

# MIZZOU

## WEEKLY

University of Missouri-Columbia Aug. 28, 1997

### INSIDE THE WEEKLY

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## Taking the helm

*Manuel T. Pacheco becomes University's 19th president.*

**O**n Aug. 1., as he settled into his first day as UM System president, Manuel Pacheco announced that he and his wife, Karen, plan to undertake a series of get-acquainted visits throughout the state and to each of the University campuses. "Because we both have much to learn about our new environment and the colorful history and heritage of Missouri, Karen will join me as her schedule permits," Pacheco said.

"Karen and I are proud to be a part of the University of Missouri. We're eager to become better acquainted with the large and very complex University, with the large and equally complex state of Missouri and with the people of the state who have given the University its life and who continue to provide its sustenance."

At an Aug. 1 news conference, Pacheco said the most important issue facing the University is its request for mission enhancement funding to begin in July, 1998. The general outlines of the plan have been publicly discussed by the Board of Curators. Pacheco said he will bring a more focused and refined plan to the Sept. 25 board meeting.

"Because the University's five-year plan put its financial house in such good order," Pacheco said, "it seems clear to me that this unique institution can multiply the return to Missouri of every additional dollar of funding provided. And I intend to see that is what happens."

Pacheco thanked the curators for their support and

confidence. He also thanked Mel George, "who as interim president has done a tremendous service for all who care about the University."

"I appreciate the efforts of the faculty, students and staff in maintaining the University's momentum," Pacheco said. "I am a beneficiary, also, of the University's five-year financial plan, executed by President Emeritus George Russell and concluded last June 30. The success of that plan has set a high standard for good management and accountability in higher education."

Pacheco was president of the University of Arizona, in Tucson, from 1991 until becoming UM president. While at Arizona, he was faced with managing significant reductions in state funding. In response, he made academic program changes and improved dramatically federal funding levels for research, moving Arizona from being ranked the 22nd best research university in the U.S. to 10th.

He was president of the University of Houston-Downtown from 1988 to 1991 and president of Laredo State University in Texas from 1984 to 1988.

Pacheco was born May 30, 1941, in Rocky Ford, Colo. He was raised on a farm in northern New Mexico, the oldest of 12 children. He received bachelor degrees in Spanish and French-German from New Mexico



Rob Hill photo

**Manuel Pacheco says that mission enhancement and selecting a new MU chancellor will be his first priorities as the new president of the UM System.**

Highlands University in 1962. He attended Universite de Montpellier in France in 1962-63 and received a master's degree in Spanish and a doctorate in foreign language education from The Ohio State University.

President Pacheco began his career in education as a teacher of French and Spanish in New Mexico high schools in the early 1960s. He has been on the faculty of Florida State University and the University of Colorado, and served as a faculty member and administrator at Texas A&I University in Laredo, San Diego State University, Laredo State University, and the University of Texas-El Paso.

## Technology of teaching

*MU is taking some giant steps toward electronic instruction.*

**A** quiet revolution has been taking place at MU over the past few years. More and more, technology and teaching are going hand-in-hand. Classrooms all over campus are being fitted with state-of-the-art video teaching tools. A majority of the major auditoriums boast the latest technology.

Chalkboards haven't become a thing of the past, but they're only one tool in a rapidly growing toolbox of instructional technology. The auditoriums, in particular, are marvels of modern technology. Waters Auditorium in Waters Hall is a good example.

From a console in the front of the room, faculty can orchestrate an array of teaching tools. There's an overhead camera that can project full color, three-dimensional illustrations on a screen, with the capability to zoom in on details in the illustration.

The console is computerized with a control interface program that makes all the electronic connections for a lecturer. It connects with the auditorium's full stereo sound system for audio discs, controls the lighting, even opens the curtains on the screen.

There's a computer interface on the side of the console, so faculty can plug in a laptop to import already prepared lecture materials. There's even a data outlet, so lecturers can take their classes out of the auditorium and onto the Internet.

