNUAL REPORT OF UNIVERSITY COMMITTEE ON TENURE

Reported for Information

The University Committee on Tenure is engaged in the process of rewriting the Regulations on Tenure. The Senate Judicial Committee, the Senate Faculty Affairs Committee and the Administrative Committee are involved in the drafting process. Hopefully, the proposed revision of the Tenure Regulations will be ready for consideration by the Faculty Senate sometime next Fall.

CARL A. AUERBACH
Chairman
Accepted

XXVIII. ANNUAL REPORT OF THE UNIVERSITY COLLEGE GOVERNING COUNCIL

Reported for Information

The University College Governing Council met about 30 times between August, 1970 and May 14, 1971. Its mission is to serve as a surrogate faculty for University College. Programs of University College which existed before the Governing Council was created by Senate action last spring were permitted to continue without substantive review. These include the Inter-College Program, which permits students to assemble unique curricula leading to Bachelors' degrees from among courses offered by more than one College; UC-3-075, the up-to-15 credit Independent Study Course; and the Living-Learning Center. Almost the entire attention of the Governing Council during the first 9 months of its existence was devoted to the new Experimental Programs of Collegiate Scope mission. A number of proposals were received and discussed. A planning-pilot year for an experimental college was approved in time for it to become active during fall quarter. During spring quarter, 1971, this group's new proposal, which includes criteria for earning a baccalaureate degree, was approved. A planning-pilot program for a Student Tutorial College on the Duluth Campus was approved early in winter quarter. A proposal for continuation and expansion of this program is currently under consideration. The University College Governing Council

was given the responsibility for determining University of Minnesota participation in the University Without Walls program. It recently approved a year-long pilot University Without Walls program. Copies of approved programs have been filed with the Clerk of the Senate.

NORMAN KERR
Chairman
Accepted

**XXIX. ANNUAL REPORT OF THE
SENATE COMMITTEE ON EDUCATIONAL POLICY 1970-71
Reported for Information**

On February 24, 1971, the Committee suffered a grievous loss which is noted at the end of this report.

The Committee met thirty-one times between September 24, 1970 and June 3, 1971. These meetings include one held at Duluth with a tour of the campus, a joint meeting with the Council on Liberal Education, a joint meeting with the Senate Committee on Academic Standing and Relations, five joint meetings with the Senate Committee on Resources and Planning, and one convened as the Assembly Committee.

Action was taken on the following items:

- a. The All-University Committee on Extension and Community Programs and SCEP recommended a change in title from Agricultural Extension Service to Cooperative Extension Service. It was approved by the Senate December 3, 1970 but subsequently tabled by the Board of Regents.
- b. SCEP recommended that the School of Forestry and School of Home Economics be designated College of Forestry and College of Home Economics and headed by deans. Approved by the Senate December 3, 1970 and passed by the Board of Regents.
- c. SCEP endorsed the Statement on Academic Freedom and Responsibility drafted by the Crisis Committee, Toni McNaron, chairman. Passed by the Senate December 17, 1970 in amended form.
- d. The Senate Research Committee and SCEP recommended the report of their joint Task Force on Secrecy in Research which interpreted Articles 2 through 5 for implementation of the Secrecy in Research Policy. Approved by the Senate May 27, 1971.
- e. SCEP endorsed in principle the planning principles in the Senate Committee on Resources and Planning's Task Force report, *Toward 1985 and Beyond*. The report will be given the widest possible distribution and discussion with possible revisions prior to submission for Senate action fall 1971.

Items for information:

- a. At the Regents request, SCEP was consulted on the proposed ROTC policy.
- b. A subcommittee reported on the implementation of the 4-5 course credit module. Members: Toni McNaron, chairman; Sylvan Burgstahler, James Werntz, Roger Wilk.
- c. A subcommittee surveyed and collated responses from colleges and coordinate campuses on student evaluation of teaching use. Members: Toni McNaron, chairman; Albert Linck, James Werntz.
- d. A proposal for an Administrative Planning Council for Continuing Education and Community Programs, submitted to SCEP by the All-University Committee on Extension and Community Programs, was not accepted by the Senate, March 11, 1971.
- e. A subcommittee drafted a policy which formalizes: I. Procedures Regarding Collegiate Reorganization and Program Change, II. Procedures Regarding Major Organizational Changes of the University, and III. Procedures Regarding Addition of a New Campus to the University System. Accepted by the Senate March 11, 1971. Subcommittee members: James Werntz, chairman; Lonna Malmshiemer, Wallace Russell, David Vose.
- f. SCEP and the Senate Committee on Academic Standing and Relations, without endorsement, placed the Preliminary Recommendations by the Subcommittee on Student Scholastic Standing on the docket for information. Discussions concerning grading system revision will be held with each college and a policy recommendation brought to the Senate During 1971-72.
- g. SCEP sent a letter to President Moos offering assistance on educational policy in preparing University budgets with copy printed in the docket spring quarter asking for comments from faculty and students.
- h. SCEP sent a letter to the President commending central administration for continuation of funds for educational development in times of budgetary retrenchment.

The following topics were discussed and reports presented at meetings:

- a. Graduate School Deans Crawford, Boddy, and Ibele gave a progress report on the Graduate School's ad hoc committee to implement SCEP's Lofquist Task Force proposals for a new group committee structure and other revisions (sent to the Senate for information winter quarter 1970), and discussed the ACE Roose-Andersen Report.
- b. Vice President Donald Smith outlined the background and objectives of Planning Program Budgeting.
- c. Summer Session reports were made by the University Committee on Summer Session chairman, John Turnbull; Summer Session Dean, Willard Thompson; and Assistant Vice President Fred Lukermann. Data on enrollment trends, costs, and Legislative Requests were distributed.
- d. A progress report was given by Norman Kerr, chairman, University College Governing Council, and proposals and evaluations distributed for: Experimental College, University Without Walls, and University College 3-075.
- e. A report was given by LaVell Henderson, chairman, Committee on Educational Development, on the first year's awards.
- f. Reports from: Roy Schuessler, chairman, Campus Committee on Convocations and the Arts; Cletus Schertz, chairman, Campus Committee on Educational Services; and Frank Hirschbach, Director of the CLA Honors Program, for the Campus Committee on Honors in Rutherford Aris' (chairman) absence.

