

UNIVERSITY OF MINNESOTA
UNIVERSITY SENATE MINUTES

April 17, 1986

The third 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 117 voting members of the faculty, 42 voting members of the student body, 3 members of the Council of Academic Officers, and 20 non-members. Vice Chair David Hamilton presided.

The meeting was preceded by an open forum on A Commitment to Focus in which a draft report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus was discussed (see Abstract).

**COORDINATING LOWER DIVISION EDUCATION ON THE
TWIN CITIES CAMPUS**

The interim report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus has been widely distributed. The Committee has received a number of comments and suggestions in response and during the month of April is working intensively to develop its final report. Professor William H. Hanson, chair of the Special Committee, will give the forum a progress report and respond to questions. The Senate Consultative Committee invites University community members to use the occasion of the forum to offer further suggestions and raise questions relating to the coordination of lower division education on our campus.

A limited number of copies of the interim report is still available centrally. To request a copy, please call Terri Anderson at 373-4911.

DEON D. STUTHMAN, Chair
Senate Consultative and
Assembly Steering Committees

The Senate Committee on Educational Policy has reviewed the draft report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus. SCEP commends the committee on its attention to concerns about the quality of undergraduate education at the University. In particular, we found laudable the goal of improving undergraduate students' access to information about the University and its programs and services. However, there are some specific issues that SCEP believes deserve further consideration:

1. The Special Committee recommends the creation of an Undergraduate Center to meet the general goal of increasing access to services and to information. SCEP would like to see additional emphasis in the report on the *goals* of adding to the current administrative arrangements in the area of undergraduate education. Once goals are more clearly specified, it may be more parsimonious to address them by increasing accountability within the existing administrative structure than by adding new administrative elements. As an example, the Assistant Vice President for Academic Affairs might be given responsibility for reorganizing and administering programs and services for undergraduates and for facilitating coordination of undergraduate curricular and instructional activities across colleges.
2. SCEP believes the Special Committee should give further attention to solutions that would address difficulties for individual undergraduates stemming from the size of the undergraduate student body at the University. In our view, a large, amorphous organiza-

tion to address undergraduate education would be even less satisfactory and effective than the present system of dispersing responsibility for undergraduate programs and services among colleges.

3. The Special Committee concludes that "too much has been made" of the tension arising from the coexistence of graduate and undergraduate education at the University. SCEP believes, however, that some problems do exist and that these deserve more attention. For example, the extensive use of graduate teaching assistants as instructors in lower division courses is a practice for which the University is continually criticized. Also, faculty members often reserve one-to-one tutorial time for graduates, rather than making such attention available to undergraduates. How might a change in accountability for undergraduate education work to alter these patterns?

W. ANDREW COLLINS
Acting Chair
Educational Policy Committee

SPECIAL COMMITTEE ON COORDINATING LOWER DIVISION EDUCATION ON THE TWIN CITIES CAMPUS INFORMATION

The Special Committee on Coordinating Lower Division Education on the Twin Cities Campus believes that the University of Minnesota, being a large, urban, land-grant, research institution, needs to reaffirm in actions its commitment to quality lower division education and, more generally, to quality undergraduate education on its Twin Cities campus. We believe that the size and complexity of the Twin Cities campus can be used to advantage in providing a rich variety of quality educational opportunities for undergraduates. We recognize the value of an educational environment that emphasizes the importance of communication, computation, and study skills, fosters student engagement with a wide variety of subject matters, encourages student involvement in the academic life of the institution, honors the importance of student achievement throughout the educational process, and respects the diverse needs of students. In order to help ensure the realization of these goals, the Special Committee recommends that the Twin Cities Assembly adopt the following resolution:

In order to improve the quality of undergraduate education—especially lower division education—on the Twin Cities campus the following steps should be taken:

1. There should be established on the Twin Cities campus an Undergraduate Center, responsible to the Office of the Vice President for Academic Affairs, for the purposes of: a) providing a single office to serve as a point of first contact with the University for undergraduates and prospective undergraduates; b) serving as a visitor center in a highly visible and accessible location on the Minneapolis campus; c) helping people new to the Twin Cities campus—students and visitors alike—find their way to appropriate services and offices; d) providing advising referral and certain important advising and assessment services that are not currently provided; e) simplifying the processes of approaching, entering and moving through the University.

2. The Undergraduate Center and Student Support Services should be linked under Academic Affairs in such a way as to facilitate and encourage cooperative work in recruiting, prospective-student relations, admissions and records, financial aid, and other important student services. The Center should also be linked under Academic Affairs with the Office of Minority and Special Student Affairs and with the Office for Students with Disabilities in such a way as to facilitate and encourage cooperative work and to ensure that the needs of these students are adequately met.

3. Major administrative responsibility for protecting and enhancing the quality of undergraduate education should be focussed on a senior officer in the Office of the Vice President for Academic Affairs. That officer should be given sufficient authority to carry out his or her charge. In particular, the officer should: a) be responsible for the Undergraduate Center mentioned in 1, and for its linkage with Student Support Services, the Office of Minority and Special Student Affairs, and the Office for Students with Disabilities mentioned in 2; b) coor-

dinate and support, in concert with their respective deans, the lower-division academic-support services offices in the several colleges in such a way as to encourage a higher quality of services, easier student access to services, greater efficiency, and protection of those offices' budgets in times of retrenchment; c) be responsible for carrying out the recommendations for improving undergraduate education contained in the report of the Committee on Quality Undergraduate Teaching and Learning (Page report) and the report of the Task Force on the Student Experience (Wallace report); d) take steps to ensure that the All-University Liberal Education requirements are met by students in every college; e) take steps to ensure that barriers between colleges—both those that inhibit transferring from one college to another and those that inhibit students in one college from taking courses in another—are kept at a minimum; f) initiate and support ongoing review of teaching and advising, curriculum overlap, and student involvement.

