

UNIVERSITY OF MINNESOTA

UNIVERSITY SENATE MINUTES

STUDENT SENATE MINUTES

FACULTY SENATE MINUTES

Feb. 20, 1986

The second meeting of the University Senate for 1985-86 was convened in 25 Law Center, Minneapolis campus, at 3:15 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 120 voting members of the faculty, 49 voting members of the student body, 5 members of the Council of Academic Officers, and 15 non-members. Chair Kenneth Keller presided.

The meeting was preceded by an open forum on *A Commitment to Focus* in which a draft report of the Special Committee on Unified and Increased Preparation Standards was discussed (see Abstract). Vice Chair David Hamilton presided.

**THE DRAFT REPORT OF THE SPECIAL COMMITTEE ON UNIFIED &
INCREASED PREPARATION STANDARDS**

(one of the committees created to implement A Commitment to Focus)

Copies of the draft report have been sent to various University community members including the members of the University Senate, deans and department heads, and the MSA Forum. Copies of a *sample* Senate resolution drawn from the *draft* report will be distributed at the door. On behalf of the special committee, Professor W. Andrew Collins, chair, will talk about the report's recommendations, solicit your reactions and suggestions, and respond to questions.

The Senate Consultative Committee strongly encourages people to come to the forum and identify their concerns to the special committee so that the special committee can address these as they write the final resolution and final complete report.

DEON STUTHMAN, Chr.
Consultative Committee

**SPECIAL COMMITTEE ON UNIFIED AND INCREASED
PREPARATION STANDARDS**
Information

MOTION:

That the University Senate endorse establishment of *unified preparation requirements* for students entering Twin Cities, Morris, and Duluth colleges of the University of Minnesota to pursue baccalaureate degrees. These standards require evidence of competence commensurate with four years of study in English; three years in social studies, mathematics (including geometry and intermediate algebra), and science (including one biological and one physical science); two years in a foreign language; and one year in the arts (music, dance, drama, or art). These preparation requirements should become effective for students entering in Fall, 1990 (in the case of foreign languages, Fall, 1992) in order to allow for

extensive communication of requirements to school districts and high-school students in Minnesota and major feeder schools in other states. The Senate Consultative Committee should report to the Senate (a) at least one year in advance of these dates on the status of preparations for implementing these requirements; and (b) no later than two years following implementation on the impact of the requirements.

COMMENT:

The Special Committee on Increased and Unified Preparation Standards believes that increasing and unifying preparation standards will improve the quality of teaching and learning at the University, thus improving access to a quality education for all students. The draft report of the Special Committee includes implementation recommendations that reflect the Special Committee's extensive review of potential impact of increased and unified preparation standards on access to the University and on academic and student-services programs. A key recommendation is that a transition period of five years be allowed before the proposed preparation standards become requirements. During that time, the University should undertake an extensive public relations and communication program to inform school districts and the people of the state of the new standards and to provide consulting and technical assistance where needed to help schools make the necessary curricular and academic-advising changes to prepare students to meet the standards. In addition, during this period the University faculty should review and revise the University curriculum to meet the needs of students who are more uniformly prepared to work at advanced levels.

W. ANDREW COLLINS
Chair

EDUCATIONAL POLICY COMMITTEE

Discussion

The Senate Committee on Educational Policy submits the following comments and suggestions based upon the draft report:

The Senate Committee on Educational Policy (SCEP) has reviewed the draft report of the Special Committee on Unified and Increased Preparation Standards. SCEP commends the committee on the thoroughness of its report and is generally supportive of the recommendations made. However, there are some specific issues that SCEP believes deserve further attention:

1. Understanding the difference between admission standards and preparation standards is crucial for understanding the Committee's report, and the distinction that the Committee draws between the two generally is clear. It is not as clear, however, what effects the two sets of standards would have on students in certain situations. For example, under the Committee's recommendations, would an applicant who satisfied all the admission standards of a given college, but few or none of the preparation standards, be admissible to that college? The wording of recommendation 10 suggests that the Committee might not object to a negative answer to this question. SCEP has serious doubts about the appropriateness of such an answer. It could lead to the transformation of what were intended to be preparation standards—standards that could be satisfied *after* admission to a given college—into *de facto* admission standards that would have to be satisfied before admission to any unit of the University other than General College or the Supportive Services Program (Duluth). SCEP believes this issue needs to be clarified and should be discussed in the Senate Forum.
2. SCEP would like more specific information on how implementation of the proposed preparation standards would affect financial aid for students who would have to satisfy some of these standards after entering the University. For example, what would be the effect of the proposed standards on an entering student who fell short of satisfying them in the way that current minority students typically do? (See Draft Report, p. 6)
3. The Committee notes that federal financial aid programs may change in the near future and that changes in these programs may provide good reasons for changing the proposed preparation standards. (See Draft Report, p. 10). SCEP applauds the Commit-

tee's willingness to have its proposals modified as a consequence of changes in the availability of financial aid. We suggest that an ongoing review process be established that will enable the University to respond appropriately and in a timely manner to future changes in the overall financial aid picture. Such a process should include regular reports to appropriate Senate committees on the effects of whatever preparation standards are adopted.

4. SCEP agrees with the Committee that a program of preparatory courses for students who do not meet all preparation standards must be carefully planned. (See Draft Report, p. 8) This planning should involve a number of units and should speak to the roles of specific departments and colleges, including the General College, in such a program.

WILLIAM H. HANSON
Chair

See abstract of the discussion.

UNIVERSITY SENATE MINUTES

I. MINUTES FOR NOVEMBER 14 MEETING

Action (2 minutes)

Approved

II. STUDENT CONSULTATIVE COMMITTEE

STUDENT GOVERNANCE AMENDMENT

Action (10 minutes)

MOTION:

That the University Senate constitution be amended to add to Article III.1 the following: "Student body presidents of the Twin Cities, Duluth, Morris, Crookston, and Waseca campuses shall, if not otherwise elected, serve as ex officio nonvoting members."

COMMENT:

Student body presidents as legitimate representatives of the whole student bodies do not now have formal input into University policy-making, whereas members of the Council of Academic Officers serve as ex officio nonvoting members of the University Senate.