Items pending:

- a. Report from the SCEP/Senate Committee on Resources and Planning's Task Force on Saint Paul Campus Development, George Bohrstedt, chairman.
- b. Report from the subcommittee on Post-baccalaureate Programs, Al Linck, chairman, expected by fall.
- c. Discussion of procedures to establish planning protocol for the University's 1972-73 budget. Joint meetings with the Senate Committee on Resources and Planning will continue through the summer.
- d. With the Senate Committee on Resources and Planning, a joint task force to study class length will be appointed.

Professor R. Stuart Hoyt began his third year as chairman of the SCEP in the Fall of 1970. He actively guided the work of the Committee until the day before he died of a lingering painful illness on February 24, 1971. His physical presence gave the year's work its initial momentum and the memory of his courage, dignity, and dedication was a continuing vital force throughout the year. The present chairman, stumbling into the breach, is deeply grateful to the faculty and student members of the Committee for their support and encouragement. Their persistent, imaginative, and vigorous application to the Committee's tasks deserves greater recognition than the decent obscurity of the Minutes of the Senate.

MAY BRODBECK,
Chairman

7/2/71

Sylvan Burgstahler
Harold Chase
Orval Driggs
Eugene Grim
Lynn Joesting
Stanley Kegler, ex officio
Norman Kerr

Albert Linck
Lonna Malmsheimer
Toni McNaron
Wallace Russell
William Shepherd, ex officio
Randall Tighe
James Wertz

Accepted

XXX. OLD BUSINESS

XXXI. NEW BUSINESS

XXXII. NECROLOGY

FRANCIS B. BARTON

1886-1971

Francis B. Barton, onetime Professor of French and Spanish, was born on March 15, 1886 in Palmer, Massachusetts. He obtained his B.A. from Williams College in 1907 and completed a Doctorate at the University of Paris in 1911. He also studied at the University of Madrid in 1913.

Professor Barton came to the University of Minnesota in 1915 as an instructor and performed most capably in several capacities. While continuing to teach French and Spanish he served as the Academic Secretary of the Department of Romance Languages until 1937. That year he was appointed Chairman of the Department, a position he was to hold until his retirement in 1954. In the meanwhile he had been promoted to Assistant Professor in 1923, to Associate Professor in 1929, and to Professor in 1933.

During his long career at this University, Professor Barton was active in many ways in the intellectual, pedagogical and cultural life of the University and of the community. He was prominent as a scholar in French literature of the 19th century and attained national fame as the co-author of French grammars and composition manuals; these were widely known as the "Barton and Sirich" series. In 1948 the Government of France named Professor Barton an *Officier d'Académie*, a cultural award; in 1949 he received the *Palmes Académiques*, for distinction in the teaching field; in 1950 France made him a Knight of the Legion of Honor.

Professor Barton, who was always welcome in the Department, liked to visit his old office and maintained close rapport with his former colleagues and the "new chairman." In his usual gruff manner, which thinly concealed a generous and thoughtful disposition, he would bring in current literary periodicals, enquire about enrollment, ask if the younger staff members were finding the time to keep abreast of developments in their field, give a few helpful suggestions to the receptionist or secretary, offer a word of advice to the Chairman, then continue on his way. It regularly led to the Campus Club on the 4th floor of the Union via a stroll through the stacks of the library, which always also included a look at the new acquisitions.

A life time member of the *Alliance Française*, active to the end in the American Association of Teachers of French, Professor Barton symbolized a passing institution: the Lord Chairman, First Servant of the Department, Overseer of Romance Languages and Arbiter of all things French within the Department and, only to a lesser extent, throughout the University and in the community at large.

HELEN HART

1900-1971

Dr. Helen Hart, Professor Emeritus of plant pathology, died May 2, 1971, at Grants Pass, Oregon.

Dr. Hart was born in Janesville, Wisconsin, on September 2, 1900. She received the B.A. degree in 1922, M.A. in 1924 and Ph.D. in 1929, all from the University of Minnesota. From 1923 to 1933 she held a joint appointment with the United States Department of Agriculture and the University in the Department of Plant Pathology.

She became a full time staff member in the University in 1933 and retired August 31, 1966.

Dr. Hart's career as a scientist and teacher brought distinction to the University and to her profession. She was a leader among the group of investigators that made the Department of Plant Pathology at Minnesota world famous for its research on stem rust of cereals. Her teaching was done principally as adviser to graduate students. Many of these were from foreign countries and were assisted beyond measure by Dr. Hart's generous and competent advice and scholarly instruction.

An outstanding scientific writer, Dr. Hart served from 1944 to 1951 as editor-in-chief of *Phytopathology*, the principal scientific journal of the American Phytopathological Society. She was president of this society in 1955-56, the only woman to hold this office.

Dr. Hart received many honors during her career, among which was the Elvin C. Stakman award for outstanding contributions to knowledge of cereal diseases, which she received in 1963. In 1965 she was elected a Fellow of the American Phytopathological Society.

She is survived by a sister, Mrs. H. G. Deming, 1396 N.W. Highland Avenue, Grants Pass, Oregon 97526.

ROBERT STUART HOYT

1918-1971

Professor Robert Stuart Hoyt, Chairman of the Department of History, who succumbed to leukemia on February 24 of this year, was born in Minneapolis May 20, 1918. Educated at Harvard where he received his A.B. (1940), M.A. (1942), and Ph.D. (1948), he began his teaching career at the State University of Iowa in 1947. He joined our faculty as associate professor of history in 1955, was promoted to a professorship two years later, and became the departmental chairman in 1966.

Trained in a great tradition, Professor Hoyt was especially interested in the constitutional history of medieval England, but his knowledge of the whole medieval field was encyclopedic. Among his publications were *The Royal Demesne in English Constitutional History* (1950); *Europe in the Middle Ages* (1957); and *Feudal Institutions* (1961). He was also the editor of *Life and Thought in the Middle Ages* (1967), and he published articles in *Speculum*, *The English Historical Review*, *Traditio*, and the *Journal of British Studies*. In 1967 he founded the important and useful *International Medieval Bibliography*, a project for which he served as director. In recognition of his scholarship, Professor Hoyt was elected a Fellow of the Royal Historical Society, and in 1966-67 he was President of the Middle West Medieval Conference.