4. The faculty should seek to provide in all undergraduate classes, but especially in large classes, structured experiences that promote active learning and work to lessen the anonymity that students too often encounter. Such experiences are especially important during the freshman year when students new to the University feel most isolated.

5. Faculty and administrators should seriously consider establishing on the Twin Cities campus a coordinated research program in higher education. Such a program would draw on the expertise of the University's faculty, including specialists from the General College, the College of Education, and other colleges, to seek ways of improving the undergraduate experience.

WILLIAM H. HANSON
Chair

See abstract of the discussion.

UNIVERSITY SENATE MINUTES

I. MINUTES FOR FEBRUARY 20 MEETING

Action (2 minutes)

Approved

II. COMMITTEES OF THE UNIVERSITY SENATE

INFORMATION:

In the recent election to fill Twin Cities campus faculty vacancies on the Senate Consultative Committee, Mark Brenner (Agriculture), Shirley Clark (Education), and W. Phillips Shively (CLA) were elected for 3-year terms (1986-89), and Ronald Phillips (Agriculture) was elected for a 1-year term (1986-87). Continuing members are Ellen Berscheid (CLA), Richard Goldstein (IT), Joseph Latterell (UMM), Cleon Melsa (UMD), and Paul Murphy (CLA).

Accepted

INFORMATION:

Roy St. Laurent has been elected Student Senate Consultative Committee Chair for the remainder of the 1985-86 year, succeeding Tim Pratt, who resigned and has been elected Vice Chair.

Accepted

III. ELECTION OF VICE CHAIR FOR 1986-87

Action (5 minutes)

The constitution provides that a Vice Chair shall be elected by the Senate at its first meeting in the spring quarter from among its members for a term of one year starting July 1, 1986.

Charles Campbell, professor of physics, was elected.

IV. STUDENT CONSULTATIVE COMMITTEE

STUDENT GOVERNANCE AMENDMENT

Action (5 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

Approved, 111-0

V. COMMITTEE ON COMMITTEES

Action (15 minutes)

A. PLANNING COMMITTEE

MOTION:

To amend the present Senate Bylaws, Articles IV. 1. E., to revise the description, membership, duties and responsibilities of the Planning Committee as follows (additions are underlined and deletions have lines through them):

The Planning Committee represents faculty, academic professional, and student interests in the development of principles, policies, and criteria in University planning. It also serves as a consulting body to the central administrative officer responsible for planning.

Membership

The Planning Committee shall be composed of at least 4 ~~6~~ faculty/academic professional members, 2 students, and ex officio representation as specified by vote of the Senate. Members shall be appointed by the Senate Consultative Committee with the approval of the Senate.

Duties and Responsibilities

- ~~to advise the Consultative Committee on those issues and concerns of relevance to Senate governance.~~
- to recommend to the Senate policies with respect to planning.
- to serve as a consulting body to the central administrative officer responsible for planning.
- to submit an annual report to the Senate through the Senate Consultative Committee.

COMMENT:

The Committee on Committees agrees with the Senate Planning Committee and the Senate Consultative Committee that the description, membership, duties and responsibilities of the Senate Planning Committee should be revised to recognize the role this committee plays in the consulting relationship on University planning policies that exist between the Senate and the University administration.

Approved, 122 to 1

B. COMMITTEE ON COMMITTEES

MOTION:

To amend the Senate Bylaws, Article IV. 1. B., regarding membership requirements for the Committee on Committees by changing "Faculty/academic professional members shall be senators during the year of their election" to "Faculty/academic professional members must have served as senators within the last five years."

COMMENT:

The Committee on Committees feels that the pool of faculty/academic professional candidates knowledgeable about and experienced in University governance is unduly restricted by the present requirement that all nominees must be senators in the year of their election.

Approved, 138 to 3

C. SOCIAL CONCERNS COMMITTEE

MOTION:

To amend the present Senate Rules, Article III.2., to add as an ex officio member of the Social Concerns Committee a representative from the Office of the Vice President for Finance and Operations.

COMMENT:

The Committee on Committees agrees with the request of the Social Concerns Committee that a representative from the Office of the Vice President for Finance and Operations be added as an ex officio member of the Social Concerns Committee because many of the issues discussed by the Social Concerns Committee relate to the University's investment portfolio.