TIM PRATT
Chair

There were 127 affirmative votes, 0 opposed. A second vote is required at the next regular meeting to meet the requirement for a majority vote of the membership at two consecutive meetings.

III. RESEARCH COMMITTEE

CLASSIFIED RESEARCH Information

The Research Committee unanimously approved the following motion at its December 19, 1985, meeting:

"The Senate Research Committee recommends to the President of the University of Minnesota that a formal statement be issued by Research Equipment, Inc. (REI), which reaffirms the existing policy that REI will not be involved in classified research nor will it process classified data. We recommend that REI explore ways of making sure that every contractor is aware of these restrictions."

PAUL G. GASSMAN
Chairman

Accepted

IV. QUESTIONS TO THE PRESIDENT

(15 minutes)

none

V. OLD BUSINESS

none

VI. NEW BUSINESS

(15 minutes)

A. STRATEGIC DEFENSE INITIATIVE RESEARCH

WHEREAS, the Strategic Defense Initiative (SDI) is a project to research, develop, and deploy a space-based missile defense system which has been suggested as a method of nuclear deterrence; and,

WHEREAS, the implications of SDI are an acceleration of the arms race and the destabilization of the strategic balance; and,

WHEREAS, the rights preserved by academic freedom need to be balanced with the recognition that the participation of University faculty in SDI research is a *de facto* political and institutional endorsement for SDI and will reflect on the University of Minnesota;

NOW, THEREFORE, BE IT RESOLVED, that the University Senate urges the University of Minnesota to refrain from participating in research specifically for SDI.

LISA STEIDL
Senator

As an item of new business, the resolution was referred to the Senate Consultative Committee for consideration and presentation at the next regular meeting of the Senate in accordance with Senate rules.

B. ATHLETICS: RESOLUTION OF SUPPORT FOR THE PRESIDENT

MOTION:

That the University Senate approve the following resolution: The University Senate supports the position taken by President Keller with regard to the charges of alleged sexual misconduct brought against certain University of Minnesota athletes in Madison, Wisconsin.

In essence, the President stated that the overriding consideration in this matter must be the well-being of the victim, and the well-being and reputation of the University.

The University community shares in the need to sustain that reputation with responsible, mature behavior that reflects respect and concern for others.

This message, conveyed by President Keller, is strongly endorsed by the University Senate as an expression of the position and purpose of the University of Minnesota.

NORMAN GARMEZY
Senator

The Senate voted to suspend the rules to take up the item of new business; the resolution was approved with one negative vote.

VII. TRIBUTE TO DECEASED FACULTY MEMBERS

EMMA M. BIRKMAIER
1908-1985

Professor Emeritus Emma M. Birkmaier, Department of Curriculum and Instruction, College of Education, died November 26, 1985, following prolonged illness.

Professor Birkmaier was born in Munich, Germany, on June 1, 1908, and emigrated to the United States with her parents eighteen months later. She completed a B.A. (summa cum laude) in music and German at the College of St. Catherine and a bachelor of music from the Chicago Musical College. She completed a master of arts degree in German and linguistics in 1938 and the doctor of philosophy in education with an emphasis in curriculum and instruction in 1949 at the University of Minnesota. Dr. Birkmaier held positions at the College of St. Catherine (1928-30), the Department of German at the University of Minnesota (1931-36), Edison High School (1936-42), and the College of Education, University of Minnesota (1942-73).

Dr. Birkmaier's accomplishments were distinguished and many. She served as the first president of the American Council on the Teaching of Foreign Languages (1967-68). Her reputation for research and support of graduate education in her field led ACTFL to establish the Emma M. Birkmaier Dissertation Award, a national award for outstanding dissertation research. She was also awarded the Alexandrine Medal from the College of St. Catherine for her "distinguished work in education, particularly in languages" in 1969 and the Outstanding Service and Leadership Award by the Northeast Conference on the Teaching of Foreign Languages in 1973. She also served as president of the Central States Modern Language Teachers Association in 1955.

Dr. Birkmaier was sought after as a consultant by a variety of agencies including the U.S. Office of Education, the Modern Language Association, the National Education Association, the Center for Applied Linguistics, and the Education Testing Service. Her publications were many, and the most important can be found in the *Encyclopedia of Education Research* and the *Handbook of Research in Teaching*.

Most of all, Dr. Birkmaier will be remembered for her superb teaching and devotion to students. Even after her retirement, she was frequently in attendance at graduate student seminars where she continued to serve as advisor, mentor, and teacher.

RICHARD GUY BOND
1916-1985

Richard Guy Bond, professor emeritus and director of the Program in Environmental Health of the School of Public Health from 1962 to 1973, died October 25, 1985, in Minneapolis at the age of 68. He is credited with organizing the University of Minnesota's Department of Environmental Health and Safety in 1949 and served as its first director. In 1962 he became director of the Program in Environmental Health in the School of Public Health, a position he retained until 1973 when he returned to faculty duties within the school. He served as professor of environmental health until retiring in 1979.

Professor Bond was born in Canaan, Vermont, on December 9, 1916. He earned a bachelor's degree in civil engineering from the University of New Hampshire in 1938, a master's degree in sanitary engineering from the University of Iowa in 1940, and a master's degree in public health engineering from the University of Minnesota in 1948. Although he worked for a time in Iowa and New York, Professor Bond devoted most of his career to the University of Minnesota.

In 1982, the Bond Laboratory, located in the Boynton Health Service, was dedicated in his honor for the "vision, dedication and resourcefulness with which Professor Bond built the Department of Environmental Health and Safety into a strong and diverse unit that has become a model for environmental health and safety programs at universities throughout the world." The laboratory is a specially designed facility where potentially hazardous materials can be used safely and is available to all University personnel.

During his career, Professor Bond was active nationally and internationally in many professional organizations, particularly the American College Health Association, where he served on their Governing Council; and the American Public Health Association, where he served as fellow, chairman of the Hospital Facilities Committee, and member of many of their committees. He was a diplomat in the American Academy of Environmental Engineers; member of the American Association for the Advancement of Science; fellow of the American Society of Civil Engineers; member of the Minnesota State Planning Agency as well as chairman of their environmental health planning task force; member of the National Safety Council; the National Society of Professional Engineers; and the Water Pollution Control Federation. He was also a member of the Third National Conference on Public Health Training and a member of the U.S. National Committee on Vital and Health Statistics.

