

MBM  
M66  
dup

## 2003-04 UNIVERSITY OF MINNESOTA

FEBRUARY 12, 2004

### FACULTY SENATE MINUTES: No. 3

The third meeting of the Faculty Senate for 2003-04 was convened in 25 Mondale Hall, Minneapolis campus, on Thursday, February 12, 2004, at 2:06 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 116 voting faculty/academic professional members. Vice Chair Carol Wells presided.

#### 1. FACULTY CONSULTATIVE COMMITTEE REPORT

Professor Judith Martin, Chair of the Faculty Consultative Committee (FCC), said that the committee has been working on several issues. The first issue is the budget and the University's capital request. The committee has been working with the legislative liaisons about what needs to be done to secure this request. FCC has also started talking about issues for next year's budget request.

The second issue is a proposed Regents policy on the commercialization of technology. It is important to have faculty input on this issue since pressure on the University increased with the approval of federal legislation. FCC is talking with the administration and Regents about how the process will work here. Since this is a complex issue, material has been posted on the web and a reminder will be sent to all senators tomorrow.

Lastly, the committee has been watching a few bills in Congress that might have an impact on faculty work. First is the McKeon bill, which would limit tuition raises to that of inflation. FCC may send a message to its Congressional delegation on the topic. Second is a proposed Student Academic Bill of Rights. Some faculty have been asked to sign a letter which will appear in the Minnesota Daily shortly. The bill addresses academic freedom for faculty. A task force on this topic has been working all year and should have a report by the end of spring semester which can then be shared with the Senate.

#### 2. FACULTY LEGISLATIVE LIAISONS

##### Legislative Request Discussion

Professor Fred Morrison, Faculty Legislative Liaison, said that the role of the liaisons is to bring a faculty perspective to issues and to bring relevant information back to all faculty on campus. The University's request this year was for a bonding bill. Funds were requested for capital expenditures, such as Higher Education Asset Preservation and Replacement (HEAPR) money, which is used to do asbestos abatement, add fire safety equipment, and fix roofs. The Governor only recommended one-third to one-half of the HEAPR funds that the University requested, and limited spending in other areas.

Professor Morrison said that faculty need to contact their legislators in order to allocate more funding to the University. Legislators need to be told that the University is important to the financial well-being of the state and the University's intellectual environment keeps people in the state.

He distributed a letter to West Bank faculty regarding what work has been done, what other projects are slated in the request, and what faculty can do to help. In the next few months, similar letters will be sent to other faculty groups on campus.

In closing, he stated that a bill was just introduced this morning which would cut state funding to the University because of the University's decision to seek private funding for stem cell research. He will keep faculty updated on the status of this bill.

Professor Martin Sampson, also a Faculty Legislative Liaison, stated that of the \$188.7 million that the University requested, only \$96 million was recommended by the Governor. The University feels that more funds should be allocated since it has more old buildings to keep up and it has chosen to renovate old building rather than build new ones.

Overall, the total percentage of the state allocation to higher education is lower this year than in previous years. The state has said that it has other priorities, such as funding for more prisons and the environment. Decreased state funding is the current trend, but cannot continue. This is why it is important for faculty members to contact their legislators directly.

A senator said that when faculty contact their legislators, it would seem to be more effective to speak about specifics rather than generalities. To do this faculty need the following information: what projects are on the University's request list, what is the cost for each project, and what are the consequences if funding is not received.

Q: Instead of contacting every legislator, are there some key people whose votes the University needs to have its budget request approved?

A: This information can be compiled, but the basic message still needs to reach every legislator throughout the session.

Q: Some people in the community realize that the University is becoming a high-ranking research University and is producing new scholars. However, is the message reaching the average voter that the University also produces more grounded results for the state, such as teachers?

A: The University is always thinking about new ways to get its message out to the population.

### **3. FACULTY CONSULTATIVE COMMITTEE Senate Reorganization Discussion**

Professor Dan Feeney said that the purpose of this proposal is to consider the concept of a more inclusive University Senate. The process of revising the Senate Constitution has begun, but before it can be finished, general concepts need to be considered. This meeting is the first chance for the faculty to respond to the proposal, and the working group would like to know if this proposal should be pursued further.

Discussions have been held prior to this meeting, and resistance has been expressed primarily in regards to the loss of faculty influence. He will try to allay this concern today. Professor Feeney then thanked the working group members for their work on this project.

He then said that the University is facing tough times, and it will be better to have an 'us' approach, rather than the current 'we' and 'they' approach. The Council of Academic Professionals (CAPA) and the Civil Service Committee currently operate similarly to faculty

governance in some respects. Changing employment patterns also mean that there are similar numbers of CAPA members as faculty members at the University. If the influence from all these groups can be combined, a unified Senate might be a better approach to upcoming issues. Other reasons for this proposal include clarifying consulting lines and providing a common forum with equal speaking rights.

One principle adhered to during this process is the clarification of individual group voices. There have been concerns raised as to the dilution of the faculty voice in the University Senate, but it can be seen that there is now a direct reporting line from the Faculty Senate to the President. The reporting lines for committees is also proposed to change to put them more in line with current practice.

Another proposed change is to eliminate the Twin Cities Campus Assembly and thereby reduce inefficiencies and redundancies in constitutional changes by maintaining a separate body. Instead, a mechanism has been created to allow for the establishment of a Twin Cities Delegation when needed by any Senate. This proposal will not change the identity of the coordinate campus assemblies.

There are a number of challenges in this proposal. One is letting go of current paradigms, although a group may decide that there is not a compelling reason to do this. Another is the number of people proposed in this structure. The working group is proposing several different seat allocations, some of which are meant to control the size of the body in the University Senate, and others are meant to guarantee a minimum number of seats per college.

He concluded that at this point the working group is looking for comments, concerns, and the direction to proceed. The timeline is to bring this to a vote this academic year so that implementation could take place July 2005.

Q: What formula is being proposed for faculty, CAPA, and Civil Service seat allocation?

A: Under each proposal, CAPA and Civil Service would have 25 representatives. Only the number of faculty and students would change. Under the 'proposed' option, faculty seats would be allocated based on the number of faculty in a college or campus using a statistical model with a fixed total of 125 seats, similar to that used for the House of Representatives. The general approach was to limit the overall size of the University Senate.

Professor Feeney then stated that coordinate campuses might get extra representation for their campus, as a whole, through CAPA and Civil Service representatives from the coordinate campuses. He noted that the average size of a Senate in the Big Ten is 75 members, so the current structure is the largest, but possible also the most effective.

Q: Since issues from the Finance and Planning Committee cover a broad range, why is this committee not have a primary reporting line to the University Senate?

A: This was a debated issue in the working group. It was given a primary reporting line to the Faculty Senate because there are a majority of faculty in the Senate and many issues that the committee deals with directly affect the research and teaching mission of the faculty.

Q: What is the rationale for guaranteeing two seats per college?

A: Some concerns were expressed from small colleges and coordinate campuses that they would only have one senator. The net effect would be disproportionate representation from smaller groups. This is an issue for the Senate to decide.

Q: Some colleges have expressed concern with only having one seat and one voice. The principles sheet notes that each college would be guaranteed two seats, however the proposal today does not have that guarantee. What accounts for the contradiction?

A: This is still a work in progress, which is why the principles sheet and the proposed numbers do not agree at this time.

A senator noted that his first reaction that the best actions were the proposal and option two. However, under option two, which keeps the current number of faculty and students, colleges are not guaranteed two seats. If this is currently not a problem, he doubts that it will be under a revised proposal. The real issue is having senators at meetings to express opinions and make an informed decision. He did note one change that would need to happen if the changes are accepted, recording actual vote totals for external actions.