And, oh yes, everything is user-friendly. "The system is so intuitive it will let you use these tools without a lot of training," says David Dunkin, director of the Academic Support Center, which has helped coordinate the campuswide technology program.

But it's not only in the large auditoriums that faculty and students have access to the latest instructional technology. So far, 39 general use classrooms have been fitted with data/video projectors. That's nearly 22 percent of the 179 centrally scheduled classrooms on campus.

This fall, another 15 classrooms will be equipped with the new technology, boosting the ratio of high-tech teaching space to 30 percent.

"That's well above the median of Big 12 universities," says Dunkin. In addition, every general use classroom already had been fitted with an overhead transparency projector and screen.

"Most everybody we talk to is very positive about it," Dunkin says. "This is not just technology for the sake of technology. It's designed for

people to use easily and without a lot of hassle."

"We're doing very well," says Gary Smith, director of admissions and registrar, about the campuswide push to bring the latest technology into the classroom. "When we start talking to people on other campuses, we quickly find out that we're farther along than most."

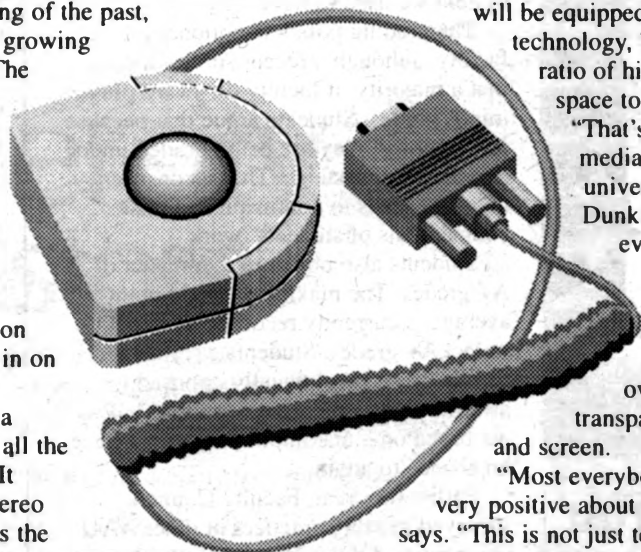
In the Chemistry Building, a video/data projector has been mounted on a cart so faculty can get optimal use of the equipment in more than one classroom. John Adams, associate professor of chemistry, uses the projector primarily to teach his General Chemistry classes.

Adams can plug in software that generates three-dimensional drawings that illustrate materials from his lectures. "The reaction I've gotten from students is quite positive," Adams says. "The projector does afford the opportunity to pull in a lot of images in a way that is very awkward to do either by board drawing or transparencies."

And although the new equipment is user-friendly, support staff across campus are making sure that faculty have opportunities to learn how to use the technology to best advantage — everything from how to plug a computer into an outlet to booting up the most advanced software.

The Academic Support Center has teamed up with MU's Institute for Instructional Technology. Anne Waters, education technology specialist with the institute, says her department provides training for faculty on an individual level, as well as training sessions for entire departments.

"There are many opportunities for faculty to learn more about using technology in the classroom," Waters says. "If they ask for it, we'll try to provide it." For more information about training opportunities, contact the Institute for Instructional Technology at 882-0645.



### ALUMNI ASSOCIATION HONORS MU'S BEST

The MU Alumni Association will honor faculty and alumni for their service to Mizzou at the annual banquet to be held Oct. 3 at the Reynolds Alumni and Visitor Center. The Distinguished Service Award will be presented to Joe Moseley, director of public affairs for Shelter Insurance Cos. Moseley will be honored for his years of service to the public and to MU as a state senator, Boone County prosecutor and a civic leader. William Stringer, professor and associate dean of agriculture, food and natural resources, will receive

the Distinguished Faculty Award.