Stuart Hoyt was a fine teacher who stimulated undergraduates and graduates alike. Moreover, his administrative talents were extraordinary; his tenure as chairman was exceedingly beneficial to the department, but he was also an acknowledged pillar of strength in college and university-wide affairs. Co-author of the constitution of the College of Liberal Arts, vice-chairman of the University Senate, and a valuable member of the Senate Committee on Educational Policy, he fully merited the praise of President Moos who called him a "constructive and creative citizen of the University."

G. HARRY LINDAHL

1930-1971

G. Harry Lindahl, instructor and program director in the Department of Conferences and Institutes, General Extension Division, died on April 15, 1971, at the age of 40. Mr. Lindahl joined the Extension staff in 1965 as an administrative trainee and assistant manager of the downtown St. Paul Extension Center in the Department of Evening Classes. He was subsequently named instructor and manager in St. Paul and in 1968 moved to the Conferences and Institutes Department.

Harry Lindahl was born in St. Paul on June 28, 1930. He took both B.A. and B.S. degrees, in political science and speech education, from the University of Minnesota. After serving 16 months in the United States Air Force, he taught in the St. Paul public schools and then joined the University staff. At the time of his death, he was working toward an advanced degree in speech-communication.

Conferences in business-related fields were Mr. Lindahl's particular area of concern; he developed several such conferences and, just prior to his death, his department had nominated his Automobile Insurance Reform Conference, held in November 1970, for the creative programming award of the National University Extension Association.

Mr. Lindahl had long been active in Democratic Farmer-Labor Party politics, having served on the Constitution Steering Committee and the State Executive Committee and as Fourth District Chairman. He was also active in the St. Paul YMCA and was on the Board of Directors of the Minnesota Adult Education Association.

Mr. Lindahl is survived by his wife, Joan, a son, Jeffrey, a daughter, Faith, and his parents.

ARTHUR JOHN MADDEN, JR.

1919-1970

Arthur Madden, associate professor of chemical engineering, died very peacefully in Minneapolis on September 30, 1970 after a lengthy illness. He was born in Boston in 1919, a New Englander most of whose working life was destined to be spent in the Midwest. For, after graduating with honors in chemical engineering from the University of New Hampshire in 1940, he came to the University of Minnesota to begin graduate work and, apart from three periods of leave, remained at the University from that time. In 1942 he was appointed an Instructor and undertook a considerable load of teaching while working on his thesis, the completion of which was delayed by his service as a research chemical engineer at the Allegany Ballistics Laboratory during the closing years of the Second World War. In 1949 he was made an Assistant Professor, and was promoted to Associate Professor in 1955.

"Art" Madden, as he was known to his colleagues, was a very effective teacher with a grasp of chemical engineering in all its ramifications. Easily accessible to students, he was in constant demand as an advisor and most recently served the Institute of Technology in counseling freshmen who were undecided as to their major. His research was marked by imaginative experimentation, as when he arranged for the drops of a dispersed phase suddenly to be encapsulated by a thin polymer film, thus allowing them to be separated from the continuous phase and studied in isolation. He was consulted by various industrial concerns including General Mills,

Osborn Laboratories, the Buckbee-Mears Company and the North Star Research and Development Institute.

Art Madden was awarded a Guggenheim Fellowship in 1956-57 and spent a year of research and study at the Technical University, Delft. In 1964-65 a National Science Foundation Faculty Fellowship allowed him to be a Visiting Professor at the Massachusetts Institute of Technology and afforded him a valued opportunity to return to his native parts. He was vice-chairman (1957) and chairman (1958) of the Twin Cities Section of the American Institute of Chemical Engineers and on the national scale of the Institute, of which he was a Member, he served on the Program Committee. He was also a member of Sigma Xi, Tau Beta Pi and Phi Lambda Upsilon. As advisor to Alpha Chi Sigma he took his responsibility seriously and spent a lot of time on the affairs of the local chapter.

Those who knew a little of the burden of ill-health that Art Madden and his family had to carry over the years often marvelled at his continual cheerfulness and constant readiness to help others. Throughout these years and especially in the last twelve months of his life he was sustained by the devotion of his wife and family and by a faith that was as real as it was unobtrusive and as strong as it was sincere. A collection of books in the Departmental library—the generous suggestion of his family—will afford a permanent outward memorial to his service to the University, but, inwardly, he will remain in the grateful memory of his friends.

JOHN R. NEETZEL

1906-1971

On February 7, 1971, in St. Paul, death claimed John R. Neetzel, Research Associate in the College of Forestry, University of Minnesota, at the age of 64. He is survived by his wife Alyce, son Raymond, and two grandchildren, Lance and Dawn Neetzel.

John was born in Blue Earth, Minnesota, on July 7, 1906, the only child of a Civil War veteran. Both he and his future wife, the former Alyce Irene Berge, graduated from Blue Earth High School in 1925. They were married on June 29, 1931.

John received a B.S. degree in forestry from the University of Minnesota in 1929 and an M.S. degree in forestry from the University of California, Berkeley, in 1930.

In 1931 he began his research career with the U.S. Forest Service's North Central Forest Experiment Station, and served in its branch stations in the Upper Peninsula of Michigan until 1943. During the war years he worked diligently at promoting efficient logging practices to aid the U.S. war effort. He moved to the Station's headquarters in St. Paul and from 1947 to 1965 he held a joint appointment with the Station and the University of Minnesota College of Forestry. In 1965 he retired from the Forest Service and became a full-time Research Associate with the College of Forestry.

Mr. Neetzel authored numerous scientific articles, principally in the areas of farm building construction, fencing, and use of wood preservatives. He was well known and respected in these fields, and some of his publications were extremely popular and enjoyed wide distribution. His Agricultural Extension bulletin "Building Better Farm Fences" was distributed nationally by a number of wood preserving companies. At the time of his passing he had near completion a publication on the use and preservation of wood in farm structures.

He was deeply involved in the Forest Products Research Society, having held every office in the Upper Mississippi Valley Section. In 1966 he was program chairman for the national meeting when it was held at the Leamington Hotel in Minneapolis. Some of his innovations at that meeting have been carried on to the present.