Q: Tenure saddles faculty with a disproportionate responsibility to make sure that the University continues to run for the benefit of students and research. Within that context, what are the number of faculty-like academic professionals in the Faculty Senate? How many faculty-like academic professionals are electing senators?

A: There are currently five to ten faculty-like academic professionals serving in the Faculty Senate and less than 500 faculty-like academic professionals eligible to elect senators at this time.

Q: Will all academic professionals, including faculty-like academic professionals, be included in the 25 seats from CAPA?

A: No. Faculty-like academic professionals would continue to be eligible to be elected to the Faculty Senate.

A senator said that the proposals should be viewed in terms of the percentage representation from each group, not the representative numbers. Since more committees will report to the Faculty Senate, the percentage representation, and say, of faculty will be one hundred percent for many issues. In the University Senate, faculty will have less say on other issues.

Q: How will the committee reporting lines work in practice?

A: Secondary reporting lines mean that the Senate can call for a report on any issue from a committee. It does not imply that every committee will report at every Senate meeting. Executive committees from each group will also watch issues to make sure that they are routed through the appropriate bodies.

Q: Under the proposed systems, there is the opportunity for faculty to stop a proposal or policy to allow for more review or consultation before it reaches the University Senate. What is the procedural impact of the reporting lines?

A: Many faculty felt that there needed to be stronger faculty control over some items and issues, which accounts for the change in committee alignment and reporting lines. The proposal is not trying to block groups from participating in the decision-making process, but is to make sure that the faculty voice is heard on certain issues.

Q: What would be the process for a policy change from the Educational Policy Committee under the proposal?

A: The policy would go through the Faculty Consultative Committee, which would determine if the policy should be sent directly to the Faculty Senate or go to the Senate Consultative Committee for presentation to the University Senate. A concrete example would be exceptions to the Research Secrecy Policy. When these were presented to the University Senate last year, many faculty felt that this was a faculty issue and would better be handled by that body. With the committee realignment, future exceptions would be handled by the Faculty Senate.

Q: Will the change in the University Senate affect the composition of committees?

A: No. Current committee compositions will remain, as they were revised two years ago.

Q: Will the structure change result in twice as many meetings?

A: No since the Faculty Senate and University Senate meetings would run concurrently.

#### **4. NOMINATING COMMITTEE FOR THE FACULTY STEERING COMMITTEE Slate of Candidates**

##### **Action by the TC Faculty Assembly and UMD Faculty Senators**

#### **MOTION:**

To approve the following six names to stand for election to the Senate Consultative Committee/Twin Cities Assembly Steering Committee, to be elected by the Twin Cities and non-represented UMD faculty for a term of 2004-07. A simple majority is required for approval.

**CAROL CHOMSKY:** 1986\*, Professor of Law, Law School. University Senate member: 1995-99, 2002-06. Committee participation (past and present): Committee on Committees, 2001-04; Equity, Access, and Diversity, 2001-04; Faculty Affairs, 1994-99; Professional Studies FCC, 1996-99.

**JOHN FOSSUM:** 1983\*, Professor of Industrial Relations, Carlson School of Management. University Senate member: None. Committee participation (past and present): Faculty Affairs, 1998-2001, 2002-06 (Chair 2002-04).

**SCOTT LANYON:** 1995\*, Professor of the Bell Museum of Natural History, College of Biological Sciences. University Senate member: 1997-2000. Committee participation (past and present): Nominating, 2002-03.

**TERRY ROE:** 1971\*, Professor of Applied Economics, College of Agricultural, Food, and Environmental Sciences. University Senate member: 1995-96. Committee participation (past and present): Finance & Planning, 1997-2005.

**GEOFFREY SIRC:** 1985\*, Professor of Instruction and Communication, General College. University Senate member: 1993-96, 1998-2001; Committee participation (past and present): Faculty Affairs, 1997-2000; Judicial, 2003-06.

**JOHN SULLIVAN:** 1975\*, Regents Professor of Political Science, College of Liberal Arts. University Senate member: None. Committee participation (past and present): Computing and Information Systems, 1987-88; Finance, 1983-85; Research, 1982-85, 1990-91 (Chair 1984-85, 1990-91).

-----  
\*Date of initial appointment at the University.

**FOR INFORMATION:**

The Assembly Steering Committee serves as the executive committee of the Twin Cities Campus Assembly and forms the Twin Cities membership of the Senate Consultative Committee. Senate and Assembly legislation has merged the Twin Cities faculty and non-represented UMD faculty for purposes of Senate Consultative/Assembly Steering Committee elections. Should a non-represented UMD faculty member be elected, that individual will be a member of the Senate and Faculty Senate Consultative Committees, but shall not be a member of the Assembly Steering Committee.

Additional nominations, certified as willing to stand for election, may be made by (1) petition of 12 voting members of the faculties, provided that the petition is in the hands of the Clerk of the Twin Cities Campus Assembly the day before the Twin Cities Campus Assembly meeting, and (2) nominations on the floor of the Assembly. The faculty representatives of the Twin Cities Campus Assembly shall reduce by vote the slate to twice the number to be elected.

Currently serving with terms continuing at least through next year are:

- Jean Bauer, College of Human Ecology
- Tom Clayton, College of Liberal Arts
- Dan Feeney, College of Veterinary Medicine
- Mary Jo Kane, College of Education and Human Development
- Marvin Marshak, Institute of Technology

The terms of Arthur Erdman (Institute of Technology), Candace Kruttschnitt (College of Liberal Arts), and Judith Martin (College of Liberal Arts), expire at the end of the academic year.

**PATRICE MORROW, CHAIR  
NOMINATING COMMITTEE**

**DISCUSSION:**

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

**APPROVED**

**5. FACULTY STEERING COMMITTEE  
Coalition on Intercollegiate Athletics  
Action**

**MOTION:**

That the Twin Cities Faculty Assembly vote to join the Coalition on Intercollegiate Athletics and that it endorse, in principle, the Framework statement prepared by the Coalition.

**COMMENT:**

The Coalition on Intercollegiate Athletics (COIA) is a faculty group with a steering committee of 12 members drawn from Division I universities across the country that is working to bring reforms to college athletics. The general direction and nature of the changes are outlined in the Framework statement. COIA is working closely with the National Collegiate Athletic Association (NCAA), the American Association of University Professors, and the Association of

Governing Board (the professional association for regents and trustees) to build support on several fronts for the reforms. COIA has the strong support of the President of the NCAA, Myles Brand.

The Advisory Committee on Athletics voted unanimously to recommend to the Faculty Assembly that it join the COIA and that it endorse in principle the Framework. "Joining" the COIA simply means that the Faculty Assembly has put its stamp of approval on the work of the COIA and that there will be a contact person, a faculty member, at the University to receive information about the work of the COIA. There are no dues and no obligations; the action lends moral support to the effort. In terms of the Framework, while Committee members have minor reservations about a couple of the specific items in the Framework, the Committee believes that overall it represents a set of goals that the University should endorse. Moreover, the Framework simply sets the context for legislative proposals that will be prepared for the NCAA; the Committee will review and vote on all of the specific proposals that are developed.