He served as chairman of the Planetary Quarantine Advisory Committee of the American Institute of Biological Sciences from 1965 to 1975. He was also an active consultant for many other professional groups, including the National Institutes of Health, the National Sanitation Foundation, the Office of the Surgeon General, the Minnesota State Planning Agency, the Minnesota State Department of Health, and the Federal Bureau of Prisons. He also served as co-editor of two publications of the Chemical Rubber Company.

In 1961 he was awarded a traveling fellowship to Southeast Asia by the World Health Organization. He was also named an Honorary Fellow of the Royal Society of Health in Great Britain, received an "Outstanding Achievement Award" from the University of New Hampshire, and awards from the American College Health Association.

Professor Bond's biography is included in *American Men of Science*, *Who's Who in America*, and *Who's Who in Engineering*.

Professor Bond's dedication to the field of environmental health will always be remembered by his many colleagues and former students. He was truly a pioneer in the establishment of comprehensive environmental health education and services throughout the world.

His wife, Dr. Betty Welford Bond, resides in Minneapolis.

HUNTINGTON BROWN
1899-1985

Huntington Brown died in Minneapolis of cancer of the pancreas on July 9, 1985. Brown had been a professor of English at the University of Minnesota from 1937 until his retirement in 1965. He is survived by his wife, Elizabeth, and by three sons and two daughters.

Brown was born in Utica, New York, on October 30, 1899. He got his A.B. at Harvard in 1922, a B. Litt. at Oxford in 1926, and a Ph.D. at Harvard in 1930. He was an instructor in English and a tutor in the Division of Modern Languages at Harvard from 1927 to 1937.

Brown was a linguist of remarkable facility and a literary historian of substantial achievement. Thanks in part to extensive travels through Europe in his youth, he was fluent in Italian, French, and German. He had, moreover, made an intensive study of classical languages in Italy and in Oxford. His scholarly work draws extensively upon his first-hand knowledge of literary documents in all these languages. Notable among his studies are the 'Classical Tradition in English Literature' (1935), *Rabelais in English Literature* (1933), and *Prose Styles* (1965), this last being the first in the series of monographs published by the University of Minnesota Press.

A wide spectrum of interesting minds admired Brown and praised his work. Rear Admiral Richard E. Byrd called his edition of Joseph Hall's *Mundus Alter et Idem* (a fictional account of the South Pole in renaissance times) "a long-needed edition, . . . fascinating" and "an enduring satisfaction." Robert Penn Warren, who shared an office with Brown at Minnesota, paid a striking tribute to Brown as a teacher: "He was scrupulous about all sorts of dealing with students. He seemed always to sense the right approach and tone. . . He always brought, it seemed to me, the right kind of literary and historical learning to bear on an issue. . . It was always an impressive business of scholarship adapted to actual teaching." Other colleagues can testify to his amazing ability to quote from memory stanzas and paragraphs in both verse and prose in a good half-dozen different languages and to his seemingly inexhaustible and certainly wonderful fund of anecdote, always witty, always appropriate. The luncheon tables of the Campus Club, the supper tables of Gown-in-Town, and many a host and hostess in places where true urbanity is treasured are going to miss Hunt Brown. Probably they shall never look upon his like again.

OSWALD H. BROWNLEE

1917-1985

Oswald H. Brownlee, professor of economics, died at the age of 68 on August 6, 1985, at his home in Minneapolis. Although he had been seriously ill for more than a year, he continued to carry out, courageously and competently, his professorial duties, which included serving as the department's director of graduate studies, until he took early retirement on June 15.

A native of Moccasin, Montana, he received his Ph.D. degree from Iowa State University in 1945. Previous to his appointment to the faculty of the University of Minnesota in 1950, he had held professorial positions at Iowa State, Carnegie Tech, and the University of Chicago. During his 35-year tenure here, Professor Brownlee's teaching efforts spanned a wide range of courses, including general economic theory (especially macroeconomics), welfare economics, public finance, economic development, and area studies. His research interests were also broad, and he published in such areas as agricultural economics, state and local finance, the economics of federal expenditure and taxation, income distribution, and stabilization policy.

One out of every eight doctoral dissertations written in the Department of Economics since 1950 was supervised by Oz Brownlee. In addition, he gave freely of his time to countless other graduate students who sought his advice on matters relating to their research. He served as department chairman from 1964 to 1967 and was elected twice to four-year terms as director of graduate studies. By any definition, he was a good citizen of our academic community.

One of the things his colleagues and students always admired and respected about him was his utter lack of ambiguity: Oz Brownlee said what he meant and meant what he said. Sometimes, of course, this trait would get him in a bit of trouble. An incident that occurred early in 1943, while he was a graduate student at Iowa State, is still remembered not only by his fellow economists but, no doubt, by those who were disaffected by it. As part of that University's effort to help formulate a wartime farm and food policy, Oz wrote a monograph entitled "Putting Dairying on a War Footing." In it he had the audacity to suggest that, since margarine was not only considerably cheaper than butter to produce but compared

favorably with butter both in nutritive value and palatability, restrictions on its manufacture and sale ought to be abolished. He pointed out that unrestricted substitution of margarine for butter in consumption would release land, labor, and other scarce resources for more productive uses elsewhere. Needless to say, Iowa diarymen were very upset at this suggestion. A great uproar ensued and, although Oz agreed that the dairy industry would probably be adversely affected by the elimination of these restrictions, he did not back away from his recommendations.

Economists are used to having their policy recommendations criticized; it goes with the discipline. They are also frequently faulted for not being able (or perhaps willing) to make themselves understood. But nobody ever accused Oz Brownlee of failing to make it clear where he stood on issues important to economics. We will miss his penetrating analyses of complex factual situations and his invariably clear and correct explanations. More than that, we will miss him not only as a valuable colleague but as a good friend.