SHIRLEY CLARK
Chair

Approved, 139 to 2

VI. SENATE CONSULTATIVE COMMITTEE

OPEN MEETING RULE
Action (15 minutes)

MOTION:

To amend the Senate bylaws, Article II.6, as follows (underlined wording is new; overstruck wording is deleted):

"Committees of the Senate shall have a policy of open meetings...As an exception to this rule, the Senate Consultative Committee, the Faculty Consultative Committee, and the

~~Student Senate Consultative Committee are~~ is granted the right to close a portion or all of a given meeting, after approval by a two-thirds majority of ~~their its~~ respective members present. The chair of ~~each committee~~ shall keep a listing of all topics discussed in ~~its~~ closed meetings, ~~make~~ making it the list available upon request, and ~~include including the~~ this list each year in the annual report to the Senate. ~~along with an evaluation of the role these meetings have played in consultation with the president. The right of the Faculty Consultative Committee to close meeting shall not be extended beyond the end of the academic year 1985-86 unless there is a vote of the University Senate to do so.~~ Meetings shall normally be listed in the Minnesota Daily and/or in the Daily Bulletin."

Note: One effect of revising this section is to grant the privilege for an indefinite duration.

COMMENT:

During the three-year experiment with closed meetings the Faculty Consultative Committee (FCC) has closed three meetings under authorization of this Senate bylaw. Two meetings were closed to encourage complete candor in discussions on rewording sections of the tenure code to respond to regental concerns. A third meeting was closed when President Keller invited FCC to join him in a discussion of the proposals he was developing for restructuring central administration. (In those years FCC also voted to close portions of five other meetings, but those instances involved the discussion of specific personnel and were thus authorized by another bylaw permitting closed meetings to protect the rights of the individuals being discussed.)

Its experience during this trial period has convinced the Consultative Committee of the desirability, even the necessity, of continuing its ability to close all or a part of a meeting. This ability enables FCC to begin discussions within itself and with the President on emerging or "likely" issues or problems. It permits the members to be briefed in exploratory ways that bring faculty influence to bear upon the administration at the earliest stages of planning and decision-making. It also permits all parties in the consultations to achieve a degree of candor and openness that would in some instances be difficult to sustain in a public setting. For these reasons we think that the right to close meetings, sparingly and judiciously used, is essential for maintaining the full effectiveness of the FCC's consultative role.

The Student Senate Consultative Committee (SSCC) and the Faculty Consultative Committee (FCC) operate in parallel, meeting separately and also meeting jointly as the Senate Consultative Committee. The SCC also consults regularly with the President, and the SSCC consults indirectly with the President through its Chair, who joins the other student body leaders in regular meetings with the President. The arguments in the preceding paragraph on behalf of the FCC's authority also apply to SCC's and SSCC's need for occasional closed meetings in carrying out their consultative responsibilities. The authority to close meetings should therefore logically be extended to them.

DEON STUTHMAN
Chair

Approved, 125 to 13

VII. CONSULTATIVE COMMITTEE

PREPARATION STANDARDS, COMMITMENT TO FOCUS

Action (30 minutes)

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 requirements would be met by evidence of competence commensurate with four years of study in English, with emphasis on writing and including instruction in reading and speaking skills and in literary understanding and appre-

ciation; two years in social studies, including American history; three years in mathematics, including geometry and intermediate algebra; three years in science, including one biological and one physical science; and two years in a second language. In addition, one year of instruction in the arts (music, drama, or the visual arts) is strongly recommended as valuable preparation for study at the University; and familiarity with microcomputers and common types of software is recognized as an important skill for university work.

These preparation requirements should become effective for students entering in Fall, 1990, 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 annually to the Senate (a) in advance of these dates on the status of preparations for implementing these requirements; and (b) following implementation on the impact of the requirements.

In implementing these preparation standards, the University should adhere to all recommendations in the final report of the Special Committee on Unified and Increased Preparation Standards.

COMMENT:

The Special Committee on Increased and Unified Preparation Requirements believes that increasing and unifying preparation requirements in core areas of study can help to create the potential for improving the quality of teaching and learning at the University, thus improving access to a quality education for all students. Such preparation requirements would apply to all students, but would not affect decisions regarding applications for admission to the University. Such decisions would continue to be made on the basis of an applicant's high school class rank and on PSAT or ACT scores. Students who enter without having met preparation requirements would be required to do so by the time they have completed 39 degree credits (roughly the equivalent of one year's work for a full-time student).

The Special Committee's report includes implementation recommendations that reflect the Special Committee's extensive review of the potential impact of increased preparation requirements 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 requirements take effect. 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 requirements 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 requirements. In addition, during this period the University faculty should review and revise the University curriculum to meet the needs of students with more advanced preparation in core areas.

The *significant changes in the motion* from the draft motion presented at the February 20 Forum are these:

- (1) the requirement of one year of instruction in the arts becomes recommended, rather than required, preparation);
- (2) the requirement in social studies has been reduced from three years to two.

Other *significant changes in the final report* from the draft report are these:

- (1) Recommendation 4 addresses in greater detail the need to develop explicit competency expectations and adequate assessment procedures;
- (2) The availability of high-school coursework and current patterns of student preparation are discussed (pages 8-9);
- (3) Recommendations 19 and 20 have been added to address issues of accountability in implementation of the report.

Copies of the final report are available from Terri Anderson (373-4911) in 313 Morrill Hall.

INFORMATION:

The Senate Consultative Committee respectfully forwards to the Senate the above motion and comments all of which were developed, after wide consultation, by the Special

Committee on Increased and Unified Preparation Requirements. SCC expresses its appreciation to the members of the Special Committee for their thoughtful, thorough, and diligent work over the past seven months, which culminated in the final report upon which the motion is based. SCC owes a debt of gratitude to Professor W. Andrew Collins, chair of the Special Committee, for his superb leadership.