\* \* \*

### A Framework for Comprehensive Athletics Reform

Recommended by the COIA Steering Committee, October 2003

The need for reform of intercollegiate athletics is serious and requires immediate action. The problems are not new, but they are worsening. During the 1990s, universities and the NCAA responded to the 1989 Knight Commission report, yet in 2000 the Commission concluded that intercollegiate athletics was more troubled than ever. The Coalition on Intercollegiate Athletics (COIA), a national network of Division I-A faculty leaders, believes that reform requires a comprehensive approach that addresses five issues:

- (1) academic integrity <<http://www.math.umd.edu/%7Ejmc/COIA/Framework-Text.html#I>> ,
- (2) athlete welfare <<http://www.math.umd.edu/%7Ejmc/COIA/Framework-Text.html#II>> ,
- (3) governance of athletics at the school and conference level  
<<http://www.math.umd.edu/%7Ejmc/COIA/Framework-Text.html#III>> ,
- (4) finances <<http://www.math.umd.edu/%7Ejmc/COIA/Framework-Text.html#IV>> , and
- (5) commercialization <<http://www.math.umd.edu/%7Ejmc/COIA/Framework-Text.html#V>>.

Some of these issues may be resolved quickly, but others may require as much as a decade. With a comprehensive plan, however, we can avoid the ineffectiveness of the piecemeal approach of the 1990s. The present document reflects a consensus within the COIA; not every faculty leader associated with the Coalition will agree with all points. It is our hope that in conversation with other groups and individuals-such as the NCAA, the Association of Governing Boards (AGB), the AAUP, and university presidents-it can contribute to a plan of action for the coming decade. The Coalition encourages efforts to compile and analyze relevant data, and remains open to rethinking its positions as information becomes available.

There is wide diversity among college sports. While some issues may be of general concern, others may pertain very differently to team and individual sports, or to sports where the highest levels of competition are professional or amateur. A document as brief as this cannot attempt comprehensiveness. The process of reform we envision would appropriately adapt to each sport the general approaches we advocate. While some aspects of reform can and should be carried out immediately, others may involve complex solutions and significant lead time. The goal of the Coalition is to work with all groups over the next two years to develop a comprehensive plan that can be practically implemented as a series of scheduled steps.

The goal of reform is not negative; it is to bring out the positive aspects of intercollegiate athletics, which contributes to the personal development of athletes, connects schools to their alumni and communities, and enhances life on campus and off.

## I. Issues of Academic Integrity

1. *Initial eligibility and admissions.* In football and men's basketball especially, many athletes are academically under-prepared, and have such heavy commitments to sports that they have little or no prospect of graduation. Students should not be enrolled if they do not have reasonable prospects of graduation. The Coalition supports the NCAA's initiative to raise initial eligibility standards through strengthening core course requirements, and supports the proposal to increase this requirement to 16 courses within five years. The NCAA's sliding scale of GPA and SAT/ACT scores has significantly increased reliance on high school grades. Universities should be required to inform high schools of the academic success rates of their graduates by sport, so that they can assess whether graduating athletes are really prepared to succeed academically. Admissions decisions regarding athletes with scores below institutional standards should involve academic review procedures no less rigorous than apply to other types of students; faculty review is recommended.

2. *Continuing eligibility.* The COIA supports the NCAA's recent strengthening of continuing eligibility standards, and its incentives/disincentives proposal. Exceptional cases may occur with regard to both GPA and progress-towards-degree requirements; appeals in such cases should involve faculty and NCAA review.

3. *Grading and program integrity.* At some schools athletes are given preferential treatment to ensure continuing eligibility, either through academically unchallenging programs or differential grading practices. Such practices can only be addressed at the institutional level. Faculty at all schools should be provided with data concerning the majors and academic performance of all athletes, disaggregated to the highest degree permitted by law and distinguished by sport; procedures should be developed that allow faculty to determine there are no pressures to lower academic standards, and that permit abuses to be easily reported.

4. *Academic advising and related services.* Because athletes have such heavy burdens on their time, schools typically provide them enhanced support. Advising programs supervised through the Athletics Departments are a common source of academic violations. COIA recommends that Athletics Department advisors be appointed in the regular campus advising system, report through the academic advising structure, and be assessed by an academic-side review.

## II. Issues of Athlete Welfare

1. *The 20-hour rule.* The NCAA places a 20-hour weekly maximum on in-season non-academic athletics activities to ensure that athletes can give adequate time to academics. Athletics departments must not permit coaches to schedule explicitly or implicitly mandatory training beyond the limit. Athletes often wish to devote more time to training individually, and this is their prerogative, but coaches and advisors should discourage it when it appears to interfere with academics. The Coalition supports efforts underway among NCAA Faculty Athletics Representatives (FARs) to develop better methods for enforcing the limit. Not only training, but all explicitly or implicitly required activities should be considered part of the 20-hour limit. Schools should empower Athletics Governance Committees to develop principles for training schedules and to monitor compliance. Evaluation of coaches should include their compliance with training limits, and encouragement of a balanced approach to academic and athletic needs. Athletics conferences should consider training-limit violations an infringement on conference rules, and review practices at member schools.

2. *Schedules for competition.* Schedules should provide an adequate competitive season with the least possible interference with the academic needs of athletes. In recent years, seasons in many sports have grown in length and number of competitions; no further expansion should be



adopted, and efforts should be made to reduce season schedules. The Coalition recommends that the NCAA and FARs lead an effort to develop and adopt optimal scheduling principles for each sport. Certain principles should apply generally: weeknight competitions during the regular season should generally be eliminated; seasons must be designed to minimize travel. In this same spirit, spring football practice should be curtailed and closely monitored.

3. *Scholarships.* No athlete should feel the need to shortchange academic commitment in order to retain scholarship support. Scholarship support should never be terminated for a student who has demonstrated effort in athletics, who wishes to continue in athletics, and who has met standards of academic and personal conduct. Lengthening the term of athletes' scholarships should be explored.

4. *Integration in campus life.* Athletes on campus are students first, and should have the opportunity to participate fully in campus life. They should not be segregated in their own dormitories. They should participate in normal orientation activities. Athletic advisors should make athletes aware of the full range of campus opportunities available to them. They should help them coordinate major requirements and the demands of athletics. No athlete should be discouraged from pursuing a major because of athletics.

5. *Professionalization.* Athletics departments should make their goal the development of well-rounded students. While coaches work to win, those who win at the cost of the balanced development of their athletes should not be rewarded or retained. The NCAA, through the work of FARs, athletics directors, and coaches, should develop 'best-practice' criteria for the evaluation of coaches and other athletics staff, to reward excellence that conforms with the best amateur ideals, rather than the standards of professional sports.

### III. Governance Issues

The ultimate authority for athletics governance must lie with university presidents. Athletics programs must enhance the academic mission. For presidents to be effective in aligning athletics with the academic mission, they must have the backing of governing boards and effective input from faculty. Our focus here is on the faculty role.

1. *Faculty Athletics Representatives.* The effectiveness of the FAR is central to athletics governance. The appointment and evaluation of the FAR must be credible to administration and faculty, and the FAR must be supported with funds, release time, and authority. Guidelines designed to assess FAR offices have been developed at PennState University. The Coalition proposes these be used to develop a 'best-practice' model for other schools during 2003-04. Individual schools must be responsible for the effectiveness of the FAR office, but NCAA review should be part of a best-practices model.

2. *Athletics Governance Committee.* An Athletics Governance Committee should exist on every campus, bringing faculty (including the FAR), administrators, and students together to oversee intercollegiate athletics. It should be the chief policy-setting organ for athletics programs, and should review special admissions, major personnel decisions and reviews, and assessment of budgets and financial performance. The constitution, appointment and authority of the committee must ensure credibility. The Coalition proposes that Penn State Guidelines be used in this case too, as the basis for a best-practices model.

3. *Faculty senates.* Faculty senates or their executive committees should receive detailed reports on campus sports programs at least annually from the FAR and Athletics Governance Committee, including academic performance of athletes, program budgets, and NCAA infractions. Faculty senates should be involved in the appointment of both the FAR and faculty

members of the Athletics Governance Committee. A best-practices model should be developed for faculty senates in these regards.