BERRY CAMPBELL 1912-1985

Dr. Berry Campbell, distinguished neuro-physiologist, died on November 21 at the age of 73. Born in St. Paul, Minnesota, he moved to Monrovia in 1923, graduating from Monrovia High School in 1928 and U.C.L.A. in 1932. His doctorate in anatomy was received from Johns Hopkins Medical School.

He held faculty and research appointments in numerous universities, both in the United States and abroad, including a fifteen-year professorship at the University of Minnesota Medical School. He received many honors and awards and authored 141 publications in scientific journals. He was a member of sixteen scientific associations. He was a devoted teacher and many graduate students under his tutelage and inspiration became prominent professors and doctors. Dr. Robert A. Good once wrote of him, "He undoubtedly had more influence on my scholarly life than any other person."

In 1960 he returned to California, again making his home in Monrovia. Until his retirement in 1977, he was professor of neuro-physiology at the University of California Irvine, California College of Medicine. He succumbed to Alzheimer's disease and died in Santa Anita Convalescent Hospital.

He is survived by his wife, Irene Wilson; daughters, Carolyn Dickerman of Albuquerque, New Mexico, and Cathryn Campbell of Santa Barbara; sons John, a professor at U.C.L. A. and Richard, a professor at University of California Irvine; and seven grandchildren. Contributions may be made to City of Hope, for research, in his honor.

REUBEN L. HILL 1912-1985

Reuben Hill was born on July 4, 1912, in Logan, Utah, and died on September 21, 1985, in Norway, where he was on a Fulbright Scholarship. He is survived by his wife Marion; three daughters, Judith Wright of West Lafayette, Indiana, Susan Oppegaard of Drammen, Norway, and Paulena McBeth of San Diego, California; two sons, David Hill of Denver, Colorado, and G. Richard Hill of Seattle, Washington; and ten grandchildren.

Regents' Professor Hill received his B.S. degree in sociology and mathematics in 1935 from Utah State University, the Ph.M. degree in social psychology and psychology in 1936 from the University of Wisconsin, and the Ph.D. in sociology and economic statistics in 1938 from the University of Wisconsin. During his career, he received an honorary doctorate from Catholic University, Louvain, Belgium. In 1970-71 he was a fellow at the Center for Advanced Study in the Behavioral Studies in Palo Alto, California.

He joined the faculty of the University of Wisconsin in 1938 as an instructor, moving to assistant professor before leaving to become professor and head of the Sociology and Social Work Department at the University of South Dakota in 1942. In 1945 he accepted an appointment as associate professor of sociology and home management at Iowa State University, and in 1949 joined the faculty of the University of North Carolina as professor of sociology in its Institute of Research in Social Science.

It was recognition of his work in the development of the sociological approach to the family that led to his selection by the University of Minnesota in 1957 to found the Family Study Center. Under his influence the Center grew into an international home for scholars from all parts of the globe, and he received many grants for research projects and government support for doctoral and post-doctoral students. From 1964 to 1966 he worked for the Ford Foundation in their international populations programs. Partially as an outgrowth of his many trips abroad, he became very influential in the International Sociological Association. He helped found the Committee on Family Research of that organization and headed it from 1959 to 1970. In 1970 he was elected president of the Association.

He was honored with the first Burgess Award given by the National Council on Family Relations in 1963, and in 1979 the Council initiated the annual Reuben Hill Award for the best published article which advanced the theory and research aspects of the family field.

Together with Professors Ira Reiss, University of Minnesota, Wes Burr of Brigham Young University, and Ivan Nye of Washington State University, he authored a set of books on theories explaining the family.

Reuben received many professional honors, among them the prestigious Regents' Professor title from the University of Minnesota in 1973. A colleague recalls meeting him returning to his office on the day that he received the award, wearing the medallion around his neck and walking along the Washington Avenue Bridge that spans the Mississippi River and joins the east and west banks of the campus. "He was so proud that I was sure he could have crossed that river without the bridge."

Those who knew Reuben Hill will miss his strength, his loyalty, and above all, his friendship.

RICHARD L. KOZELKA 1899-1985

Richard L. Kozelka died November 12, 1985, at the age of 86. His career at the University of Minnesota spanned a period of 44 years as professor and dean of the School of Business Administration (now the School of Management).

A graduate of Beloit College, Beloit, Wisconsin, Richard Kozelka served as a lieutenant in the U.S. Army during World War I. Upon obtaining the M.A. degree from the University of Chicago, he came to Minnesota in 1923 as an instructor and graduate student in the School of Business and received his Ph.D. degree in 1931 with the major field in statistics and economics.

As dean, he led the School of Business Administration through the last years of World War II and the years of large class enrollments following the war. He also presided over a substantial growth in faculty size in the 1950s, reorganizing the School into a Department of Business Administration and a Department of Economics to facilitate improved responses to changing educational demands and emphases. Upon leaving the deanship in 1960, he actively and enthusiastically returned to the classroom. A keen observer and thoughtful analyst of the business scene and its professional needs, he himself returned to the classroom as a student to prepare himself for his full-time duties as professor.

Upon his retirement from the University of Minnesota, he served as director of graduate studies at the University of South Florida from 1967 to 1970. He returned to the Twin Cities in 1970 to serve for one year as the interim president of the United Theological Seminary of the Twin Cities in New Brighton, Minnesota.

Richard Kozelka was active in many professional organizations and maintained an active interest and commitment to education and service throughout his life. As evidence of his deep sense of responsibility and of the respect paid to him by his professional colleagues, in 1952 he served as president of the American Association of Collegiate Schools of Business, the accrediting agency for schools of business nationwide. In 1962 he was president of the Midwest Economics Association. In addition, he was active in and devoted to Plymouth Congregational Church, serving as chairman of its board of trustees. He also was a member of the board and active in several major corporations and in numerous community and service organizations. His lifelong commitment to the University of Minnesota and education for business leadership is evidenced by his continuing attendance in School of Management courses well into his 80s.

He is survived by two sons and daughters-in-law, eight grandchildren, and two great-grandchildren.

GEORGE S. MICHAELSEN, SR.
1909-1985

George S. Michaelsen, professor emeritus in the Program in Environmental Health, School of Public Health, died on May 9, 1985, at the age of 76.