DEON D. STUTHMAN
Chair

Above is the final, approved version. A motion to add "annually" following "The Senate Consultative Committee should report" in the last sentence of the second paragraph was accepted as a friendly amendment. The addition of the last paragraph was approved (69 to 67) over "Implementation of these preparation standards should be guided by the full set of recommendations in the final report of the Special Committee on Unified and Increased Preparation Requirements." A motion to amend the second sentence to add after "...three years in science, including one biological and one physical science" the words, "and may include one applied science" was defeated. A motion to amend the second sentence to add after "...and two years of a second language" the words, "or equivalent number of units in world history and/or international relations" was defeated. A motion to add a final statement, "If it is determined that the unified preparation requirements are deleterious to the maintenance of a critical mass of students in a collegiate unit, the unit may submit an alternative set of preparation requirements" was defeated. The original motion as amended was approved.

VIII. SENATE CONSULTATIVE COMMITTEE
(5 minutes)

See abstract of the discussion.

IX. FINANCE COMMITTEE
(5 minutes)

See abstract of the discussion.

X. QUESTIONS TO THE PRESIDENT
(15 minutes)

none

XI. OLD BUSINESS

none

XII. NEW BUSINESS
(15 minutes)

none

XIII. TRIBUTE TO DECEASED FACULTY MEMBERS

LEONARD D. BART

1932-1986

Leonard D. Bart, associate professor of speech-communication, died at his home in St. Paul on March 31 after a long illness. Bart, who completed his Ph.D. degree in 1964 at Minnesota, joined the faculty as an instructor in the fall of 1962. He was promoted to associate professor in 1969.

Even before completing his degree under the direction of E. W. Ziebarth, Bart was actively engaged in helping to build a curriculum in television production at Minnesota. His students are now working at all levels of the broadcasting industry throughout the country. His simultaneous grasp of practical problems and dedication to the ideals of a liberal education will be sorely missed by his colleagues and students.

Leonard Bart's outstanding work as a teacher, both formally in the classroom and informally as an adviser and colleague, was recognized in 1977 when the Alumni Society of the College of Liberal Arts and University College named him as one of the recipients of the Distinguished Teaching Award.

HENRY J. GRIFFITHS

1910-1986

Henry J. Griffiths, professor emeritus in the College of Veterinary Medicine, died in Roseville, Minnesota, on January 28, 1986. He was 75 years of age.

Henry Griffiths was born July 4, 1910, in Cambridge, England. He received M.S. and Ph.D. degrees in parasitology at McGill University, under Professor T.W.M. Cameron and later received his D.V.M. in 1943 at Iowa State University. He served as a captain in the Royal Canadian Army Medical Corps from 1943 to 1946. From 1946 to 1948 he was a member of the faculty of Ontario Veterinary College and then Washington State University. Dr. Griffiths joined the University of Minnesota faculty as associate professor in 1948, was promoted to professor in 1953, and retired in 1979. During his service he served as chairman of the Department of Veterinary Pathology and as an assistant dean of the College of Veterinary Medicine. He was an active member of numerous professional and honor societies including the Minnesota Veterinary Medical Association, the American Veterinary Medical Association, the American Association of Veterinary Parasitologists, the University of Minnesota Biological Club and Sigma Xi.

Henry Griffiths was a very popular and highly respected classroom teacher. In recognition of his teaching talents, he received the first Norden Distinguished Teacher Award at the University of Minnesota in 1963. He was named Outstanding Educator of America in 1973 and received a second Norden Distinguished Teacher Award in 1976. He is listed in *Who's Who in America* and *American Men of Science*.

As a person, Henry Griffiths will be remembered as a quiet, modest man with a dry, sparkling sense of humor. He had an uncanny memory of the names, faces, and personal accomplishments of his many students.

Henry J. Griffiths is survived by his wife, Ann, of Falcon Heights, Minnesota.

GLADSTONE B. HEISIG

1893-1986

On January 17, 1986, Professor G.B. Heisig lost a long bout with Alzheimer at the age of 93. The Department of Chemistry in turn lost a valued and dedicated member. G.B. retired in 1959, the same year as that of another fine and respected member of our faculty, Professor Norville Pervier.

Those of us who had the privilege of "overlapping" with G.B. have memories of a man with high skills as a teacher, a competent research scholar, and one with imagination in producing not only stimulating lectures, but texts and manuals that set a standard for analysis and separation procedures in his time. Few ever knew him as other than G.B.; a very much smaller number knew he was Gladstone B.; and an almost infinitesimally small fraction knew him as Gladstone Baring Heisig.

He was born in 1893 in Houston, Texas. His early education was received at the University of Texas with a B.A. in 1917, Rice Institute with an M.A. in 1918, further graduate work at the University of Minnesota, and a doctorate at Princeton University in organic chemistry in 1931, working in the laboratories at William Lauder Jones. His background was further enriched through sabbaticals at the University of Rio de Janeiro, Brazil, with a most eminent and colorful analytical chemist, Professor Fritz Feigl, in mineral-inorganic technology and, again, in chromatography at the University of Bristol in England. In the mid 40's, immediately following World War II, he served with the American University at Biarritz, France. G.B. was ahead of his time, not only in his use of audio-video tools in lecture and laboratory development, but politically. He wrote in 1945 to the dean of the Institute of Technology, Professor S.C. Lind, that he thought the Army had overstayed its welcome in Europe. There are those 40 years later who would still agree with this statement. G.B.'s professional activities thus spanned two world conflicts. His talents were recognized by the War Production Board. He spent time in the Washington area in the general area of chemical warfare.