Recipients of the Faculty/Alumni Awards for 1997 are: Tom Atkins, Gerald M. Boyd, James E. Carrel, Sam B. Cook, Bob Dixson, Thomas W. Dougherty, Lonnie Echternacht, Norman C. Gysbers, Joseph A. Johnston, Thomas R. Lenz, Elmer W. Lower, Larry E. Millikan, Michael J. Porter, Robert K. Pugh, Jerry E. Ritter, John L. Saunders and Melvin E. West.

### BUILDING A VISION OF MIZZOU'S FUTURE

MU remembered a longtime friend when the campus community gathered July 29 on the South Quad for a tree-planting ceremony

to honor Jack Robinson, who served as MU's master planning consultant for 16 years. Robinson died May 27 in his hometown of Boston after a two-year battle with cancer.

Robinson, a world-class architect and teacher, helped spearhead a planning process that brought cohesion between the rich historical architecture of MU and new construction of a growing campus. He left his mark on other campuses and institutions during his 30-year career.

Colleagues at MU say it was fitting to plant the memorial tree on the South Quad, because the vision for extending a quadrangle

south of Jesse Hall was Robinson's. He encouraged MU to build on its traditional campus to create a unified, efficient

environment that is inviting to students and conducive to teaching, research and support services.



Osmund Overby, professor of art history and archaeology, helped plant a white oak July 29 in memory of Jack Robinson, MU's master planner.

Nancy O'Connor photo

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## Faculty will discuss plus-minus grading

Mizzou's plus-minus grading system will be the focus at a series of open forums to be held Sept. 8-10. The forums, sponsored by MU's Faculty Council, are designed to provide faculty with information about plus-minus grading. A faculty referendum on the issue will be held before the end of October.

Faculty first approved the grading change by a 65 percent majority during a campuswide referendum held in 1994. That earlier vote followed extensive study by a faculty steering committee.

Proponents of plus-minus grading argue that it allows faculty to make better distinctions about a student's work. Almost from its inception in fall 1995, the grading change has prompted widespread criticism from students.

Charles Knowles, chair of a faculty and student task force on plus-minus grading, says that a fact sheet on the grading policy will be mailed to all voting faculty before the forums. Knowles, professor of entomology, says that during the forums his group expects to propose several possible ways to fine-tune the grading policy.

"Our task force's responsibility was to look at the problems in plus-minus grading and to propose a fix for those problems. That's what we've tried to do, and we have one or two fixes in mind that we think are reasonable," Knowles says.

"However, we have promised faculty and students that any ballot we submit will have the option to revert back to the system we used to have."

The grading policy is optional for faculty, although a recent survey shows that a majority of faculty do award plus-minus grades. Students argue that because it is optional, they are being graded under two different systems. That inconsistency, they say, leads to confusion and false comparisons of students' work.

Students also object to the impact of A+ grades. The maximum grade point average is currently recorded as 4.333 to reflect A+ grades. Students say many faculty are philosophically opposed to awarding those top grades, so their GPAs are based on a maximum they might have no chance to attain.

Earlier this year, Faculty Council, surveyed grading practices at other AAU universities. Of the 25 institutions that responded, 23 used some form of plus-

Three open forums will be held at the following times and places to discuss MU's plus-minus grading system:

■ Monday, Sept. 8 from 4 to 5:30 p.m. in Memorial Union Auditorium

■ Tuesday, Sept. 9 from 4 to 5 p.m. in N214/215 Memorial Union

■ Wednesday, Sept. 10 from 1:30 to 3:30 p.m. in Memorial Union Auditorium

minus grading. Also this spring, the plus-minus task

See Grading, Page 9

# WANTED

**WHO:** High school and college students between the ages of 14 and 20 who want to know about law enforcement.

**WHY:** To join MU Police Department's Explorer Post 115, a division of the Boy Scouts of America.

**WHAT:** Activities vary: mock building searches, self-defense training, CPR-first aid training. There's even a tour of the Boone County jail.