Professor Michaelsen was born in Willmar, Minnesota, on January 28, 1909, the son of a Lutheran minister. He grew up in Marinette, Wisconsin, and attended both Augsburg College and the University of Minnesota, earning a bachelor's degree in chemical engineering from the University in 1932. He was awarded a master of science degree in 1935, then worked as a research engineer for Standard Oil in Louisiana. He returned to Minnesota in 1936 as associate director in the Industrial Health Division of the State Department of Health, a position he retained until 1953. In that year Professor Michaelsen joined the staff of the Department of Environmental Health and Safety in the Boynton Health Service as an industrial hygienist and assistant director, with a simultaneous appointment in the School of Public Health, Program in Environmental Health.

In 1962 Professor Michaelsen became director of the Department of Environmental Health and Safety and retained that position until 1974, overseeing rapid growth of the department in the face of rapidly escalating environmental problems and legislative initiatives.

In 1976 Professor Michaelsen retired from the University but remained very active as an emeritus professor until his death. During his retirement George commuted regularly to Bethesda, Maryland, as an expert consultant to the National Cancer Institute and the Division of Safety at the National Institutes of Health. In 1979-80 he also served as interim acting director of the Department of Environmental Health and Safety at the University.

George was very active throughout his career in many professional organizations, notably the American Public Health Association, the American College Health Association, and the American Association of Industrial Hygienists. He was also very active in the affairs of his church and community. George was a member of Trinity Lutheran Church in Minneapolis for some 45 years, serving on the Board of Trustees, as president of the congregation, and as a member of the choir.

He also served on the Board of Regents of Augsburg College from 1946 to 1970, including a term as president, and on the Board of Trustees of Lutheran Deaconess Hospital, from 1946 to 1980.

George Michaelsen is survived by his wife, Ellenore, four children, four grandchildren, and two sisters. He will always be remembered by his family, his friends, and his professional colleagues for a life of true service and dedication.

RALPH E. MILLER
1908-1985

Ralph E. Miller, who passed away on November 15, 1985, retired as professor and director of student personnel, College of Home Economics, on June 30, 1976.

A graduate of Iowa State University, Miller served on the St. Paul campus for 42 years, in the School of Agriculture from 1934 to 1960, the College of Agriculture, Forestry, and Home Economics from 1960 to 1970, and the College of Home Economics from 1970 until his retirement.

During his tenure he was teacher, counselor, and student personnel administrator in the three institutions served. He was much loved and respected for his service to a host of institutions both public and private.

Among his recognitions were the Alumni Service Key from the Iowa State University Alumni Association, the "Red Oil Can," symbolic of St. Paul campus service, the School of Agriculture Distinguished Service Award, the Honorary American Farmer degree; the St., Croix YMCA Distinguished Leader Award, and the Gamma Sigma Delta Merit Award. A member of the American Arbitration Association and the American Institute of Parliamentarians, he was listed as a certified professional parliamentarian and as such served as parliamentarian for the University Senate and the Twin Cities Campus Assembly, and for organizations on a local, state, and national basis. He was a member of the Campus Club Board of Directors, a president of the University Retirees Association, and active in the development of the faculty housing project at 1666 Coffman Avenue, St. Paul.

He is survived by his wife, Betty; one daughter, Nancy Lindahl, Hopkins, Minnesota; two sons, David, Memphis, Tennessee, and Daniel, Fort Collins, Colorado; two grandchildren, three sisters, and two brothers.

RICHARD A. NARVÁEZ

1921-1985

Richard A. Narváez, professor of Hispanic linguistics, died suddenly on September 22, 1985. His career at the University of Minnesota as graduate student and as faculty member spanned nearly 40 years.

Professor Narváez was born in Jayuya, Puerto Rico, on December 24, 1921. His Spanish-English bicultural heritage, shaped in his youth in Puerto Rico, New York, and Texas, was to remain a pivotal influence throughout his life and career. He received the B.S. degree in 1943 at Concordia College in Nebraska, and the M.A. (1948) and the Ph.D. (1959) in Spanish language and linguistics at the University of Minnesota.

As a bilingual, Professor Narváez' interest in language came early into focus and he became an experienced interpreter and translator of the two languages and cultures. The area of concentration of his advanced degrees enabled him, as a trained linguist, to study the nature and processes of his native languages and of language in general.

Professor Narváez was a devoted and innovative teacher. He had revised and expanded the undergraduate and graduate linguistics component of the Spanish language curriculum of his department. From its inception, he was a major contributor to and later head of the Hispanic Linguistics Program. Students and colleagues knew and admired him as a teacher, scholar, and empathetic human being. His was a familiar voice on Spanish language radio programs and his recordings of spoken language study materials are an enduring legacy to students of Spanish. He possessed the rare ability to communicate his enthusiasm and love for Spanish language and culture, and he introduced generations of students to the Hispanic world and inspired them to explore the culture with further study. Many went on to develop that foundation with study, residence, and employment abroad; others, much like their mentor, pursued careers as Spanish teachers and linguists.

In recognition of his distinguished contribution to foreign language teaching, Professor Narváez received the first Emma Birkmaier Award. Colleagues in his profession have recently established the Ricardo A. Narváez Award, to be given annually to an outstanding teacher of Spanish in Minnesota.

In his research, Professor Narváez drew from his broad linguistic experience and background, his teaching and lectures, and a number of extended academic study and lecture tours to various parts of the Spanish-speaking world. His books and articles on Spanish phonology and morphology exhibit well-defined areas of research emphasis. The less-defined, ever-changing field of dialectology, with particular concentration on Spanish America, was the research area that engaged his attention throughout his career. He was a gifted and tireless observer and collector of regional language data. An acknowledged specialist in Caribbean and Mexican dialectology, Professor Narváez generously and graciously shared his expertise with students and colleagues.

MERRILL ROFF

1909-1986

Merrill Roff, professor emeritus in the Institute of Child Development, died in January in Goleta, California. Born in 1909, Professor Roff served on the University faculty from 1947 until his retirement in 1974. He completed the A.B. at the University of Wichita, Kansas, in 1929, the M.A. at the University of Kansas in 1930, and the Ph.D. at Cornell University in 1933. Dr. Roff also completed two years of post-doctoral study at the University of Chicago.