4. *Financial reporting principles.* Uniform reporting standards for athletics budgets should be established, to allow the development of common guidelines and practices, and to provide more transparency in how colleges and universities account for revenues and expenses. At most schools, athletics program expenses exceed revenues and require funds from the academic side or the assessment of student fees. These should be determined through an open governance process, in which governing boards, administration, and faculty participate.

5. *The role of conferences.* Conferences enhance the role of athletics by creating traditions of rivalry central to school identity, and alumni and community loyalty. As a level of athletics governance, the conference can create or influence policies concerning academic standards, athlete welfare, limits of program scale, and so forth. The conference has its fullest effect when its members share regional identity, academic standards and goals, or longstanding common traditions. Lasting reform of college sports requires stable conference structures that represent academic rather than simply financial relationships. Conferences that also serve as academic consortia, such as the Big Ten, and recent initiatives by faculty leaders in the SEC to create structures of conference-wide faculty governance to complement and monitor athletics relationships, are models of the direction the Coalition believes conferences should take. Coalition partners such as the AGB and the AAUP can play a role in promoting models for intercollegiate relationships, but ultimately, university presidents and conference commissioners must set long-term conference goals beyond athletic revenues.

#### IV. Financial Issues

The rising costs of athletics programs place a strain on schools at a time of budget scarcity, and attempts to solve this problem through increased commercialization can lead to an impairment of institutional control over athletics, increased financial commitments (e.g., facilities), and violations of taste that can alienate donors. Reform in this area is likely to take longer than in the others, because of the complexity of the issues. However, so many problems can be traced to issues of cost and commercialization that no reforms will be effective unless these are successfully addressed. Gradual but firmly scheduled changes pertaining to cost and commercialization must accompany the more rapid implementation of reforms in the areas of academics, welfare, and governance.

1. *Winning and revenues.* Winning is the goal of athletes and coaches, and programs appropriately promote winning. In the revenue sports, winning is also generally viewed as essential to financial health. However, to the degree that financial success is tied to winning, intercollegiate athletics cannot be healthy on the national level: not only do half of all competitors lose, but the emphasis on post-season tournaments and national championships raises the bar and increases the number of programs that fall short. The link between winning and financial success induces programs to invest in sports with the goal of financial returns, and drives a competitive cost spiral. The Coalition supports increased revenue-sharing (beyond the participants in events) to minimize revenue-driven incentives for winning. To the degree allowable under federal anti-trust laws, conferences should also seek to control expenses and capital investment, to create as level a playing field as possible. Increasing revenue-sharing and limiting expenses may disadvantage programs that are currently most successful financially; developing a plan that buffers these effects during the period of reform is necessary and will take time.

2. *Professional standards and costs.* Increased media attention and rising expectations among fans have led to the application of professional standards to college sports, including increasingly sophisticated equipment, facilities and specialized coaching staffs. Training for professional

sports careers is not a goal of intercollegiate athletics, nor does it benefit the vast majority of college athletes; higher education gains nothing from serving as a minor league for professional sports. Conferences should establish standards for equipment, facilities, and coaching staffs appropriate to amateur competition, and restrain excesses as violations.

3. *Other cost reduction possibilities.*

a. *Scholarships.* The present number of athletic scholarships may be too high, and should be reviewed for each sport, with the goal of fostering amateurism and reducing the impact of commercial expectations. Scholarships based on need should be considered as an alternative to the current system, consistent with the concerns raised in the earlier discussion of scholarships and athlete welfare.

b. *Football squad sizes.* The size of football squads should be reassessed.

c. *Season length and design.* Shortening seasons (and post-seasons) is justified on student welfare grounds and would also cut costs. Schedules should be designed to emphasize conference play, reducing travel costs.

d. *Off-campus recruitment.* Off-campus recruitment by coaches places a heavy demand on coaches' time, requiring more staff, and it encourages students' self-identification as athletes rather than students. This costly competition for prospects provides no net gain for higher education, and rewards coaches for success as recruiters, rather than for adding value as teachers, mentors, and coaches. The Coalition recommends exploring limitations on off-campus recruitment.

V. Over-commercialization

Televising games can deepen the loyalties of nationally dispersed alumni and raise public awareness of higher education. However, the marketing of intercollegiate athletics impairs institutional control, and may undermine support for academics. It may link universities to products and corporate sponsors that present conflicts with institutional values; may impair institutional control over scheduling and contracts; and may lead to misjudgments of taste that damage public perception of higher education. 'Name recognition' and 'fan loyalty' based on televised sports has not been demonstrated to contribute to the academic mission, and is costly and unproductive for American higher education; it contributes to a misperception by young people and parents of the nature and purpose of higher education, and reinforces an emphasis on athletics over academics in high schools. Moreover, college programs increasingly emulate features of professional sports, raising costs that eliminate revenue gains. Stepping back from over-commercialization entails cost-cutting and the articulation by presidents and conferences of firm standards of presentation and control.

**JUDITH MARTIN, CHAIR  
FACULTY CONSULTATIVE COMMITTEE**

**DISCUSSION:**

Professor Judith Martin, Chair of the Faculty Consultative Committee (FCC), said that this motion asks faculty at the University to join an effort across the country to bring athletics in line with the rest of the University and allow faculty to weigh-in on the process. An ad hoc group was formed last fall at a CIC meeting, with representatives from some schools. This proposal would reflect the Faculty Senate's endorsement of the Coalition's principles.

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

**APPROVED**

**6. OLD BUSINESS**

**NONE**

**7. NEW BUSINESS**

**NONE**

**8. ADJOURNMENT**

The meeting was adjourned at 3:30p.m.

**Rebecca Hippert  
Abstractor**

## APPENDIX A MEMORIAL STATEMENTS

Josef Altholz

The Department of History unexpectedly lost a long-time friend and colleague, Josef Altholz, just two months after he retired. Having fought valiantly against lymphatic cancer for over a year, Josef died on Saturday, August 2, 2003 of a massive heart attack while driving his car. He was 69 year old.

Raised in the Bronx, Josef was schooled in a very rigorous and competitive academic environment. According to Bernie Bachrach he "went through grammar school, the Bronx High School of Science, and then Cornell University with two future Nobel Prize winners in physics." Following a very different path than his two classmates, Josef completed a Ph.D. in History at Columbia University in 1960. He came to Minnesota as an instructor in 1959, moved rapidly through the ranks, won a prestigious Guggenheim Fellowship in 1964, and was promoted to full professor in 1967.

Josef enjoyed an international reputation as a British historian and as one of the top scholars in the fields of English Catholicism, Victorian culture, and Victorian periodicals. He is the author of four major monographs, including *The Liberal Catholic Movement in England: The "Rambler" and its Contributors, 1848-1864* (1962) and most recently, *Anatomy of a Controversy: The Debate over "Essays and Reviews," 1860-1864* (1994), several edited books, and numerous other articles, many in an unusually wide range of refereed journals.

His writings on religion in England pay close attention to theological complexities, but also place it in its wider political, intellectual, and cultural context. As Anna Clark noted, his work demonstrates "that even those religious figures who criticized Darwin and biblical criticism relied on scientific and rationalistic, not only theological arguments, thereby accepting some basic premises of those they opposed." Karl Morrison said that Josef was determined to understand "how Roman Catholics in nineteenth-century England moved from being political and social outcasts, through 'emancipation' to full civil rights. What fascinated him most of all was how--to make a place at the table--Roman Catholics had to re-write a history that prejudice had corrupted with anti-Catholic, racial biases, and set the record straight."