Throughout the years John was a part of the undergraduate teaching program at the College of Forestry. He annually taught a course for upper division forestry students in the utilization of wood products at the annual sessions held at the Cloquet Forest Research Center. For many years he was involved with the Lumbermen's Short Course, and for the past 10 years he organized and directed its operation. A testimony to his success in this capacity is the fact that in every one of these 10 years the number of applications exceeded the enrollment capabilities.

John had an intense love for nature and the out-of-doors. He was practicing and writing about sound conservation principles long before ecology became a major issue. His work with winter landscaping, windbreaks, wildlife, and the Minnesota River Valley reflect his interest and sincerity in this area. He was also a leader in the Boy Scouts of America and the 4-H youth groups and contributed significantly to their programs.

John was a member of the Como Park Lutheran Church, St. Anthony Park Association, Ramsey County Historical Association, American Topical Association, Sons of Norway, and the Norsemen Federation. He belonged to numerous professional groups as well, including the Forest Products Research Society; Society of American Foresters; State and National Chapters of the Hoo-Hoo; Minnesota Academy of Science; Xi Sigma Pi, the forestry honorary society; and Gamma Sigma Delta, the agricultural honorary society.

John was a man with great organizational ability, practical in thought and judgement, and was a sincere and honest critic. He will be sorely missed by his family, friends, and colleagues.

W. E. PETERSEN

1892-1971

One of Minnesota's illustrious sons passed away March 13, 1971, at age 79. He was born in Pine City, Minnesota February 3, 1892, and grew up on a nearby dairy farm. After graduating from high school he was employed for two years by the West Rock Creamery in his home community. In 1912 he entered the College of Agriculture of the University of Minnesota where he worked his way through school and obtained the B.S. degree in 1916, and the M.S. degree with a major in Dairy Husbandry in 1917. In that same year he married Alma Agnes Lindstrom and accepted the position of Dairy Extension Specialist at Kansas State College. After three years at Kansas State he returned to Minnesota as field secretary for the Minnesota Holstein-Friesian Association.

The next year (1921) he was appointed assistant professor in the Dairy Husbandry Department, University of Minnesota, and he was a member of the staff of that department until retirement in 1960. In 1928 he was awarded the Ph.D. degree and in the following year he was advanced to associate professor in Dairy Husbandry. He was elevated to the rank of professor in 1940. He was prominent as a teacher and during his career taught milk production, farm dairying and judging to students in the School of Agriculture. At one time or another he taught elements of dairying, dairy

cattle judging (coach of the team for 5 years), dairy cattle selection, dairy cattle breeding, literature seminar, research seminar, milk secretion, and milk secretion and dairy problems (Veterinary College); the last two courses were graduate courses.

Dr. Petersen was adviser to hundreds of undergraduate students interested in dairying. He acted as major adviser to 34 who were awarded the Ph.D. degree with a major in Dairy Husbandry and was co-adviser to two others. From 1925 to the time of his retirement, a total of 86 Ph.D. degrees had been awarded with a major in Dairy Husbandry. He was also a very effective lecturer to farm audiences and was widely sought as a guest lecturer in other states and countries. He lectured in the British Isles, Sweden, Norway, Denmark, Germany, Holland, France, Canada, Mexico, Peru, New Zealand, and Australia.

For approximately 20 years before retiring he conducted an early morning Twin Cities radio program relating to dairying and after retirement he was engaged in radio and TV casting of a more general farm nature.

He was recognized mainly for his many scientific achievements and his writings include hundreds of scientific and popular publications. He was the author of a well-used high school and college textbook, *Dairy Science*, and he collaborated in the writing of other textbooks.

The highlights of his scientific findings include:

1. Noseprinting cattle as a means of identification.
2. Effect of using adulterated sulfuric acid on the results of milk fat analyses by the Babcock method.
3. Devising a detergent method for milk fat analyses.
4. Devising a mathematical way to price feedstuffs based on their energy and protein contents.
5. Explaining the relationship between hypocalcemia and milk fever in dairy cattle, which led to an effective treatment.
6. Major contribution to knowledge of udder development under hormonal control, how milk was secreted, its rate of secretion, how it was ejected or held up. Application of this information led to improved hand milking techniques and in the smooth transition from hand to machine milking.
7. Contributing much to the knowledge concerning detecting, preventing, treating, and understanding mastitis.
8. Convincing dairymen to adopt improved pasture management practices, loose housing, milking parlors, and year-round stored feeding of cows.
9. Explaining the contributions of thyroid secretion on milk production and reproduction.
10. Contributing to a better understanding of factors affecting semen production in dairy bulls and how it could best be used in artificial insemination. His work contributed to a better understanding of the female reproductive processes in dairy cattle.
11. Developing and applying the concept of immune milk in which the cow was stimulated to produce antibodies against many agents known to cause diseases in man and animals.

The American Dairy Science Association honored him in 1942 with the Borden Award in Dairy Production, electing him President in 1949, presenting him with the Association's first Outstanding Teacher Award in Dairy Production in 1956, and giving him their Award of Honor in 1960. The American Society of Animal Science honored him with the Morrison Award in 1956. He was elected to the Royal

Swedish Academy in Agriculture, and the King of Denmark knighted him in 1952. His portrait hangs in the Dairy Shrine Club and in the Minnesota Livestock Hall of Fame. He is listed in *Who's Who in American Men of Science* and among the "One Hundred Living Great in Minnesota."

He was a member of the American Dairy Science Association, American Society of Animal Science, American Physiological Society, American Chemical Society, American Genetics Association, American Association of University Professors, Society for Experimental Biology and Medicine, American Association for Advancement of Science, Sigma Xi, Gamma Alpha, Gamma Sigma Delta and Alpha Zeta.

He is survived by his widow Alma, 1447 Chelmsford St., St. Paul, three sons, two daughters, and 13 grandchildren.

BURTON J. ROBERTSON

1882-1971

On April 19, 1971, the University of Minnesota and the Department of Mechanical Engineering lost a loyal and devoted Emeritus staff member and a beloved teacher whose career favorably affected the lives of countless students now scattered throughout the world. Professor Burton J. Robertson was born on a farm in Mower County, Minnesota, on May 3, 1882. He obtained a Bachelor of Science degree in Electrical Engineering from the University of Minnesota in 1914, and the professional EE degree in 1915. As was not uncommon at that time, his training was interspersed with a series of professional experiences starting with the managership of the Lyle Telephone Company from 1902 to 1912. In 1909, at a time when automobiles were still a rarity, he also became managing partner of the Thompson Auto Company and his love for the internal combustion engine, generated at that early date, became a major force in his eventual teaching career.