He came to the University after service as a psychologist with the United States Army Air Force during World War II, and much of his subsequent research was concerned with the life histories of men who served in the military. He was particularly well known for his long-term studies of the role of peer acceptance-rejection in mental health and social adaptation. A leading figure in the life-history approach to psychopathology, he published numerous ar-

ticles and edited a distinguished series of volumes on life-history methods. Dr. Roff was a former president of the Society of Multivariate Experimental Research and Executive Secretary of the Society for Life History Research in Psychopathology.

His wife, the late Gertrude L. Roff, was also a member of the University faculty.

HELEN M. SLOCUM 1909-1985

Helen M. Slocum, professor emeritus and former head of the Division of School Health Education, School of Physical Education, Recreation, and School Health Education, died at her home in Bloomington, Minnesota, on July 24, 1985. She is survived by one sister, Phyllis M. Slocum and one cousin.

Helen Slocum was born in Stillwater, Minnesota, on November 26, 1909. After graduating from Stillwater High School, she attended the University of Minnesota, completing both her B.S. degree with a major in physical education in 1931 and the master of education degree in 1943. In 1953, she received her Ph.D. degree in education from the University of Iowa.

Professor Slocum had a long, distinguished and varied career—one which was unique and difficult to match. Her work consisted of serving as a social worker at Wells Memorial Settlement House, 1931-36, and as a supervisor of recreation for the Minneapolis Park Board Recreation Department, 1936-44. In 1944, she enlisted as a WAC in World War II and served as an assistant director of recreation, European Theater of Operations, until 1946. For a short period upon her return, she returned to the Minneapolis Park Board Recreation Department and then from 1947-53 became a teacher of health and physical education for the Minneapolis Public Schools.

In the fall of 1953, Helen Slocum joined the Department of Physical Education for Women to head up the school health education program. Under her leadership the program expanded to include a strong and unique undergraduate and graduate program—one recognized as a model for colleges and universities preparing school health educators throughout the United States. Her contributions to the development of the field at the public school, college, and university levels were valued by all who knew her. The impact of her work through her teaching and professional writings has left its mark on countless educators.

Professor Slocum's professional service was highly visible at the local, state, regional, and national levels. Among her many responsibilities, she served as president for the Minnesota Association for Health, Physical Education and Recreation; president of the Central District Association for Health, Physical Education and Recreation; vice president of Health Education, American Alliance of Health, Physical Education and Recreation; and as a long time member of the Board of Directors of the Minnesota Lung Association. She also was a member of Pi Lambda Theta and Delta Kappa Gamma Society.

Helen Slocum retired as a full professor in 1975 after 22 years at the University of Minnesota. She will long be remembered by her students, colleagues, and friends for her excellence as a teacher, for her respect for high standards of work, and as a dedicated and humane educator.

VIII. ADJOURNMENT

ABSTRACT

Preceding the meeting of the University Senate there was an open forum on the draft report of the Special Committee on Unified and Increased Preparation Standards, one of the committees created under the *Commitment of Focus*. The forum began at 2:15 p.m. and concluded one hour later. David Hamilton, professor of anatomy and chair of the Senate, presided.

W. Andrew Collins, professor of child development and chair of the special committee, summarized the report. The committee had begun work in September on its recommendations for students in the freshman-admitting colleges on the Twin Cities, Duluth, and Morris campuses and the implementation of those increased standards. It also studied the impact on access and on academic programs and student services and financial aid. He emphasized that the committee was in midstream and the document, with its 20 recommendations, was an interim report. He called attention to the motion that was presented for information which outlined the standards that would become effective in fall, 1990 (for the foreign language requirement, fall, 1992) and the provision that the Senate Consultative Committee should report to the Senate at least one year in advance of those dates on the status of preparation of implementation and report on its impact no later than two years following implementation. He said there is the capacity on this campus to put the equivalency standards in place; proficiency tests and other performance standards to judge acceptable equivalents would have to be determined. He called the plan a bold departure from current practice at the University and said his committee had received a good deal of support from University faculty members and other educational institutions in the state. He called attention to the recommendation to continue the practice of individual review of marginal applicants and granting credit for preparatory coursework in order to count in determining financial aid eligibility.

William Hanson, professor of philosophy and chair of the Educational Policy Committee, reviewed his committee's comments. The committee was favorably disposed toward the report in general but had several concerns. He said it is important to define the difference between admission standards and preparation standards. He noted that, because a student would be encouraged to satisfy the preparation standards before entering the upper division, those standards could become *de facto* admission standards. The committee has doubts about the policy as stated if that was what the Collins committee intends, he said. Mr. Collins said it is expected that colleges in general would use admission standards, but for some students who are underprepared preparation standards may be applied. The college would set the policy. The committee will discuss this point further.

Mr. Hanson said more information was needed on how implementation would affect financial aid for students who would have to satisfy some of those standards after entering the University. Mr. Collins said the committee hoped to address this question by giving credit for coursework taken after admission and there would be numerous ways that the standards could be satisfied during the five years allowed. The committee hoped that by providing the information early the need for additional coursework at the University would be minimized.

Jerome Moss, professor of vocational and technical education, cited a 1985 report indicating that only 29 percent of total incoming freshmen, 16 percent of minority students, and 2 percent of older students would have met the requirements. Mr. Collins maintained that the figures in the report were not easy to interpret and that it served a different purpose. He said there would be extensive work with school districts during the next five years and that any current figures would not be predictive of what could be expected when the plan became effective.

Mr. Hanson said his committee favors modification of the proposals if federal financial aid programs are changed and he suggested an ongoing review of preparation standards so that appropriate changes can be made if necessary. Mr. Collins agreed.