A superb lecturer and a demanding teacher, Josef was best known for his courses on modern Britain. His course on Irish history always attracted large numbers. A former Ph.D. student, P. J. Kulishek, said that some came hoping to hear the litany of wrongs inflicted by the English on the Irish and a few were IRA supporters, but Josef "made it clear from the beginning that the course was politically neutral and won the students over with humorous comments, often rather cynical, applied impartially to politicians of all persuasions."

At the graduate level, Josef was the main advisor for at least 26 Ph.D. dissertations and sat on scores of graduate student committees, including many in the Department of English. Another of his former Ph.D. students, Larry Witherell said, "He was a patient and supportive mentor and helped his students not only to produce solid and interesting dissertations, many of which were quickly published, but also to become established in the profession."

Josef's generous spirit led him into the service of others both in the profession and in the university. He was the first and only Jew to be elected President of the American Catholic Historical Association, an irony that he thoroughly relished. In the department he served as associate chair, and on all major committees. At the university level, he also took on major responsibilities, especially in the Faculty Senate, for example, as Parliamentarian for ten years. Dan Feeny remembers that he and other Senate colleagues relied on Josef for his "quiet and

thoughtful counsel...He had tremendous insight into human behavior and served as an invaluable resource for me on faculty governance issues.”

Reserved and shy at a personal level, Josef always spoke forcefully and authoritatively when given the stage, whether in the lecture hall or in department meetings. He could also show a flair for the dramatic that belied his quiet demeanor. Ann Pflaum, another of his Ph.D. students, recalls that among the festivities surrounding an art exhibition on “The Art and Mind of Victorian England” he helped to organize in 1974 was “a balloon ascent from the Northrop Mall by Josef dressed in top hat and black frock coat.”

Colleagues will remember Josef for his great wit, which was spontaneous yet calm, and for his decency as a human being. “There was not a mean bone in his body,” Theofanis Stavrou said. His death was especially sad because he had so courageously and so successfully fought off his cancer. As Karl Morrison so eloquently put it, “Death...took by ambush what it had failed to get in those long months of hand-to-hand combat.”

According to his wishes, Josef was buried at Fort Snelling National Cemetery. He is survived by a brother, Arthur Altholz, of New York.

#### Theodore “M. Breu

Theodore “Ted” Breu, Associate Professor Emeritus, Labovitz School of Business and Economics (LSBE), University of Minnesota Duluth (UMD), died on October 1, 2003, at age 60 at St. Mary’s Medical Center in Duluth.

A native of Sheboygan, WI, Ted earned a Bachelor of Arts in Economics from St. Mary’s College of Minnesota (Winona) in 1965, a Master of Science in Economics from Purdue University in 1967, and a Doctor of Philosophy in Economics from Southern Illinois University Carbondale in 1972. He began his teaching career at UMD as an Instructor in the Department of Business Administration in 1970 and retired as an Associate Professor from the Department of Finance and Management Information Sciences (FMIS), School of Business and Economics (SBE) in 1998.

During his 28 years of work at UMD, Ted served his students, department, collegiate unit, campus, and the University in many ways. He taught a variety of undergraduate and graduate courses and advised many undergraduate students in the management science area and served as chair or a member of a number of faculty committees for graduate students completing Master of Business Administration and Master of Science in Applied Computational Mathematics master’s degree programs. During the 1981-82 and 1986-87 years, he took leave from his UMD position to participate as an Adjunct Associate Professor in the Master of Science in Business Administration Program offered by Boston University in Germany and England. Ted served as Head of the FMIS Department and a member of the SBE Executive Committee for two years, 1984-1986, and as a chair or member of many different governance and curriculum committees at the departmental, collegiate, and campus levels over the years.

During his academic career, Ted was a member of Alpha Iota Delta, National Decision Science Honorary Society; Delta Epsilon Sigma, National Academic Honor Society; the American Economics Association, the Decision Sciences Institute; and the Operations Research Society of America/The Institute of Management Sciences (ORSA/TIMS). He regularly attended regional and national meetings of these professional associations, often presented the results of his research at the meetings, and had the manuscripts or abstracts of his presentations included in the published proceedings of the meetings. In addition to his work with professional associations, Ted participated in a variety outreach and service activities in the Duluth area, including serving

on the Parish Council at St. Benedict's Catholic Church, where he chaired the Council for one year, and sharing his tenor voice with the choir and parishioners at the Cathedral of Our Lady of the Rosary Catholic Church in recent years.

Ted is survived by his wife Evelyn, son Michael, daughter Laura, and five stepchildren and eleven grandchildren. The Funeral Mass for him was conducted at the Cathedral of Our Lady of the Rosary in Duluth on October 4, 2003.

#### Miriam R. Cohn

Professor Miriam R. Cohn, retired University of Minnesota School of Social Work faculty member, died June 27, 2003. She was 80 years old. Professor Cohn taught courses in youth and group work for 40 years, retiring in 1989 as a tenured full professor. She also worked with underprivileged families in St. Paul community houses before her career at the University. She served on many university, government and social welfare committees and spent several years as director of the Minnesota Resource Center for Social Work Education, an organization she helped found. Professor Cohn continued her professional work as a volunteer in social service and social justice activities throughout her retirement.

Professor Cohn was born in Pittsburgh, earned bachelor's and master's degrees from the University of Pittsburgh, and moved to Minneapolis in 1947 to work for the Wilder Foundation. Anna Cohn of Washington, DC said her mother "had a deep and abiding passion for helping human beings. At the core of her being was always a deep interest in the interconnectedness between people."

Miriam Cohn is survived by two daughters, a son, two grandsons, and a sister.

#### F. Faith Finnberg

F. Faith Finnberg, 89, emeritus professor of English literature and composition in General College died on April 1, 2003. Finnberg was a Twin Cities native who earned B.A., B.S. and M.A. degrees in 1935, 1936, and 1937, respectively, at the University of Minnesota. She then taught English, humanities, and romance languages for at Black Hills Teacher's College, Spearfish, S.D. (1940-44), and at McMurray College, Jacksonville, Ill. (1944-53).

Finnberg returned to the University to complete work on her Ph.D. degree in romance languages, which she earned in 1955. During the 1954-55 academic year, she was employed as an adviser-counselor for lower division of SLA (the predecessor of the College of Liberal Arts). In 1955 she became an instructor of literature and writing in General College. Within two years, due to her past college teaching experience and her superior work in GC, she was promoted to assistant professor. Finnberg was granted tenure and promoted to associate professor in 1960. She became a full professor in 1969 and retired in June 1975.

Finnberg developed French language and culture courses in GC. She also taught courses in world literature, writing and composition, and contemporary books and periodicals. She was fluent in Italian and had also studied Latin and Swedish.

Soon after arriving in GC, Finnberg headed a team examining records of 1,500 GC students who transferred to other colleges at the University between 1951 and 1955. The report was issued in 1960 as *Those Who Transfer* and was also published in 1968 in the journal *Research Education* (Vol. 3:8: 97-99).

Finnberg had a sabbatical year in 1964-65; she and GC colleague Dorothy Burrows traveled to many countries in Europe and the Far East in order to enrich her language studies. They also visited U.S. colleges to observe new and experimental teaching methods. Finnberg's investigations from a spring quarter 1967 sabbatical visiting member colleges in California, Arizona, and Utah of the American Association of Junior Colleges were published as "Search for Awareness," in *Professional Development Review*, Vol. II, No. 2, winter 1968. She also published "The Not-so- Common Commonplace Book," in *General Education Sounding Board*.

Finnberg is survived by cousins and many friends and colleagues.