In 1918, shortly after graduation and coincident with the end of World War I, he was appointed an instructor in engineering at the University of Minnesota and passed through the various ranks to a professorship in Mechanical Engineering from which he retired in 1949.

His career also involved a variety of professional activities, particularly as they related to the American Society of Mechanical Engineers, the Society for the Promotion of Engineering Education, the American Association of University Professors and—an area which represented his dominant professional love—the Society of Automotive Engineers. Over the period of time when the automobile and the internal combustion engine grew from a curiosity to a dominant force in the technical, social, and political development of this country, he fostered the University's Internal Combustion Engine and Automotive Laboratories and taught virtually all of the technical courses in this field.

Professor Robertson refused to become inactive upon retirement from the University in 1949. Starting at the age of 68, he accepted a part-time consultantship to Minneapolis Honeywell and for the better part of the next 18 years this proved to be a full-time activity. Mrs. Robertson predeceased him in 1969, and only then did he decelerate his professional endeavors. Until the last he remained active and was a visitor to the Mechanical Engineering Department twice in the four months prior to his death.

Professor Robertson is survived by a daughter, Mrs. Dean (Marlys) Ahrens, a brother, Ralph, and a sister, Etta Robertson, all of Minneapolis. He is also survived by the careers of a host of his students who remember him as one of the very best of their teachers at a time in their lives when good teachers were a critical factor.

THORVALD SCHANTZ-HANSEN

1891-1971

Dr. Thorvald Schantz-Hansen, professor emeritus of the College of Forestry, University of Minnesota, was claimed by death January 2, 1971 at the St. Luke's Hospital in Duluth at the age of 79 years. He is survived by his wife Marion, and two sons Richard of Cloquet, Minnesota and Donald of San Francisco, California.

Schantz, as he was known to his associates and friends, will be long remembered for his outstanding contributions in the fields of silviculture and forestry education. He was associated with the Cloquet Forest Research Center for more than 40 years, and its Director for 36 years prior to his retirement in 1960. Under his leadership the Cloquet Forest Research Center became one of the world's most noted centers of forestry research.

Since 1938 and until retirement, Dr. Schantz-Hansen also served as Director of the Itasca Forestry and Biological Station which attracts students from all over the United States and many foreign countries.

Most of the research and teaching facilities at Cloquet and Itasca erected prior to 1960 were designed and developed under his leadership.

The directing of these two research and teaching facilities coupled with teaching in his chosen field of Forestry enabled thousands of college students, teachers and research personnel from all parts of the United States and many other countries to share the knowledge he had gained through research, education and experience.

Schantz served on the Cloquet School Board and was its chairman for many years and helped develop and build an excellent elementary and secondary school system. This contribution to the Cloquet Schools is deeply appreciated by the community and has helped to influence the lives and futures of thousands of young people.

Thorvald Schantz-Hansen was born at Cedar Falls, Iowa, December 2, 1891. He graduated from the Cedar Falls High School in 1909. During the next two years he attended Iowa State Teachers College at Cedar Falls, Iowa.

He enrolled in forestry at the University of Minnesota in 1911 and remained closely associated with the Department, School and College of Forestry until his death. He received his B.S. from the University of Minnesota in 1915, his M.F. from Yale University in 1917 and his Ph.D., also from Yale, in 1935.

During 1917-1918 he served overseas with the U.S. Army as Second Lieutenant.

In addition to many administrative and teaching duties, Dr. Schantz-Hansen found time to do and direct research in the fields of forest biology and forest management. He was one of the early pioneers in silvicultural and seed source studies. His early fundamental ecological studies with jack and red pine have contributed much to the knowledge of these two important tree species.

Dr. Schantz-Hansen reported the results of his research and observations in more than a hundred scientific publications, including eight major bulletins and two books.

He was a member of many professional and civic groups, including the Society of American Foresters, Sigma Xi, Alpha Zeta, and Xi Sigma Pi. He was active in the

Rotary Club, American Legion and Boy Scouts, and was Commander of the Cloquet American Legion Post. Dr. Schantz-Hansen worked closely with the Cloquet Forest Products Industries.

In 1955 he received the Keep Minnesota Green, Inc. "Senior Conservationist Award." In 1959 he was honored as "A Builder of the Itasca Forestry and Biological Station."

In May of 1965 Dr. Schantz-Hansen received the "Outstanding Achievement Award," the University of Minnesota's highest honor for alumni. Also, in 1965 he was elected a Fellow in the Society of American Foresters, the highest membership grade of this national professional society. He was only the sixth Minnesotan to ever be so honored by this 16,000 member organization.

With the death of Dr. Thorvald Schantz-Hansen many friends in the United States and throughout the world lost a true friend and associate who will not easily be replaced. The work he started and so faithfully carried on during his life will not cease. He will long be remembered.

THEODORE S. WEIR

1898-1971

Associate Professor Emeritus Theodore S. Weir died at the age of 72 March 23, 1971, in his apartment at the Commodore Hotel, 79 Western Ave., North St. Paul. He had planned to attend dedication services the next morning of the new University Horticultural Science facilities.

Affectionately known as "Ted" by all who knew him, Professor Weir was a familiar figure at the University of Minnesota Horticultural Research Center at Excelsior where he was employed for 21 years before his retirement July 1, 1967. He had been a University staff member for 38 years—28 of those years in the Department of Horticultural Science.

Ted was born in Rosebank, Manitoba, Nov. 20, 1898. He worked for a time in the Horticulture Department of the Manitoba Agricultural College and as horticulturist for the Dominion Experiment Station in Swift Current, Saskatchewan.

He came to the United States after receiving his bachelor of science degree from Manitoba Agricultural College in 1928. For 10 years he served as horticulture instructor at the University of Minnesota's North Central School and Experiment Station in Grand Rapids, then in 1939 joined the staff of the Department of Horticultural Science on the St. Paul Campus. In 1941 he received a master's degree in horticulture.