**WHEN:** Apply now for membership. Open to males and females.

**How:** Call Officer Reginald Kinsey, program advisor, at 573-882-7201.

## News deadline for Sept. 4 Mizzou Weekly is NOON today!

# MIZZOU WEEKLY

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5th Annual



# Fall Ellis Fischel Festival



10 a.m. to 4 p.m.  
Saturday, Sept. 6  
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- |   |  |
|---|--|
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| <input type="checkbox"/> Food concession stands                             | <input type="checkbox"/> Business exhibits   |
| <input type="checkbox"/> Children's activities, games and character mascots | <input type="checkbox"/> Mid-Missouri Corvette Club display  |
| <input type="checkbox"/> Dunking booth                                      |  |



### Live entertainment

10 a.m. .... Roland Holohan	1:30 p.m. .... The Spiritual Sounds
11 a.m. .... Hill Country Dancers	3 p.m. .... 4 Wheel Drive Band
Noon .... Kelly Rehagen	
1 p.m. .... Tami Green and Crystal Cornine	

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## Fresh faces of fall

Student enrollment is up and the number of academically talented freshmen continues to climb at MU, according to preliminary fall semester figures. Total campus enrollment Aug. 25 was 22,395, up 158 from the first day of class in 1996. The total includes 17,271 undergraduates, 3,964 graduate students and 1,160 professional students.

A number of factors reflect the high academic quality of this year's freshman class. Thirty-five percent of first-time freshmen were in the top 10 percent of their high-school classes. The number of Missouri Bright Flight Scholars increased for the fifth year in a row, with a total of 622 this year, up from 615 last year. Nearly one in five MU freshmen are now Bright Flight Scholars, which means they scored in the top 3 percent nationally on the ACT or SAT.

For the last several years, each freshman class has broken the University's record for the highest ACT mean score, and this year is no exception. This fall's freshman class increased the mean score to 25.8, up from 25.4 last year and 25.1 in 1995.

"The average ACT score for this year's freshman class is a significant increase from last year and is especially impressive when compared to the national average ACT score, which is 21, and the state average, which is 21.5," said Charles Schroeder, vice chancellor for student affairs. "More and more academically talented students are finding out that MU offers a challenging, broad-based education to students of all majors."

First-time freshmen enrollment is 3,576, down 189 students, or 5 percent, from the first day of classes in 1996. The number of new African-American freshmen held steady at 287, compared to 286 in 1996.

"We are extremely pleased with the size and quality of our freshman class this year," said Gary Smith, MU director of admissions and registrar. "With the new admissions standards, we were concerned that first-time freshmen could decrease by 10 percent to 15 percent. Instead we experienced a 5 percent dip, and MU continues to attract more of the best and brightest students."

Official enrollment figures will not be available until the 20th day of class, as directed by the Missouri Coordinating Board for Higher Education.

# Talking it over

**UM SYSTEM PRESIDENT MANUEL PACHECO MET AUG. 7 WITH EDITORS FROM EACH OF THE FOUR CAMPUSES AND FROM UNIVERSITY OUTREACH. PACHECO DISCUSSED A WIDE RANGE OF TOPICS, INCLUDING HIS PRIORITIES AS PRESIDENT, THE CHALLENGES FACING HIGHER EDUCATION AND THE UNIVERSITY, AND STUDENT ACCESS TO HIGHER EDUCATION. THE FOLLOWING QUESTIONS AND ANSWERS HAVE BEEN EDITED FOR LENGTH.**

**Q. What are some of the issues you will be addressing in your first weeks in office?**

A. I'm going to be doing a lot of traveling throughout Missouri, both to the campuses and to other locations where the University is represented. I very much look forward to meeting with the University's constituents around the state.

We've also been working on mission enhancement issues. I've been meeting with all the chancellors, trying to make sure that process goes as smoothly as possible.