Mr. Moss said the University would be going much too far on imposing the University's special interests and concerns on students. He asserted that the University should prepare students for all phases of life; at a minimum the preparation standards would dictate three quarters of a high school student's program and almost nine tenths of most college bound students. Instead, he said, the University has a responsibility to exercise leadership in the state for all high school students. To meet the preparation standards, he said, students would be required to make a decision that they will want to enter the University long before many are ready to do so, and if they fail to make that decision early the University will have effectively locked them out. He said the plan would have a damaging effect on the high school curriculum when courses not in the standards group would be eliminated in a time of limited resources in most high schools. He suggested reducing the specified 16 credits to 12 as a partial remedy. Mr. Collins pointed out that the issue of whether to have preparation

standards was beyond the charge of his committee. He said it had tried to achieve a reasonable balance in setting the requirements and may consider alternatives.

George Copa, professor of vocational and technical education, seconded Mr. Moss' proposal for a figure closer to 12. He said the reasons for including the foreign language and art courses were not convincing, and that the impact of technology needs to be recognized, by setting separate requirements for those seeking bachelor of science from those seeking bachelor of arts degrees. Mr. Collins defended the language requirement as a forward-looking proposition and one way of "internationalizing" the curriculum, but said his committee was open to further discussion on that requirement. Jack Merwin, professor of educational psychology, explained that there is a coordinating committee that is reviewing each committee's report and recommendations and watching out for the interests of public schools and providing interaction with them. Mr. Collins added that a survey was being conducted of all state school districts. With about one third returned, it appears that all favor the University's proposal so far. (The motion from his committee will come to the University Senate in April for action.)

Mr. Hanson announced that his Committee on Coordination of Lower Division Education on the Twin Cities Campus would report to the Senate at its April meeting.

Following the forum, the University Senate meeting was called to order by President Kenneth Keller. Minutes of the November meeting were approved.

Student governance amendment. Tim Pratt, Student Consultative Committee chair, introduced a constitutional amendment to make the student body presidents of the four campuses ex officio nonvoting members of the Senate. He said it would afford those officers an opportunity to speak at meetings, especially on matters of student interest. Deon Stuthman, professor of agronomy and chair of the Consultative Committee, reported that his committee supported the motion unanimously. The resulting vote was unanimously in favor of the motion but short of the requirement for two thirds at one meeting, so it will be introduced at the next meeting, where a simple majority of the membership must approve.

Strategic defense initiative research. Lisa Steidl, student, introduced a resolution urging that the University cease participating in strategic defense initiative research. It was referred to the Consultative Committee as required by the rules for an item of new business.

Athletics: Resolution of support for the President. Norman Garmezy, professor of psychology, read a resolution of support of the President for his position with regard to charges of alleged sexual misconduct that were brought recently against several University athletes. Mr. Stuthman moved to suspend the rules in order to take up the motion, which was an item of new business. His motion was approved by all but four Duluth senators. Mr. Garmezy then read a list of 16 endorsing faculty members whom he identified as broadly representative of the campus. Yvonne Landrus, student, deplored the fact that it took a second accusation before there was acknowledgment that a crime had taken place and said quicker action was needed. Gloria Williams, assistant professor of textiles and clothing, said that the resolution should not be restricted to a particular allegation involving athletes but should make a broader statement. Stephen Sylvester, assistant professor, Crookston, was concerned that the wording suggested the individuals were guilty and said the University ought to ensure that the rights of its athletes were protected. The President said the resolution, as Mr. Garmezy had amended it at the meeting, seemed to protect those rights and was not inconsistent with what he himself had stated. Mr. Garmezy said he particularly tried to make the statement with no effort to suggest the nature of the forthcoming trial and irrespective of guilt or non-guilt. He developed the resolution because of his belief that there is a decency threshold that should be characteristic of a university community, he said. President Keller noted that consideration of the University's standards of conduct had been inherent in all that had been done. With that, the Senate approved the resolution with one dissent, and the meeting was adjourned.

MARILEE WARD
Abstractor

UNIVERSITY STUDENT SENATE MINUTES

The meeting of the Student Senate was convened in 25 Law Center, Minneapolis campus, following the University Senate meeting. Coordinate campuses were linked by telephone. Checking or signing the roll as present at the beginning of the University Senate meeting were 49 voting members of the student body. Vice Chair Jill Gaudette presided.

I. MINUTES FOR NOVEMBER 14 MEETING

Action (2 minutes)

Approved

II. STUDENT LOBBYING ADVISORY COMMITTEE

Information & Discussion (10 minutes)

1. Bonding Bill: Waseca physical education facility, Waseca campus center, Twin Cities recreational sports facility.
2. Higher Education Reauthorization Act
3. Financial aid cuts
4. Modification of independent student status: move appeals process from state to campus level; change method with which farm assets are evaluated; lower age level to 19
5. Modify average cost funding
6. Rank funding adjustment
7. 19-year-old drinking age legislation

TIM PRATT
Senator

Accepted

III. OLD BUSINESS

none

IV. NEW BUSINESS

(5 minutes)

none

V. ADJOURNMENT

ABSTRACT

The meeting was called to order by Vice Chair Jill Gaudette. Minutes of the November 14 meeting were approved. Tim Pratt, Student Consultative Committee Chair, urged senators to address questions to him or to the Student Lobby Advisory Committee representatives concerning their interests in topics listed on the agenda. There being no old or new business, the meeting was adjourned.

MARILEE WARD
Abstractor

FACULTY SENATE MINUTES

The meeting of the Faculty Senate was convened in 25 Law Center, Minneapolis campus, following the Student Senate meeting. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 120 voting members of the faculty. Vice Chair David Hamilton presided.

I. MINUTES FOR NOVEMBER 14 MEETING

Action (2 minutes)

Approved

II. TENURE COMMITTEE

(15 minutes)

A. TENURE PROCEDURES

Information

The Tenure Regulations require the Senate Tenure committee and the Academic Vice President to adopt procedures for departments and colleges to use in considering candidates for tenure. The Regulations require that these procedures be reported to Senate and to the Board of Regents for information, but no action by either body is required. (This parallels the procedure which was used under the old Tenure Regulations, when the Vice President adopted documents like the Koffler-Ibele Memorandum after consultation with the Tenure Committee, but without any formal interaction with the Senate.)