The sabbatical in South America was associated with sorrow, since Lucille, his first wife, died shortly after their return. Mary, his second wife, and G.B. enjoyed the years of retirement with frequent trips abroad including an African safari. G.B.'s home, long before his departure to live with his son in New York, was shared by a number of graduate students and staff of the Department of Chemistry. He and Mary were ardent sports fans, missing very few football games at a time when it was possible to enjoy the weather variations of Memorial Stadium.

During the years just before retirement G.B. helped in the early stages of renovating (in these days a very familiar term) Smith Hall's general chemistry laboratories. The current (1986) hood and desk designs were in part developed by him. A sophomore course for engineers was one of his innovations and a course which he taught for many years at the University.

Quite recently the Heisig family has provided a generous fund for use in undergraduate instruction. As important as is this concrete memorial, the legacy which he left in dedicated teaching, experience, and especially laboratory development, will remain with all of us who have followed. He is survived by a son, Dr. Charles Heisig, New York, a daughter, Doris Terrwilliger in Michigan, a sister, Doris Brown in Texas, eight grandchildren, and four great-grandchildren.

F. GERALD KLINE

1937-1986

F. Gerald Kline, professor and former director of the School of Journalism and Mass Communication, died February 3, 1986, in his St. Paul home of lymphatic cancer. He had been a special assistant to President Kenneth Keller since September, coordinating a major fund drive for the University.

Born February 3, 1937, in Winnipeg, Manitoba, Dr. Kline earned his bachelor's degree at the University of North Dakota in 1963 and his doctor of philosophy degree at the University of Minnesota in 1969. He taught at Minnesota and at the University of Michigan before being named the School of Journalism and Mass Communication's third director in 1978. Under his leadership, the school revamped its undergraduate and master's program curricula to help graduates prepare for an ever-changing field. A media management program got its start, the school won reaccreditation, and a non-professional undergraduate mass communication program was initiated. Dr. Kline attracted important sources of private support for the school, including major gifts to establish minority scholarship programs, to update the school's library, to fill the Cowles chair in media management and economics, and to establish the Minnesota Journalism Center and the Silha Center for the Study of Media Ethics and Law. He presided over a significant change in the school's faculty as professors with outstanding national reputations retired—among them George Hage, Edwin Emery, and Willard Thompson. In their place, he hired a group of young, promising scholars who have broadened the intellectual scope of the school.

His association with the University began in 1963, when he was accepted into the graduate program in journalism and mass communication. He became a lecturer and research director in 1968, earned his Ph.D. and became an assistant professor in 1969. He left in 1970 to teach at the University of Michigan. Dr. Kline stayed in Ann Arbor until 1978, advanc-

ing from assistant to associate professor and chairing a new interdepartmental doctoral program in mass communication there from 1972 to 1978.

Friends and colleagues remember him as a stimulator and expeditor of programs and ideas, an administrator with a keen eye for intellectual talent, and a scholar with internationally broad interests and associations.

The author and editor of books, book chapters, and journal articles on a variety of subjects, Dr. Kline was also a consultant to governments and organizations including Sage Publishing, the government of Canada, the National Science Foundation, the United States Satellite Broadcasting Company, and a Michigan task force on substance abuse. He sat on editorial and advisory boards for six publications, including the Sage Annual Reviews of Communication Research series and "Communication Research: An International Quarterly," a journal devoted to the communication process at all levels, for which he was charter editor. He had been president of the Minnesota High School Press Association and the National Scholastic Press Association. His professional media experience included time spent as editor of "Thirteen Towns," a weekly newspaper in Fosston, Minnesota, and as a news editor for WCCO radio in Minneapolis. He also worked as a radio-TV editor for the Canadian Broadcasting Corporation in Winnipeg.

Professor Kline is survived by his wife, Linda, and sons Sean, Colin, Patrick, and Brendan.

KENNETH MacCORQUODALE

1919-1986

Every academic discipline has its iconoclasts, superstars, and entrepreneurs. If we are very fortunate, we may also come to know a precious few scholars who more adequately idealize the academic endeavor. In the C.P. Snowian world of internecine academic departmental politics and bloodless (or nearly so) coups d'etat, these men and women rise above the quarreling. They are the comportmental as well as intellectual standard by which a true academician is judged. Kenneth MacCorquodale was such a man.

Born on June 26, 1919, he attended both undergraduate and graduate school at the University of Minnesota, completing his doctorate in experimental psychology under the tutelage of Professor William Heron in 1946. During his tenure as a graduate student at Minnesota, his contemporaries included William Estes, Norman Guttman, Howard Hunt, Keller Breland, George Collier, and Paul Meehl. Kenneth MacCorquodale and Paul Meehl published several of the era's most important papers for psychological theory, including "On a Distinction Between Hypothetical Constructs and Intervening Variables" (*Psychological Review*, 1948) and "Edward C. Tolman," published in Estes et al., *Modern Learning Theory* (1954).