The other issue, of course is that we will soon be getting into the question of selecting a chancellor for the Columbia campus. Once the faculty and students are on board this fall, we will try to put that on a fast track to see what is the most efficient and fastest way to make that decision, consistent with efforts to be inclusive in that process

**Q. What are some of the big challenges facing this university and how do you see the University facing those challenges in the next few years.**

A. You're probably familiar with the discussions this university is having about mission enhancement for each of the campuses. Certain themes, if you like, have emerged from this process that help to define what the emphases should be for the University at large.

For the 21st century I think it's absolutely clear that partnerships are going to be very important. Partnerships both with business and industry; partnerships amongst the institutions, including community colleges; and partnerships with government entities. These partnerships are going to be a way of making better use of the resources that are provided for higher education. Plus, I think it's going to produce a better-educated student as well as more efficient universities.

The second thing that's going to be extremely important for the future, especially for research universities, is being able to do the kind of research that is so important to fulfilling the missions of the institutions. We need to get to the point of being able to bring in outside funds and becoming major players from a national perspective in those areas in which we have strengths.

Another issue is to decide how we put our arms around the technologies that are moving so quickly. We need to do so in order to help us manage better, to do our research better and keep up with the changes that are occurring in society. That's going to be a tremendous challenge

and it's going to be very expensive.

How do we take all of these many and complex missions and make sure our undergraduate and graduate students are an integral part and beneficiaries of the changes that are occurring? One of the exciting things about being in the kind of institution we have here is the opportunity to include students in the research enterprise and the development of new technologies.

**Q. During your time at the University of Arizona, that institution had great success in building its research program and in attracting outside dollars for research. What were the methods used to make that happen?**

A. I stepped into an incredibly lucky situation at Arizona, because the impetus for that was already there. We didn't have to set that as a specific goal; that had been done 15 or 20 years before. That's probably about how long it takes to achieve that real, real steep curve that we are seeing at Arizona. I was there for six years and in that time the ability to attract outside resources skyrocketed. It really went up dramatically, but the infrastructure for that was already there.

That kind of success ultimately comes down to having the right faculty who are recruited for specific purposes and then giving them enough leeway to be able bring in the funds they need to support their activity. That will be one of the things we will want to do in Missouri.

Research really needs to be looked at in two different ways, in my opinion. There is going to be research that occurs that has very little relationship to the availability of funds. There just aren't a lot of funds for some kinds of research — for example in the social and behavioral sciences and in the humanities. But that doesn't mean that our faculty shouldn't be preeminent in some of those areas. We need to be able to support faculty who are working in those areas so they can become preeminent in the same way that we support those who are going out and bringing in additional funds.

There is another dimension to this. Our institutional focus should be on our strengths or on potential strengths. Some of those strengths are historical. Some are geographic strengths — simply because of where the institution is located that presents opportunities for doing some things that nobody else might be able to do.

Then there are some strengths that you want to build up that take advantage of some germ of existing conditions. In Missouri for example, we have wonderful opportunities for all of the life sciences. That's something that exists, that we should capitalize on, and should be going out aggressively to get additional support for. We should not be dependent exclusively on the state to provide those resources because there are some other resources we should be getting our fair share of.

**Q. The University's five-year financial plan, which ended this past fiscal year, included increases in student fees to help meet the institution's long-range goals. What is your philosophy about student access to public higher education?**

A. Especially at a land-grant university, I think it's important that we provide the opportunity for anyone who can benefit from an education. Part of that opportunity boils down to having costs at a level where they are affordable. If they are not affordable, that should not necessarily exclude a student. There has to be a program of aid that allows those students to take advantage of educational experiences.

At the same time, I think it is proper that students pay a fair share, because there is some personal benefit that comes from having a higher education. The direction most states are moving toward is to define what that fair share is. There should not be a total subsidy for that educational benefit that will apply perhaps only to a limited number of people, and we should maximize the support that comes from taxpayers.