His experience in working with fruits in Canada and the United States led to his promotion to associate professor and appointment in 1946 as assistant superintendent of the Fruit Breeding Farm at Excelsior (later to become named the Horticultural Research Center). He was a member of the team of scientists responsible for the development of the Regent apple, the Deep Purple cherry plum and the Itasca raspberry.

His classes in pruning and grafting fruit trees, repeated year after year at the University's former Farm and Home Week, always attracted large groups. Two University publications he wrote on these subjects are still in such demand they they have been revised and reprinted many times—*Grafting Fruit Trees* and *Pruning Fruit Trees*.

Weir was prominent in the development of plans and plantings for the Mayo Forestry and Horticulture Institute in Rochester. He was active in the Minnesota Fruit Growers' Association, the International Plant Propagator's Society and the Minnesota Horticultural Society.

Survivors are two daughters, Susan, Mrs. Clifford Olds, Ann Arbor, Mich., and Constance, Mrs. Wolf Erlichmann, Toronto, Canada; a grandson, David Weir Erlichmann, and a granddaughter, Elizabeth Olds; a brother, W. G. Weir and a sister, Mrs. James Blanchard, both of Winnipeg, Canada.

Memorial services were held March 27 in the Congregational Church, Excelsior.

BETTE YOUNG

1943-1971

Mrs. Bette Young, extension home economist for North St. Louis County, passed away January 22, 1971. Death was caused by carbon monoxide. Funeral and burial were in her home town of Wausau, Wisconsin.

Mrs. Young graduated from Stout State with a Bachelor of Science in Food & Nutrition. She worked as a home economist in the Community Action Program, Cass Lake, Minnesota before joining the Agricultural Extension Service in 1967.

In addition to the Extension family living program and youth home economics programs in North St. Louis County, Mrs. Young supervised and trained program assistants for the Expanded Food & Nutrition Program, and assumed teaching responsibilities in Food & Nutrition for the counties of Cook, Lake, Itasca, Carlton and South St. Louis family living programs. She was an enthusiastic and vivacious individual. She was 27 years old at the time of her death.

She is survived by her husband, Denver Young, Iron, Minnesota, and her parents, Mr. and Mrs. Albert Bembinster, 305 North 3rd Avenue, Wausau, Wisconsin.

Adopted by a rising vote

The University Senate adjourned.

W. DONALD BEATTY
Clerk of the Senate

THE NEXT REGULAR MEETING
of the
UNIVERSITY SENATE
IS SCHEDULED FOR
THURSDAY, DECEMBER 2, 1971
at 3:30 p.m.

Appendix I

ABSTRACT OF DISCUSSION

May 27, 1971

President Moos called the meeting to order. The minutes of the last meeting were approved. He then requested and received a suspension of the rules in order to deliver a statement concerning the current legislative appropriation bill and the University position. His remarks were directed toward the anticipated "biennium of austerity," and he listed a number of steps being taken to effect budget cuts. Also outlined were the consultative processes to be used in making decisions of a retrenchment nature while striving to maintain the instructional mission of the University. Donald Smith, vice president for administration, explained the reasons for retrenchment even though the over-all appropriation was in excess of that made for the last biennium. He cited a number of appropriations which were earmarked by the legislature for certain purposes, and the new base for operations based on last year's increase over the previous year, as in the case of academic and civil service merit increases, as being important factors. Also, there was a substantial volume of obligations which are currently funded from nonrecurring sources, but for which there was no legislative appropriation. As a result of these conditions, the University faces a retrenchment of more than \$4 million. Most of this, he said, would have to be covered in the retrenchment plan to cut academic and civil service budgets. In addition, a small reserve would be set up to put into places where there are difficult problems in achieving the teaching mission of the University. He pointed out that there would be a very short time in which to put together a 1971-72 budget, and that a group made up of a subcommittee of the Administrative Committee, the chairmen of the Consultative, Educational Policy, Resources and Planning and Faculty Affairs Committees, the president of ASTRA, the president of AAUP, and a committee of the Regents would meet for discussions on the budget. For the 1972-73 budget it is planned that faculty, students, and Regents would hold consultations and that programs which would tend to hold or improve our strength in areas of high priority would be the major concern.

A question and answer period ensued in which it was reported that there would be no additional funds for supply and expense, and that foreign students, like all other students on whom the burden of a tuition increase would work great hardship, should seek assistance from student aid funds.

Robert Morris, professor of law, asserted that there wasn't adequate provision for the academic community to be involved in all decisions on retrenchment and that their input was needed on any kind of retrenchment. He then introduced a resolution calling for participation by the academic community and charging the Consultative Committee with implementation. Mr. Smith pointed out that all budgets of the University are available for examination, and warned that all segments of the University community must be taken into account where setting of priorities is concerned. The motion to approve the Morris resolution was then passed.

Charles McLaughlin, professor of political science, assumed the chair at this point.

Senate and University Committees. Membership on Senate and University com-

mittees for next year were presented for action. Paula Giese, assistant professor of humanities, challenged one nomination to the Printing and Publications Committee, claiming possible conflict of interest, and proposing appointment of a special committee to investigate the procedure by which the printing contract for the *Daily* was recently awarded to a suburban press, and the relationship of that individual to this occurrence. She indicated that members of the typographers' union were present; her request to permit them to speak was rejected by the Senate. Paul Cashman, vice president for student affairs, pointed out that the Board in Control of Student Publications was the avenue through which *Daily* matters were handled, and Harold Chase, professor of political science, said that, since the Senate had heard only allegations in the matter, it was inappropriate to take any action to delete the name from membership. The Giese amendment was then defeated and the original motion calling for approval of the list of Senate and University committees, including student members, was approved. It was moved that items III and XIX not be considered at this senate meeting because they were concerned with Assembly and campus business. Motion approved.

Vice Chairman, 1971-72. William Howell, professor of speech, communications and theatre arts, was nominated as next year's Senate vice chairman and the Senate voted to instruct the clerk to cast a unanimous ballot accordingly.

Educational Policy and Academic Standing & Relations Committees. Jeanne Lupton, assistant to the dean of biological sciences, reported that the subcommittee on Student Scholastic Standing had completed its review of P-N grading and that its preliminary recommendations had been approved by the Academic Standing and Relations and Educational Policy Committees. Those recommendations have been sent to all colleges, and the subcommittee sought a one-year continuance of the present system to permit broad circulation, consultation and discussion before a final decision is made. She moved approval of the recommendation for the extension. Russell Hobbie, associate chairman of physics, proposed that departments be permitted to use P for a passing grade for A, B, or C, rather than A, B, C, or D, expressing the view that there was a stigma attached to a P grade because of students who pace themselves at the D level. His motion was defeated, and the Lupton motion approved.