Kenneth MacCorquodale's academic upbringing was unorthodox. Though William Heron was his doctoral advisor, Richard M. Elliott was his closest counselor and colleague among the faculty during his graduate student days. MacCorquodale wrote of Elliott, "He was wise, determined, unfailingly kind and courteous, full of personal charm and life. He was a gentleman." MacCorquodale learned his lesson well at Elliott's knee, for Kenneth MacCorquodale embodied those qualities himself. While Elliott provided him with one of the most important influences of his career, his intellectual mentor was unquestionably B.F. Skinner. Skinner was on the faculty at Minnesota from 1936 to 1945 and exerted a profound influence on the group of graduate students in training during that time. While MacCorquodale had flirted with Clark Hull's hypothetico-deductive theory, and Tolman's purposive behaviorism, when it came to a fundamental intellectual commitment, Skinner's behaviorism won hands down with MacCorquodale.

Elliott invited MacCorquodale to join the faculty on his return from military service in 1946. He set about teaching a course called "Advanced General Psychology," devoting much of his first few lectures each term to philosophical underpinnings of modern behaviorism. In 1952, he began teaching a second course called "Verbal Behavior," the content of which was very similar to Skinner's book by the same title. Kenneth MacCorquodale was, in a very real sense, Skinner's first and one of his most intellectually influential students. Yet he never referred to himself as a "Skinnerian." To him, one did not follow a woman or man, one assimilated an intellectual tradition. He always paid Skinner the highest honor by teaching

his students that Skinner's contributions belong in the intellectual tradition of Claude Bernard, Ernst Mach, and Edward Thorndike, and are of a comparable order of magnitude.

Kenneth MacCorquodale's editorial contributions to the most influential series of books in the history of modern psychology earned him high regard among his colleagues. When Richard M. Elliott retired as editor of the *Century Psychology Series*, MacCorquodale assumed the mantle of leadership of that distinguished series with grace, if a little discomfort (at least in the beginning). Mr. Elliott (as MacCorquodale always referred to him) was a tough act to follow. The *Century Psychology Series* had been unequaled in the history of psychology as the repository of major psychological writings. During MacCorquodale's editorial tenure, the series continued to publish significant volumes by such people as Berlyne, Bijou and Baer, Campbell, Church, Gibson, Honig, Lofquist and Dawis, McGuigan, Reese, Skinner, and Tyler, to name only a few. MacCorquodale was a gentle, but incisive editor. T.S. Eliot once remarked that an editor should tell the author that his writing is better than it is. Not a lot better, but a little better. MacCorquodale was a master of the technique. His skill in helping the author rise above him or herself was uncommon.

For all of Kenneth MacCorquodale's scholarly accomplishments, those who had the good fortune to sit through his classes as students at the University of Minnesota owe him their greatest intellectual debt to him as teacher. To note that he was an excellent teacher would be a significant understatement. He brought a truly unique combination of scholarship and rhetorical excellence to bear each time he stood before a room full of students. The quality of his pedagogical style was virtually impossible to describe, but instantly recognizable. One could not sit passively through his course in "Analysis of Behavior" (originally "Advanced General Psychology"). The course "took." Once you completed MacCorquodale's course, it was in your bones the rest of your life.

As remarkable as the quality of Kenneth MacCorquodale's teaching was (he was granted the Distinguished Teacher Award by the College of Liberal Arts of the University of Minnesota in 1965), his quantitative contribution to the teaching of psychology was equally extraordinary. By the time he retired from the University of Minnesota in the spring of 1982, he had taught over 78,000 students, a figure which defies conventional adjectival description.

On February 28, 1986, Professor MacCorquodale died at his home in Coronado, California, reminding us of a remark by Henry Brooks Adams: "A teacher affects eternity; he can never tell where his influence stops."

XIV. ADJOURNMENT

ABSTRACT

Preceding the meeting of the University Senate there was an open forum on the draft report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus, one of the committees created under the *Commitment to Focus*. The forum began at 2:25 p.m. and concluded 45 minutes later. David Hamilton, professor of anatomy and vice chair of the Senate, presided.

William Hanson, professor of philosophy and chair of the Special Committee, called attention to the features of the report—curriculum, quality of teaching, and student services. He cited the Page (Committee on Undergraduate Teaching and Learning) and Wallace (Task Force on the Student Experience) reports, both of which had proved useful in developing recommendations having to do with quality of teaching. He recommended that student/faculty ratios should be calculated; incentives offered for improvement, such as more funding for teaching assistants and monetary awards for those departments showing good progress; encouragement of the faculty to provide in large classes a structure that would promote active learning and lessen the anonymity often experienced by students; and finally, establishment of a coordinated research program on the Twin Cities campus.

He described the proposed undergraduate center as a place where prospective and new students, as well as those requiring special assistance, would be advised in all phases

of their undergraduate education. He said it would be important to coordinate it with existing student services and with the academic affairs offices.

His committee, he said, was impressed with the dedication of the people they interviewed and was anxious that there be no impression that individuals or groups were not doing their jobs but rather that "we all do our jobs better for a higher quality education."

John Chipman, Regents' professor of economics, asked whether there were cost estimates and how the plan would be financed. Mr. Hanson responded that the committee was aware that resources are limited and that the proposed center was a modest concept when compared with the other options considered. He had no estimates of cost, taking the position that funding proposals were outside the province of his committee. He hoped, however, that *Commitment to Focus* resources would be available.