#### Delphie Fredlund

Education about death and how children relate to it became clearer through the work of Delphie Fredlund, professor emerita of the School of Public Health, who died of complications from congestive heart failure on July 7, 2003. She was 89.

Born in Duluth, Fredlund was a nurse when she married Dr. Melvin Fredlund in 1938. When he died in 1950, she had small children and no academic degree. By 1959 she had a bachelor's in nursing and a master's in public health, both from the University of Minnesota. That same year she also joined the School of Public Health as a faculty member. In 1968 she received a master's degree from the Boston University School of Nursing, which helped her focus on the pioneering work she had begun regarding children and death.

Fredlund was a nationally recognized expert in the care of children facing chronic illness. Her colleagues cite Fredlund's age-appropriate education about death as a tremendous contribution not only to her own field but also to professionals such as clergy, educators, and physicians. In 1979 she retired from the University as a full professor.

Fredlund is survived by two sons, Dr. Jon Fredlund of Anoka and Dr. Paul Fredlund of Seattle; daughter Susan Wegge of De Pere, Wis.; six grandchildren; five great-grandsons, and a sister, Jeanne Olson of Champlin.

#### Dimitra Giannuli

The history discipline lost a friend and colleague, the Morris campus community lost a superb teacher and scholar, and the University of Minnesota lost a rising star with the shockingly unexpected death of Dimitra Giannuli, associate professor of history, on June 3 in Thessalonika, Greece.

Born in Kastoria, Greece, Dimitra earned her B.A. in Classics and European History and M.A. in History from Aristotle University of Thessalonika, Greece. She came to the United States to pursue a doctorate with Professor S. Victor Papacosma at Kent State University. She earned her Ph.D. in History in 1992, and joined the history faculty at the University of Minnesota-Morris that fall as a visiting assistant professor. When a tenure-line became available in 1996, Dimitra gained the position following a national search. She earned tenure and promotion to associate professor in 2002. Her death came in the midst of a two year leave while serving as a visiting faculty member at Aristotle University of Thessalonika.

Dimitra Giannuli personified the teacher-scholar essential to the Morris campus's mission. Her decade of teaching included a startling breadth of courses, fifteen different offerings ranging from the full sweep of world history at the introductory level to upper-division surveys of modern Europe and seminars in nine different areas. To them all she brought a rare combination



of rigor, enthusiasm and close personal attention to her students. While committed to helping students overcome their presentism and sense of national exceptionalism through the authority of her scholarship, she managed also to help them see that learning was a joint enterprise, that her feedback to her gave her new insights and understandings. Her deep concern for student learning, the remarkable clarity of her lectures, the elegance of her course design, her enthusiasm for history and an appealing combination of seriousness and playfulness comprised a formula for outstanding teaching.

Professor Giannuli's scholarship reflected that same enthusiastic and effective application of intelligence and personality. Her research focused on the history of modern Greece and its role in European and near Eastern affairs. In a series of articles and a book manuscript, she explored the role of American philanthropy in the evolution of modern Greece and its relations with its neighbors. Her lucid prose, mastery of Greek and U.S. archival records and the scholarly literature, and her attention to the nineteenth-century roots of contemporary global society marked her as a significant contributor to the new diplomatic history as well as to the history of philanthropy and modern Greece. Her essays in *Perspectives: American Historical Association Newsletter* and *World History Bulletin* on the transformation of universities and historical study in post-Soviet Eurasia illustrated her orientation toward history as "a usable past."

Dimitra had earned the affection and respect of her colleagues. That her colleagues elected her in 1999, while still an untenured assistant professor, to the University Senate testifies to the high regard in which she was held. She brought a cosmopolitan flavor to matters whether serious or recreational. She came to her own conclusions and shared them with others with force and grace. The senior history faculty members, all of whom had been in the department for over 20 years before she arrived, appreciated her patience with their inertia as well as her good-humored and insightful suggestions for change. She helped smooth the way for her two more recently-hired colleagues. Fearful that her return to Aristotle University might be permanent, her UMM friends were still celebrating her notice of her intent to return when news of her death arrived.

Dr. Giannuli is survived by her parents and two sisters. Her sudden and premature loss brings a sadness that the cherished memory of her presence and accomplishments cannot yet ameliorate.

#### Wendell P. Glick

Wendell P. Glick died peacefully in his home on July 19, 2003. He was born on March 22, 1916, in Evanston Illinois, the eldest of twelve children, to John Titus and Effie Evers Glick. He attended school in Virginia, receiving his B.A. from the Virginia Polytechnic Institute in Blacksburg. In 1948, he married Barbara Wagner, of Union City, Indiana. Two years later, he received the Ph.D. in English from Northwestern University in Evanston, Illinois.

In 1952, Professor Glick joined the faculty at the University of Minnesota Duluth, where he taught courses in English for more than 34 years. In addition to being a popular and respected teacher, Wendell was also an internationally known Thoreau scholar. His publications include his edition of Thoreau's "Reform Papers", which comprise the 3 volume of "The Writings of Henry David Thoreau" (1973) and a collection of Thoreau's short works.

Along with John Dolan, professor of philosophy at UMMC, he edited the *Thoreau Quarterly* from 1982 to 1986. Professor Glick retired in 1986, but remained active as a teacher in UMD's University for Seniors until shortly before his death. He also served on the Arrowhead Library Board, mentored children in one of the Duluth elementary schools, and belonged to Men as Peacemakers. Wendell was known for his straightforwardness, his integrity, and his profound faith in the ethical value of literature, particularly the writings of American transcendentalists like Thoreau. He was admired for his sharp wit, sense of humor, unwavering

commitment to the values he held dear, and his ability to inspire in others a similar sense of ethical passion. He is deeply missed by his friends, colleagues, and former students. Wendell is survived by his wife Barbara; daughter Catherine Glick; sons Stephen, Daniel, Edward, and Thomas; a granddaughter; a great grandson; brothers, sisters, and many nieces and nephews. On July 22, 2003, friends gathered at UMD to celebrate and honor Wendell's life.

### Karlis Kaufmanis

Astronomy Professor Emeritus Karlis Kaufmanis, one of the most popular professors of any discipline to grace the hallways of the University, has died at the age of 93 in Clearwater, Florida where he had been living since his retirement in 1978. Best known for his lectures exploring the astronomical explanations for the Star of Bethlehem, which he routinely gave around the country, Kaufmanis also dazzled his students in the classroom, often receiving applause at the end of his lectures.

Kaufmanis was born February 21, 1910, in Riga, Latvia. He was educated at the State Teachers Institute, Latvia and the University of Latvia. After holding positions in Latvia from 1936 to 1944, the Nazi SS packed him off to Germany in 1944 shortly before the Soviet troops arrived, where he taught for four years at the Essingler Gymnasium. Unwilling to return to his occupied homeland after the war, Kaufmanis wrote letters to 180 American Colleges and received 13 job offers. He chose Gustavus Adolphus College in St. Peter, MN where he taught from 1949 to 1963. He started giving lectures as a visiting professor at the University of Minnesota in 1961 and was made a permanent member of the faculty in 1963. During that time, he taught the introductory astronomy course to more than 26,000 students.

Besides his formal research and teaching duties at the University, Kaufmanis also delivered more than a thousand public lectures on astronomy to colleges, schools, clubs, conferences, churches, and other organizations throughout the United States and Canada. He is best remembered in the Twin Cities for his talk on the Star of Bethlehem, in which he discussed the possible astronomical explanations for the biblical story of the "star in the east." Kaufmanis' conclusion was that the star was most likely due to a spectacular set of three close parings of Jupiter and Saturn that took place in 7 B.C., an astronomical rarity that only occurs once every 800 years or so. Local churches and community organizations regularly invited him to give this lecture. The lecture was also routinely given at the Science Museum of Minnesota, aired over the Voice of America and explained on ABC's Good Morning America.