Faculty Affairs Committee. Scott Maynes, professor of economics, reported that the Subcommittee on Equal Opportunities for Faculty and Student Women had presented its report to his committee, which now moved for its approval. The report covered hiring, promotion and tenure, grievance procedures, administrative positions, salaries, nepotism, and sanctions. In response to a query concerning the statement that open positions should be advertised nationally, William Shepherd, vice president for academic administration, indicated it was important that the University indicate that it had such a roster. Asked whether his committee had considered similar documents for other disadvantaged persons, Mr. Maynes replied that it had not but that grievance mechanisms and many of the guidelines of this document could be adopted for other groups and that his committee did recognize its responsibility in this area. When asked whether the statement that the University encourages employment of qualified persons regardless of national origin would include citizenship, Mr. Maynes said the intent was that non-citizenship was not a barrier. In response to

a question about the timing of the recommendation that departments recruit women at least to the point where the proportion in the department is roughly equal to the average proportion of women obtaining the advanced degree in the discipline in the last 5 years, Mr. Smith said that, if the guidelines were confirmed, the departments would be asked for 1 and 5-year goals as part of the Affirmative Action Program. The guidelines were then approved unanimously.

Research Committee. L. E. Scriven, professor of chemical engineering, reported that the Task Force on Secrecy in Research, chaired by Clarence Stowe, professor and head of veterinary physiology and pharmacology, had prepared a report on the effect of the 4 articles of the Senate Policy on Secrecy in Research on the operations of the University. He confirmed that the resulting procedural interpretations prepared by the task force had been endorsed by the Educational Policy and Research Committees. Dr. Stowe followed with a brief explanation of the interpretation of each of the articles. Interpretation of the article banning support for any research where there is limitation of full and prompt public dissemination of results indicated that, where regulations proscribe publication of results prior to agency review and approval, that approval has been based on scientific concerns not related to political or security considerations, but that if approval were withheld for other than reasons of scientific merit, contracts with the agency would be reviewed by the Research Committee. When asked about publication of results where the agency isn't in agreement with the findings, Dr. Stowe replied that the investigator could publish as long as he notes that the agency doesn't concur.

Article 3 concerned retroactive classification, and the interpretation was similar to that of Article 2. Interpretation of Article 4 provided the review mechanism for the preceding articles, and Article 5 was interpreted as providing a safeguard to free and open inquiry and cannot be interpreted to deny users of University facilities when their work is consistent with the foregoing interpretations.

The interpretations were approved by the Senate with 2 abstentions on each one. *Consultative Committee.* Carl Auerbach, professor of law, explained that there were 3 tiers of grievance committees in appeals procedures outlined in the Academic Freedom and Responsibility Statement—departmental, collegiate, and University—and noted that, to prevent undue harassment of individuals complained against, they should be permitted to exhaust the appellate procedure by appealing to the President. The recommended changes were approved.

Ad Hoc Committee to Investigate Alleged Interference with Orderly Procedures of the Senate. Samuel Krislov, professor of political science, presented the report of the committee which had been formed to investigate last year's actions of ROTC Colonel Adelman in connection with an ROTC officer, who was a graduate student and who had made statements critical of the ROTC program. The committee recommended that the problem of determining the relationship to the University and to the Senate of military officers who are assigned as the ROTC instructors be assigned to the ROTC Committee. William Shepherd, vice president for academic administration, asserted that the Association of American Universities had recognized this issue and is carrying on its own study. A motion to delete the statement indicating the Colonel viewed his academic title as a nominal one and that this raised questions in the minds of the committee was defeated. The Senate then voted to refer the study of the relationship to the ROTC Committee.

Task Force on Military Surveillance. Mr. Krislov presented for information the general statement of the Task Force on Military Surveillance, a group charged with examining the nature of activities reported and the extent of surveillance on the campuses of the University.

Response to Senate Resolution. Grover Maxwell, professor of philosophy, suggested that Regent Chairman Malkerson's reply to the Senate's resolution in March was not responsive to the Senate's resolution which urged that the Regents agree to employ James McConnell, whom they felt had been refused employment on other than academic and professional grounds. Mr. Maxwell moved that the Senate inform Regent Malkerson that his response was unsatisfactory. Mr. Auerbach argued that, while the Senate might not agree with the response, the Regents would be wise not to act except under court directive, and he felt the letter was not unresponsive. The Maxwell motion was defeated.

Educational Policy Committee. May Brodbeck, professor of philosophy, presented for information a committee letter addressed to President Moos offering assistance in recommending priorities in the current move to implement adjustments under emergency planning for 1971-72 required by the decisions at the Minnesota legislature. She urged that faculty members report any crisis situations to her committee or to the Resources and Planning Committee.

Library Committee. Added to the committee report was an appeal by Gerhard Weiss, associate dean of liberal arts, for the return of overdue books to the library.

Resources and Planning Committee. John Wertz, professor of physical chemistry, asserted that the charge to the Advisory Committee on Parking referred to in the report of the committee had been restricted and was no longer in agreement with the original intent, and he claimed that people from the surrounding community were not being used in accordance with that intent. Warren Ibele, associate dean of the graduate school and chairman of SCRAP, argued that these members were serving their proper role and that the report of the committee was now being drafted.

Tenure Committee. Carl Auerbach, professor of law and chairman of the committee, was asked about the rights of those with tenure under the current retrenchment move. Mr. Auerbach referred to the Tenure Code which requires that every feasible avenue must be exhausted before such persons are terminated. He said his committee would be examining the operation of the current retrenchment program and would be redrafting it in the light of the experience. In response to a comment by a student that budget cuts provided an opportunity to eliminate ineffective instructors, Mr. Auerbach said his concern was that in setting priorities on programs the University stood to lose good teachers who would be engaged in programs with low priorities.