In some states that fair share has been defined as 25 percent of the costs. In some states the share is very, very high. I haven't had a chance to study what that proportion is in Missouri. My understanding is that tuition was pretty low and has increased in the last several years, but probably has leveled off.

My expectation would be that if tuition is at the level where most reasonable people would decide that it's a fair share, then any increases would be tied to some kind of reasonable index.

But the major point I would make is that students have a responsibility to pay their fair share of the costs of getting an education. States have a responsibility to provide funding at a level that will produce the kind of citizens that they want to produce. So there has to be a balance.

**Q. At your campus this spring, faculty developed a new general education program for undergraduates. What are the highlights of that program, and what do you think any general education program should include?**

A. One of wonderful things about higher education in this country is the diversity and differences between institutions. So I think it's up to the faculty to develop what that content should be, how it is distributed, and what kind of emphasis they place on it.

At Arizona, we operated with the philosophy that there is a core knowledge that all students should have to prepare them for the 21st century. This knowledge needs to be integrated, so when students come out with a four-year degree there is some assurance that they already had some basic knowledge.

The major characteristic of that core curriculum is that rather than identify individual courses for students and create a menu from which students chose courses, strands were created in the basic areas — the sciences, the arts and humanities, and the individual and society.

It was the responsibility of the faculty to define what the content of those strands should be. So rather than taking a course in biology, a course in physics, and a course in chemistry, students take a science course that integrates all of those in ways that show the relationship amongst those various disciplines.

The implication that it had for faculty was that these courses would then be taught primarily by teams of faculty — not individual faculty — with appropriate support from graduate students for some of the small sessions that needed to occur.

But in essence, the core faculty was responsible for the courses at the freshman level with the exception of some of the skills courses.

**Q. One issue that has surfaced on the national level is the speed at which universities respond to change. What is your own personal view about the time it takes to effect change in a university?**

A. You know, one of the really valuable things about a university is that it isn't stylish. A university preserves tradition and doesn't necessarily respond to the fads. But that also is one of its biggest curses. It allows us to be perceived as not being responsive to the changes going on in society.

From a practical perspective, one of the reasons that many corporations and industries are reluctant to work with universities is precisely because of the lag between an invention or a discovery and the time it's put out on the market. That's the subject of discussion at many universities right now, and it's why many of these corporations have their own research going on.

I think one of the things that should occur is to put together a team — maybe a large group of business and industry people together with university people — to determine how you protect the interests and the necessary processes a university has to go through, but at the same time to be responsive to the needs of businesses. Ultimately we do have to protect the interests of higher education. The university has to be viewed as being objective and putting out good science.

**Q. Public universities in Arizona were required this spring to develop a post-tenure review process for faculty. Do you think faculty at your campus in Arizona came up with a workable document and do you think it was a valuable experience?**

A. There's no question but that the experience was valuable. I think there is a perception in Arizona — notice that I said perception — that in fact this is going to be wonderful.

It's going to create an awful lot of work for each of the institutions but in the end it may actually have been worth it, because every faculty member will be evaluated on a regular basis. There are procedures in place for use when someone is identified as not performing up to expected standards. There is a remediation process and then a process for instituting dismissal, even if that person is tenured.

My guess is that not very much is going to change in terms of the outcomes. I believe it really is a small number of people who create this perception that faculty members don't do very much. But with this kind of process in place I think it is going to give some level of satisfaction.