After Kaufmanis' retirement, the Department of Astronomy honored him with the establishment of the annual Karlis Kaufmanis Public Lecture Series. The first lecturer was George D. "Pinky" Nelson who spoke before a packed Northrup Auditorium in 1987. Other notable lecturers have included John Horner, Bob Ballard, Clyde Tombaugh, Geoff Marcy and Robert Kirschner, among others. This year, the Lecture Series will feature Dr. Jill Tarter of the Search for Extraterrestrial Intelligence (SETI) Institute.

Kaufmanis is survived by his wife, Rita, of Clearwater, Florida, and nephew Andris Pulkis and family of Riga, Latvia. A memorial service was held for him on July 11, 2003 at the Lakewood Cemetery Chapel in Minneapolis. Mrs. Kaufmanis has asked that donations be made to the Karlis Kaufmanis Public Lecture Series.

### Roy Lund

Roy Lund, age 101, died June 20, 2003, at Friendship Village Care Center in Bloomington, MN. Roy was born Dec. 28, 1901 in Minneapolis and lived his entire life in the Minneapolis area.

He was baptized and confirmed in the Swedish Lutheran Church in NE Minneapolis. He graduated from the University of MN in 1924 and started working at the University in 1922 while a junior in the College of Engineering.

He worked 48 years at the University, retiring in 1970. In 1951 he became Assistant Vice President and Director of Plant Services. He was in charge of all new construction and maintenance. The highlight of his career was as a member of the team that developed the West Bank campus. He was also a member of the team that developed the Duluth campus from its beginnings. In 1975 a building on the Duluth campus was named for him.

He was a charter member of the MN chapter of Chi Epsilon honorary Civil Engineering fraternity. Roy worked well with the University Regents and the MN Legislature, always advocating the needs of the growing University. For many years Roy managed the Press Box at the Gopher football games in the old Memorial Stadium. For 50 years he did not miss a home Gopher football game. After his wife Alice died, his grandchildren took turns accompanying him to the games. He was a 70 year member of Ark Lodge #169 of the Masonic Order.

Roy was devoted to his family. They were paramount in his life, and they all returned his devotion. They all loved his garden of roses. He was preceded in death by his wife of 64 years, Alice; 3 brothers, Earl, Clarence and Harold; and sister, Pearl Lingen. He is survived by 2 children, Marilyn Nelson (Harold S.) of Plymouth and Dr. Richard Lund (Lois) of Edina; 6 grandchildren, Karmen Nelson (John Polley) of Wayzata, Dr. Paul Lund of Eden Prairie, Forrest Nelson of St. Louis Park, Nancy Schaaf (George) of Long Island, NY, Mark Lund (Cheryl) of Bloomington and Peter Lund of Oakland, CA; and 8 great-grandchildren, Allison & Alexander Lund, Kailen and Aisling Polley, George Jr., Sydney & Lauren Schaaf, and Kate Lund. Private interment was June 21 at Hillside Cemetery. A memorial service to celebrate his life will be held at Friendship Village, 8100 Highwood Dr., Bloomington, on Sat., July 19 at 11 am. All friends are welcome.

#### Paul H. Monson

Dr. Paul H. Monson, Professor of Biology, died August 9, 2003 at the age of 77 from cancer. He was born in Fargo, North Dakota and graduated from Hawley High School. He served his nation in the Seabees during WWII for two and one half years. He then graduated from Luther College with a Bachelor of Science in 1950, completed a Masters Degree in Botany at Iowa State University and eventually went back to Iowa State for a Ph.D.

Paul Monson started teaching at UMD in 1958 and continued until his retirement in 1990. Along with teaching, "Doc" Monson was the curator of the Olga Lakela Herbarium. He contributed about 6,000 specimens to the herbarium's collection over 40 years. Paul Monson took teaching seriously and did an especially good job with beginning students. He developed and taught many courses: Aquatic Plants, Woody Plants, Dendrology, Plant Taxonomy, Advanced Plant Taxonomy, Biology and Society, Seminar, General Biology, General Ecology Lab, Flora of Minnesota, and Ecology of Minnesota. He developed a lab manual for introductory Botany classes and developed a non-majors course, "Biology and Society", a popular course, still a part of the current curriculum.

Professor Monson had many research grants and publications on floristic studies in Duluth's harbor, Voyageurs National Park and Grand Portage National Monument. He worked on environmental impact assessments for the City of Duluth, U.S. Forest Service, the Minnesota DNR and Minnesota and Wisconsin Departments of Transportation. Dr. Monson was a member

of many societies including Sigma Xi, American Society of Plant Taxonomists, and National Association of Biology Teachers, among others.

In the community, he was also an active member of Kiwanis, Izaak Walton League and the First Lutheran Church. In his leisure time, Paul Monson enjoyed hunting, fishing, x-country skiing, photography, making soap and spending time with his family. He was not shy about expressing his opinion on a range of issues and frequently wrote letters to the editor about environmental issues and letters to the Biology Department on teaching issues.

Paul Monson married Betty Lou Phelps in 1950 and was the father of three sons - David, Philip and Mark. He was a grandfather to 10 and great-grandfather to one. "Doc" Monson will be missed by his many relatives, friends, hunting buddies, garden clubs and causes.

### Sheldon C. Reed

Sheldon Clark Reed was born on November 7, 1910 in Barre, Vermont and died on February 1, 2003 at the age of 92. He was one of the small group of geneticists who started their careers as biologists and later moved into human genetics, where he became best known for his work in genetic counseling and his support for behavioral genetics.

He graduated from Dartmouth College, earned his Ph.D. at Harvard University in 1936, taught at McGill University (1936-1940), and then in 1940 returned to Harvard as faculty instructor. During those years he identified a new gene for harelip in the mouse and wrote a monograph on the development of that trait as compared with the genetics of clefting in humans. Then moving to the fruit fly *Drosophila*, he developed a technique for separating wild species by the frequency of wing-beats (an early example of (behavioral genetics) and designed population bottles that became used widely to study competition between genotypes of fruit flies as a test of natural selection.

World War II intervened and Sheldon spent 1942-1945 in London working on statistical studies about war-related technology as a civilian scientist in the headquarters of the United States Fleet and with the British Admiralty. Upon his return to Harvard, Sheldon married Elizabeth Wagner Beasley, who was then an assistant professor of biology. Sheldon and Elizabeth had many interests in common, and she played a significant part in his research work, both at Harvard and in Minnesota.

In 1947 Sheldon's research interests and activities took a sharp turn when he was invited by Professor Dwight Minnich to come to Minnesota as director of the Dight Institute for Human Genetics. The Dight had been formed in 1941 with the support of an endowment from Dr. Charles F. Dight, an eccentric Minneapolis physician with a strong interest in public health and in genetics as applied to humans. The three main functions stipulated by Dr. Dight in his will were to provide courses and public lectures on human genetics, to initiate research studies, and to provide consultation and advice on questions related to human genetics.

Soon after arriving in Minneapolis, Sheldon began to receive questions from physicians about genetic problems they had encountered. As the questions continued, he chose "genetic counseling" to describe what he was doing as "a kind of genetic social work without eugenic connotations." The Dight Advisory Committee (chaired by Professor Theodore C. Blegen) promptly accepted his advice. Throughout his career Reed personally handled well over 4,000 cases of genetic counseling, giving individuals and families the genetic information they would need in order to make their own decisions. His classic book, *Counseling in Medical Genetics* (1955), laid the groundwork for the development of genetic counseling as a profession. The

second edition was also published as a paperback for the general public, and an Italian translation was printed by the Vatican Press.