Annual Reports. Reported for information were the yearly reports of the Committees on the Academic Standing and Relations, Educational Policy, Use of Human Subjects in Investigation, Business and Rules, Consultative, Extension and Community Programs, Honors Programs, Instructional Materials and Media, Judicial, Library, Printing and Publications, Resources and Planning, Summer Sessions, Tenure, and the University College Governing Council.

Necrology. The Senate stood in silent tribute to 11 deceased members.

DAVID COOPERMAN
Abstractor

Appendix II

ATTENDANCE OF ELECTED MEMBERS 1970-71

The attendance of Senate members elected for the current year based on attendance rosters circulated at each meeting is reported for information. During the year there were 3 regular and 2 special meetings. Senate members and number of meetings attended follow:

ELECTED FACULTY MEMBERS

Adams, Russell S.	1	Goetz, Frederick	1	Miller, R. Drew	4
Ahern, Wilbert	2	Goodman, Lawrence	5	Moore, Robert	4
Anderson, Austin	0	Gorham, Eville	4	Moss, Jerome	3
Aris, Rutherford	3	Green, Leon	5	Mueller, Van	3
Armstrong, Wallace	4	Hansen, Evelyn	5	Nelson, J. Russell	0
Bagley, Ayers	4	Hanson, Lester E.	4	Nelson, Kenneth G.	3
Balow, Bruce E.	0	Hasbargen, Paul K.	0	Nier, Alfred O. C.	1
Baeumlcr, Walter	1	Hastings, Donald	3	Odlaug, Theron O.	0
Bearman, Jacob	0	Hathaway, William	3	Ojakangas, Richard	4
Beck, Robert	2	Heggestad, Carl	3	Opgrand, Harold	5
Berman, Hyman	4	Hoag, Leverett	4	Parker, John	5
Berninghausen, D. K.	3	Hobbie, Russell	5	Paulu, Burton	2
Blatberwick, Allan	3	Hooker, Clifford	3	Peck, Theodore	2
Boman, Thomas	0	Howell, William S.	3	Pratt, Douglas	4
Borchert, John	0	Hoyt, Robert	2	Quie, Paul	2
Boyd, Landis L.	2	Hurrell, John	0	Rasmussen, Donald C.	4
Brantner, John	5	Hurwicz, Leonid	0	Saloshin, Henriette	4
Brodbeck, May	2	Ibarra, Oscar	5	Schlotthauer, John	3
Brown, Ronald M.	2	Irving, Frank D.	3	Serrin, James B., Jr.	0
Burgstahler, Sylvan	4	Jankus, Edward	3	Shapiro, Burton	3
Chase, Harold W.	3	Jenkins, James	0	Shapiro, George	0
Chiang, Huai Chang	3	Jenness, Robert	5	Simmons, John	0
Clapp, Maxine	5	Jordan, Richard C.	4	Smith, Robert G.	2
Cooperman, David	4	Kane, William	2	Taraba, Wolfgang	2
Corcoran, Mary	4	Kingsley, James	4	Terrell, D. Burnham	5
Cound, John J.	4	Klinger, Eric	3	Truc, John A.	3
Darley, John G.	4	Larson, Roger A.	4	Turrittin, Hugh L.	4
Davison, Suzanne	3	Lee, E. Bruce	4	Underwood, Ted	2
Driggs, O. Truman	1	Livingston, Ellis	2	Urness, Carol	4
Dziuk, Harold E.	5	Lykken, David	2	Varco, Richard	0
Ebner, Ronald	3	MacCorquodale, Kenneth	3	Waibel, Paul E.	1
Eckert, Ernst R. G.	4	MacEachern, Donald	0	Weiss, Gerhard	3
Engene, Selmer A.	4	Maclear, James	2	Weinberger, Hans	0
Erickson, Bruce	3	Marshall, Donald	3	Wertz, John	4
Fenton, Stuart W.	4	Martin, Roger	3	Westerman, John	0
French, David W.	3	Maxwell, Grover	1	Wildercoxon, Roy D.	5
French, Lyle	3	McCann, William	1	Wilk, Roger	3
Fusaro, Ramon	0	McKhann, Charles	5	Wilson, Duane	2
Gardner, William E.	2	McLaughlin, Charles	5	Witzig, Frederick	0
Gaumnitz, Richard	2	Meehl, Paul	1	Wright, Eugene S.	4
Gillmor, Donald	2	Merrell, David	5	Yock, Douglas	4
Glick, Wendell	3	Miller, Harold	5	Zoltai, Tibor	3

STUDENT MEMBERS

Alsip, Steven	0	Burns, Dorothea J.	2	Feigal, David	1
Badiner, Allan	5	Butler, Daniel	0	Flaherty, Thomas	1
Barta, Timothy	3	Chow, Douglas M.	0	Ford, James	1
Beckman, Thomas	1	Colwell, Jim	1	Fordice, John	0
Bell, Ronald	0	DeGross, Janice	2	Foss, Randall	3
Benda, Anita	2	Dorn, Warren	3	Gelb, Susan	2
Bixler, T. David	4	Doyle, Kenneth	3	Gervol, Victor	1
Borchard, Marjorie	3	Fischer, Weston	0	Griesgraber, Mike	0

Hames, Peter	5	Mayeron, Janie	3	Silesky, Bart	0
Hansen, Jo-Ida	0	Mrnak, Jerry	1	Simpson, Julian	2
Hanson, Michael	0	Murphy, Joanne	1	Singhal, Vijay	4
Hanson, Rolf	1	Nelson, Bruce	4	Strapp, Thomas	1
Hegg, Paul	1	Nelson, Carole	4	Strobl, Fred	0
Hines, Patrick	0	Newman, James	1	Swanson, Clifford	0
Hohenaus, Peter	2	Palmer, Judy	2	Teske, Dick	5
Horrigan, John L.	0	Peiffer, Robert	0	Truax, David	5
Kidman, Harvey	4	Peterson, Jan	1	Tuyman, William	2
Lee, Timothy	0	Post, Harvey	0	Undersander, Daniel	2
Licari, Thomas	1	Pratt, Curtis	0	VanSelus, Mary	4
Margoles, Alan	2	Rice, James	3	Woodfill, Janel	0
Mathai, C. V.	0	Roy, Steven R.	1	Woodfill, Thomas	0
May, Greg	0	Savitt, Sue	0	Winkels, Thomas	0
				Zschokke, Lawrence	3