The chair reminded the forum that the Hanson committee report was still in draft form and that the committee would be convened before the May or June meeting of the University Senate when recommendations would come to a vote. Edward Foster, professor of economics, found the report too attentive to administrative details rather than to goals the Senate and Assembly would like to see attained. Mr. Hanson said the committee had considered several alternatives such as a unified college or overlay model, both of which would have created new administrative structures, but it preferred the undergraduate center, which takes into account existing structure.

Andrew Collins, professor of child development, asked on behalf of the Educational Policy Committee whether it would be wise for the committee to consider difficulties that stem from taking care of a large, amorphous body of students and whether the proposed center would address that problem. Mr. Hanson said that clean, concise, and visible coordination was needed to alleviate that problem. In response to interest of the Student Academic Support Services Committee in the proceedings, Mr. Hanson offered assurance that that committee would receive the report later in April. Asked by Robert Jones of the Minority Concerns Committee, Agriculture, how minority students would be affected, Mr. Hanson responded that there was no suggestion to change the responsibilities of the Office of Minority and Special Student Affairs and reiterated that the center should be integrated with student services organizations including those for minority students, both at the all-University and college levels. When asked why the report did not address registration problems, parking problems, and financial aid, Mr. Hanson said it was hoped that data collected by departments would point the way to easing registration problems, and he hoped parking could be improved.

Mr. Hamilton urged that comments be forwarded to Mr. Hanson for consideration by the committee, and the forum was adjourned at 3:10 p.m.

Following the forum, the University Senate meeting was called to order by Vice Chair David Hamilton. Minutes of the last meeting were approved.

Vice Chair election. Charles Campbell, professor of physics, was nominated by Deon Stuthman, professor of agronomy and chair of the Consultative Committee, and was elected by acclamation to serve as vice chair of the Senate next year. He accepted amid general applause.

Student governance amendment. Tim Pratt, student, reintroduced an amendment to make the student body presidents of the five campuses *ex officio* nonvoting members of the Senate. For the second hearing of the amendment there were sufficient votes for its approval, 111 to 0.

Planning Committee amendment. Shirley Clark, professor of educational policy and chair of the Committee on Committees, introduced a proposal to revise the description, membership, and responsibilities of the Planning Committee. The Planning Committee would replace the now defunct Planning Council and the addition of two faculty members would increase the perspective of the committee. Mr. Stuthman said the Consultative Committee endorsed the amendment unanimously. Amy Krupp, student, offered a friendly amendment to add a student, which would continue the same faculty/student ratio, she said. Ms. Clark said her committee had not been presented with a convincing case for the change, and Mr. Stuthman added that the Consultative Committee vote on the original motion had included the student members of the committee, so the proposal could not be considered a friendly amendment. Roy St. Laurent, chair of the Student Senate Consultative

Committee, said his committee had decided that the new ratio would be in line with that of other committees and would not consider the Krupp proposal a friendly amendment. The parliamentarian ruled that the Krupp motion could not be voted on because it had not been submitted in advance as required; Ms. Krupp decided not to ask for a suspension of the rules, and the Clark motion was approved with one dissenting vote.

Committee on Committees amendment. Ms. Clark introduced an amendment to permit membership on the Committee on Committees of those who had served in the Senate within the last five years of the election, rather than limiting it to those currently serving. She said it would expand the pool of those eligible and reminded the Senate that there were many committees that required Senate membership, limiting even more the number eligible. Coordinate campuses were particularly hard hit by the requirement. Again, the Consultative Committee supported the Committee on Committees, and the amendment was approved almost unanimously.

Social Concerns Committee amendment. In presenting a motion to add an ex officio finance vice president representative to the Social Concerns Committee, Ms. Clark explained that that person is important to committee discussions on investment policies. The Consultative Committee supported the motion, and the amendment was approved by all but two senators.

Open Meeting Rule amendment. Mr. Stuthman said the Consultative Committee had concluded successfully a three-year experiment with closed meetings of the Faculty Consultative Committee as provided for in Senate bylaws, and proposed extending it to the Senate Consultative and Student Consultative Committees indefinitely. He said that advice early, rather than consent later, is the role his committee should assume, and the amendment would facilitate that goal. Asked whether the Student Consultative Committee had met with the president this year, Mr. St. Laurent said it had not, but had met with his representative, the academic affairs vice president. The amendment was then approved with some opposition.

Preparation Standards, Commitment to Focus. On behalf of the Senate, Mr. Stuthman prefaced his remarks with thanks to Andrew Collins, professor of child development, and his Special Committee on Preparations Standards that had first presented its report at the forum in April. Mr. Stuthman said the Faculty Consultative Committee had voted unanimously in favor of the motion regarding preparation standards, and the full committee had shown a strong majority favoring it. His committee had identified as a friendly amendment a proposal by Vernon Cardwell, professor of agronomy and plant genetics, to require that the Consultative Committee progress report should be made *annually*. Mr. Hanson supported it as a friendly amendment, too. Another amendment accepted as friendly by both committees was proposed by Mr. Collins, i.e., to include one year of arts instruction as being strongly recommended and recognition that microcomputer and software familiarity is desirable.