In 1949 Sheldon arranged for the transfer of files of the Eugenics Record Office from the Cold Spring Harbor Biological Laboratory to the Dight Institute. The eighteen tons of material included a set of data on the families of persons who were in the institution for the mentally retarded at Faribault, Minnesota from 1911-1918. This provided an unusual opportunity for a prospective study of reproduction and fertility and led to a major publication in 1965 with Elizabeth as first author. A second research study (published in 1973) was based on the families of psychiatric patients who were at Warren State Hospital in New York.

Sheldon's colleagues, locally and nationally, respected him as a leader, and in 1995 he was President of the American Society of Human Genetics. In 1959 the National Institutes of Health awarded to him a training grant in human genetics that provided support for students working on a wide range of medical genetic problems. A second training grant was awarded in 1966, this time in the new field of behavioral genetics. Over the following years some 60 students who were supported by these grants, or who were otherwise affiliated with the Dight Institute, earned their PhDs. He encouraged them to choose their own research projects, which often involved work in other laboratories, but he was always available to discuss research or other questions.

After retiring from academic life in 1978 Sheldon wrote a short history of human genetics in the first half of the 20<sup>th</sup> century that described the persons and issues that gave substance and color to the field in those early years. Sheldon and Elizabeth gave ballroom dance performances and sang together in church choirs. Meanwhile, he continued to breed new varieties of African violets and also propagated orchids. In a totally new venture he learned how to read and speak Hmong and then went on to teach young Hmong students how to read their own language. Sheldon cared for Elizabeth through a long illness until her death in 1996.

Sheldon Reed loved genetics and he had a strong desire to be helpful to other people. His concern for the nonmedical effects of genetic diseases has enriched the field of genetic counseling, and his vision for behavioral genetics made a significant contribution to that emerging field of study. His students and colleagues will honor his memory.

Dr. Reed is survived by his sister Arlene Bergwall of Williamsville, New York, and by his stepson, John Beasley, children Catherine Reed and William Reed, and six grandchildren.

Professor Emeritus William (Jerry) Shepherd, an inventive electrical engineer and administrator at the University of Minnesota passed away on Friday, September 5<sup>th</sup>, 2003.

Shepherd earned an engineering degree at the University of Minnesota in 1933 and a Ph.D. in physics in 1937. He went to work at Bell Telephone Laboratories in New York, where he and an associate, John Pierce, invented a device that solved a frequency problem in the development of radar. Together they developed a tunable device known as the Pierce-Shepherd tube.

He then returned to the university in 1947 as a professor of electrical engineering.

His administrative work started in 1954. He was associate dean of the Institute of Technology, which included all the engineering departments, from 1954 to 1956, and from 1956 to 1963, was head of the electrical engineering department. In 1958, he became chairman of an all-university computer committee when a \$1 million, 6,000-vacuum-tube Remington Rand Univac computer was installed.

In 1963, Shepherd was appointed vice president for academic affairs. "He felt a lot of satisfaction because he could affect the future of the university from that position," his son said. He also became the director of the university's Space Science Center until he retired in 1979.

Jerry was active in the arts community of the Twin Cities. He served as a member of the Board of Directors of the Walker Art Center and of the Minnesota Orchestral Association. He was a major force in the establishment of the Weisman Art Museum on campus. A room at the Museum is named after him.

He is survived by his wife, Mary Duncan Shepard; two daughters, Nancy and Sarah; one son, William; four grandchildren, and three great-grandchildren.

#### Donald E. Wells

Donald E. Wells, professor emeritus and head of the Department of Agricultural Journalism and the University of Minnesota from 1981 to 1988 died in October 2003.

A Wisconsin native, Wells received a B.S. and M.S. in agricultural journalism from the University of Wisconsin. His Ph. D. in communication was earned at Michigan State University.

Before coming to the University, Wells served as chairman of the Department of Communications at Washington State University. He taught communications at Iowa State University and Michigan State University, and was head of the College of Agricultural Information Office at the University of Rhode Island. He has also spent a year and a half in an advertising agency.

In 1977-78, Wells served as a communication scientist with the Cooperative State Research Service of the U.S. Department of Agriculture in Washington, D. C.

Wells was a member of Alpha Zeta, Alpha Kappa Delta, Gamma Sigma Delta and Alpha Epsilon Rho, all honor societies. He was a member of the Association for Education in Journalism, the National Agri-Marketing Association, Agricultural Communicators in Education and the World Future Society.

#### Darwin E. Zaske

Darwin E. Zaske, Pharm.D., FCCP, FCP, professor at the University of Minnesota College of Pharmacy and a pioneer in treatment of burn patients and individualized drug dosing, died May 5, 2003.

Zaske, 54, died of natural causes at his home in North Oaks. He is survived by two nephews and a niece.

Raised in Deer Creek, Minnesota, he had been a member of the University of Minnesota College of Pharmacy faculty since 1975. Zaske was also director of pharmaceutical services at St. Paul-Ramsey Medical Center (now Regions Hospital) in St. Paul from 1978 to 1995.

He earned his undergraduate and doctor of pharmacy degrees from the University of Minnesota and published more than 100 scientific manuscripts and contributed to more than 20 textbooks.

He served on the board of editors for Minnesota Medicine from 1977 to 1982. He was a reviewer for several scientific journals, including the American Journal of Hospital Pharmacy, the Annals

of Internal Medicine, Obstetric and Gynecology, The American Journal of Medicine, The Journal of Burn Care & Rehabilitation and Infectious Disease Today.

He received the Hallie Bruce Memorial Award from the Minnesota Society of Health System Pharmacists, the American Society of Hospital Pharmacists Award for Achievement for Sustained Contributions to the Literature of Hospital Pharmacy, the American College of Clinical Pharmacists' Russell Miller Award and a Governor's Commendation for 10 years of service on the Minnesota Medicaid Drug Formulary Committee. Zaske pioneered the post-doctoral training program for clinical pharmacists. More than 50 residents and fellows, who practice and conduct research worldwide, studied under Zaske.

Zaske was known nationally and internationally for his work on individualized antibiotic therapy for burn patients. In 1976, Zaske was co-author on a groundbreaking study that determined that burn patients often required much higher doses of antibiotics than previously thought to successfully treat infections. The results from the study, which he authored with College of Pharmacy Professor Ronald Sawchuk, are protocol in treatment of burn patients.

Two years later, Zaske was one of the lead authors in a landmark study that combined two antibiotics, Rifampin and Vancomycin, to treat patients who didn't respond to Vancomycin. That protocol is accepted worldwide.

In the 1980s, Zaske was considered one of the premier clinical pharmacists in the world, said John Rotschafer, Pharm. D., professor and head of the Experimental and Clinical Pharmacology Department at the College of Pharmacy. Rotschafer, along with several other College of Pharmacy faculty, practiced with Zaske at St. Paul Ramsey County Medical Center.

"When I go outside the country and tell them I'm from Minnesota, one of the first questions people ask is 'Do you know Darwin Zaske?'" Rotschafer said.

Zaske advanced the concept of individualized drug therapy, Rotschafer said, a movement that greatly advanced the emerging discipline of clinical pharmacy.

Zaske was a founding member and elected fellow of the American College of Clinical Pharmacy, and the American College of Clinical Pharmacology. He was also a member of many professional societies, including the American Society of Hospital Pharmacy, the American Burn Association and the American Association of Poison Control Centers.

"He was really a visionary guy," Rotschafer said. "Pharmacy has lost a very important voice."