To save printing expense, copies of the new Procedures for Reviewing the Performance of Probationary Faculty are being circulated by mail to members of the Faculty Senate. Others who wish to obtain a copy may do so by contacting Marilee Ward, Clerk of the Senate, 424 Morrill Hall. The Academic Affairs Office will also be circulating copies to departments.

The new Procedures merely implement the requirements set forth in the Tenure Regulations themselves. The Tenure Committee has adopted them after a long series of public hearings, the circulation of two drafts to members of the Senate, consideration of comments received in writing, in the public hearings, in a recent Senate meeting, and in individual communications with members of the committee.

The committee believes that the new Procedures reflect the same concerns that motivated the Faculty Senate in its discussion of the Tenure Regulations, the need for quality and accountability in personnel decisions, the requirements of fairness and due process when considering individuals, and the appropriate balance between departmental autonomy and the need for certain broadly based standards.

With the adoption of these Procedures, the long process of revising the Tenure Regulations and its subsidiary documents comes to an end. The committee views the conclusion of that process with a certain degree of relief. We are also confident that our successors on the committee will carefully examine the operations of the Regulations and these Procedures as they are fully put into effect and make those modifications which may, from time to time, be necessary. We encourage you to report your actual concerns about the operation of the tenure system to members of the committee.

FRED L. MORRISON
Chair

Accepted

B. EVALUATION LETTERS, TENURE CANDIDATES

Information & Discussion

The Tenure Committee has received several suggestions from faculty members relating to the process of obtaining letters of evaluation of candidates for tenure from outside

referees. Some of these suggestions have recommended that the University no longer require such outside evaluations in tenure decisions. Others have asked that the University seek some protection of those letters from discovery by the tenure candidates through the "open files" law.

Before making recommendations to the Senate and administration, the Tenure Committee would like to have a sense of views which are held by the faculty generally. Accordingly, the committee asks that there be a brief discussion of the following questions, without any formal motion or resolution at this time, to aid it in its deliberations. In addition, the committee is holding two public meetings so that faculty members may express their views on Friday, February 21, 3:00-5:00 p.m., Room 1314 Social Sciences Building, West Bank, Minneapolis campus, and on Tuesday, February 25, 12:00-2:00 p.m., Dale Shephard Room, Campus Club, Coffman Union, Minneapolis campus.

1. Should the University seek an exception from the "open files law" which permits tenure candidates to review letters of evaluation, as well as other documents in their files? Some faculty members have suggested that the provisions of the Minnesota law, which apparently requires that letters of evaluation be available to the candidate, inhibit referees from giving candid opinions. In some instances they suggest that referees will not write at all. What is the experience of various sectors of the University in this regard? Would the advantages of more candid recommendations be outweighed by disadvantages of loss of fairness and due process if the rule were changed? Would it be advisable for the University to seek an exception to the law for external letters of evaluation?

2. Should the University require outside evaluations before making tenure decisions? The University requires departments to seek outside evaluations and to submit them with the tenure recommendations. Some faculty members have questioned the value of these outside evaluations. Some departments apparently find it extremely difficult to obtain them. Are outside evaluations valuable in tenure deliberations? Do they serve as a useful check on decision making? Are they worth the cost in terms of time and effort?

The committee requests that faculty members address questions discussed above during the period allowed for discussion in the Senate meeting, or that they address their comments and concerns to the new chair of the Tenure Committee, Professor Sam Krislov, Department of Political Science.

The committee is also considering the question of the extent to which the University does (and should) provide legal defense and indemnification for faculty members who are sued by dissatisfied candidates (or outside evaluators who are so sued) for writing less-than-satisfactory evaluations of their performances. This is a question which requires an administrative response, rather than a discussion by the faculty.

FRED L. MORRISON
Outgoing Chair

SAM KRISLOV
Incoming Chair

See abstract of the discussion

III. ADJOURNMENT

ABSTRACT

The Faculty Senate was called to order by Vice Chair David Hamilton; the November 14 meeting minutes were approved.

Tenure Procedures. Sam Krislov, professor of political science and new chair of the Tenure Committee, reported that with the amendment of two of the proposed procedures and after nearly two years of drafting the tenure document and procedures, the committee's work was almost complete. The Regents have been informed that the procedures will soon be sent to them, and in the meantime, he said, comments are still invited. He expressed

appreciation on behalf of the faculty to Fred Morrison, professor of law and outgoing chair of the committee, for his untiring efforts.

Evaluation letters, tenure candidates. Mr. Krislov reported that his committee had contacted relevant Senate committees asking whether the University should seek an exception from the "open files" law, which permits tenure candidates to review letters of evaluation as well as other documents in their files, and whether the University should require outside evaluations before making tenure decisions. He announced that there would be two public meetings to hear faculty members' views. Asked whether there is any compromise for the open files dilemma, Mr. Morrison said there is no middle ground. Mr. Krislov said it was hoped that the committees' discussions and the hearings might bring out some proposals for ways of meeting the problem without going to the Legislature. With respect to protection of University faculty members who write evaluation letters in a professional capacity, he said that former President Magrath had indicated verbally that the University would do so, but he could not comment on current policy. Deon Stuthman, professor of agronomy and chair of the Consultative Committee, said his committee believed there should be more interaction among units, as there is a wide range of practice within the University. His committee has limited interest in seeking an exception to the law. Mr. Morrison said the protection issue is a difficult one. If a candidate does not, for example, measure up to Sir Isaac Newton, is the evaluating faculty member responsible in a suit for defamation? Also, he said, there should be assurance that the faculty member is making the evaluation in the course of his or her duty. Edward Foster, professor of economics, thought a request to the Legislature might be difficult to sell. He said that under federal law students can sign a waiver saying they will not seek information on evaluations. However, several years ago the University attorney had indicated that under state law a faculty member could not waive such rights. Mr. Krislov said the National Science Foundation allowed the texts of comments to be public but could expunge authors' names. He hoped other creative ideas could be developed. Vernon Weckwerth, professor of hospital and health care administration, found a "probability proposal" effective in his unit—use of a roster of recommendations with a separate list of the writers who certified they had written.

The meeting was adjourned at 4:00 p.m.

MARLIEE WARD
Abstractor