William Hanson, professor of philosophy and chair of the Educational Policy Committee, proposed a closing sentence to the effect that the University *should adhere* to all of the report's recommendations, whereas the Special Committee suggested that implementation *should be guided by the recommendations*. Mr. Hanson defended his version as being stronger; Mr. Collins said that recommendation 20 in the report provided sufficient review and oversight for the process so the stronger language was not needed. The Hanson amendment was then approved by two votes.

Steve Florman, student, expressed concern that the impact on students receiving financial aid be carefully considered and asked what specific measures were being proposed to ensure assistance for those who would need more than five years to complete work toward degrees. Mr. Collins said his committee had considered it one of the most serious implementation issues and recommended an extensive information campaign and extension of guidelines for some sources of aid.

Mr. Cardwell proposed an option to have an applied science in the science requirement, which he said would be useful for those who decide late that they want to go to college, noting that less than 50 percent of ninth graders know whether they want to pursue a higher education. He said some students do not have the incentive to go further, and there are not, in many cases, sufficient high school advisors to counsel them. He called the proposal an opportunity to introduce flexibility into the plan. Mr. Collins said his committee had tried to

reduce the number of requirements, but did not have time to review the courses to be included in each category. However, many appeared, such as this one, too broad to stay within the intent of the program. Asked what would be included in applied sciences courses, Mr. Cardwell identified natural resources, physical geography, horticulture, and agricultural education. Mr. Stuthman said the Consultative Committee favored the Special Committee position, and the amendment was defeated.

Mr. Cardwell's next proposed amendment called for an alternative of world history and/or international relations for the language requirement. He said there were multiple avenues for achieving the international perspective and that his proposal would permit greater flexibility for high schools that would not have sufficient language staff. Mr. Collins said the committee had considered the idea but most members agreed that such courses were taught from the United States perspective and would not achieve a sufficient international cultural perspective. Mr. Hanson and Mr. Stuthman reported little or no support from their committees. Lisa Steidl, student, maintained that high school teachers, especially in small, rural schools, often must require teachers to instruct more than one course and should be provided as many options as possible. James Tracy, professor of history, said that the College of Liberal Arts had found that there was a great deal of movement toward improving language offerings in the secondary schools. Tim Pratt, student, urged that the University actively support increased funding for high schools if the preparations standards proposals are implemented. Mark Ollenburger, student, declared that he came from a rural area of North Dakota where he had been able to take German in the eighth grade, and spoke enthusiastically of reading Goethe in German as compared with reading a translation in English, and he contended that language ranks with mathematics in importance in preparing for college. With this, the proposal failed on a voice vote.

Mr. Cardwell's final motion was for inclusion of a statement to the effect that an alternative set of requirements could be submitted by a unit in which a "critical mass" of students was adversely affected by the new standards. He said the intent was to provide a safety net as a protection in addition to the advisory committee called for in the report. He was concerned about collegiate autonomy and access to those courses that are part of the land-grant mission of the University. As an example, he indicated that many students decide to enroll in smaller institutions, especially near the Minnesota-Wisconsin border, where there is tuition reciprocity and that this trend would accelerate particularly in rural high schools where the college decision may not be made in the early years. He termed the standards *de facto* admission requirements with significant implications for agriculture. Mr. Collins said his committee had found there had not been declines in enrollment applications where similar preparation standards had been adopted, and that the College of Agriculture problem seemed to be an isolated one. Central administration, he said, had been made aware of this special situation. Mr. Hanson said the Educational Policy Committee sympathized with the College of Agriculture, but still supported the original recommended policies. Mr. Stuthman, identifying himself as an Agriculture faculty member, said the Consultative Committee found the proposal at odds with what was intended. Steve Florman, student, calling himself a "critical mass" person, though he was not sure what the term meant, indicated the Cardwell proposal would defeat the purpose of the report, and with that the motion was voted down.

Returning to the original motion as amended, the chair recognized Richard Purple, professor of physiology, who asked whether there was any provision for students with special disabilities. Mr. Collins replied that the matter had not been considered, but it was hoped that the University would provide some alternatives including skilled training and special services. There being no further amendments, the motion as amended was approved and, following Mr. Stuthman's commendation of the work of the committee and particularly of its chair, Mr. Collins and the members were accorded a warm round of applause.

Consultative Committee report. Mr. Stuthman outlined briefly concerns of his committee. He urged that comments on any of the committee reports arising from the *Commitment to Focus* be directed to his committee. He reported that the accreditation site visit of the North Central Association had been completed and acknowledged the efforts of the internal review committee chaired by Consultative Committee member Irwin Rubenstein, professor of genetics and cell biology, who received Senate applause for his work. Mr. Stuthman reported that his committee is reviewing the recent report of the Child Care Committee, and

finally he announced the likelihood of a special meeting of the Assembly and/or the Senate on June 5.

Finance Committee report. Frank Sorauf, professor of political science and Finance Committee member, reported that the committee had been involved in all planning resulting from the recent budget cut, in the area of recovery of indirect cost funds, in providing and paying for mental health coverage that had been dropped by a provider during the year, and now was working on the 1986-87 budget and forthcoming legislative request. The committee welcomes comments, he concluded.

The Senate rose in final tribute to three of its deceased colleagues, and the meeting was adjourned at 5:15 p.m.

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Abstractor