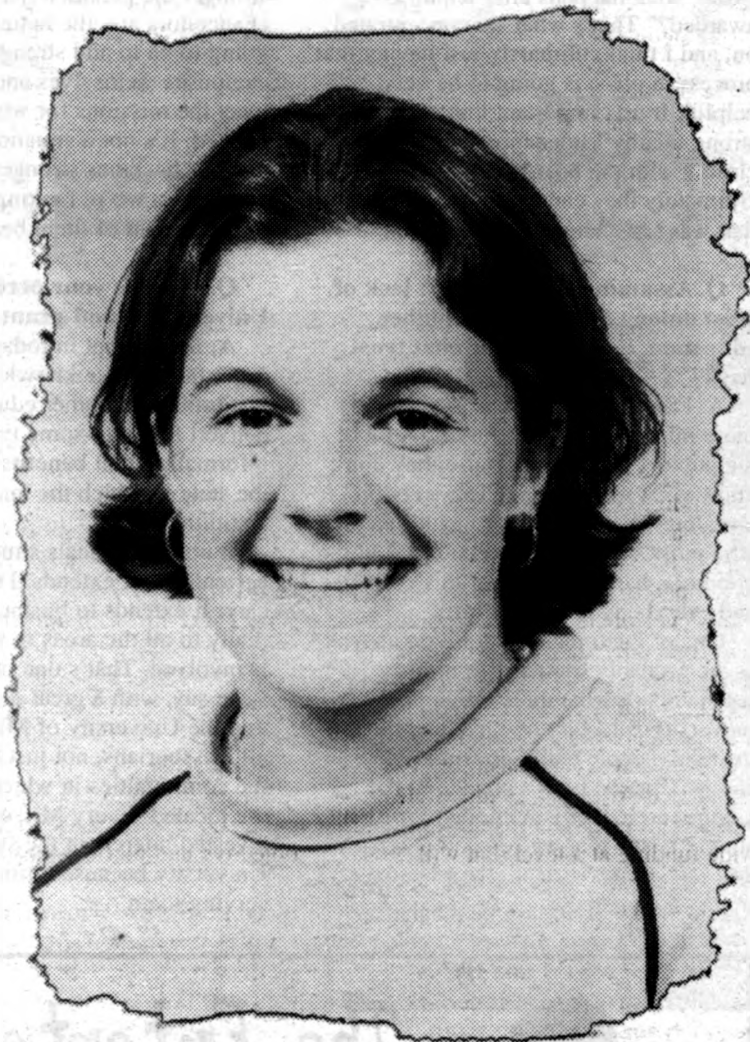
In our particular case at Arizona, there were some members of the board of regents whose intent at the outset was to do away with tenure. That was their goal. Faculty leadership got involved — not in a defensive manner, but in a very objective manner — and said "Let us show you what it is we really do."

They shared anonymous folios of faculty members who were up for promotion and tenure, some who had been successful and some who hadn't. The regents were able to see that when a faculty member is tenured, that is a very

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OF THE WEEK



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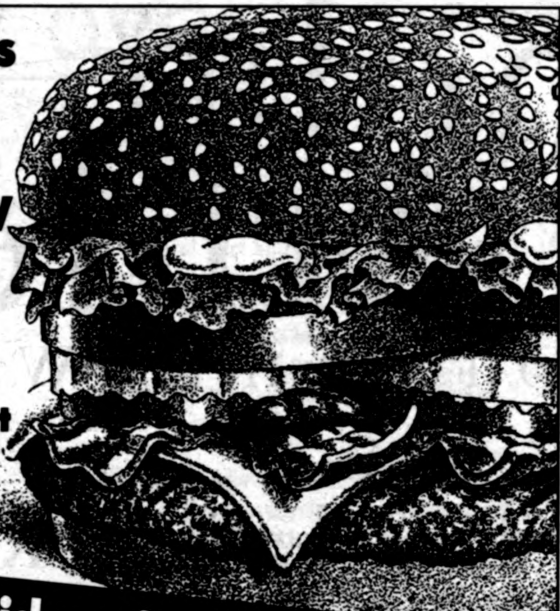
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## Pacheco

From Page 4

significant event and it's done on the basis of good, credible, objective data. That person has had to work hard and accomplish a lot.

So that got rid of that issue immediately. Then the other issue was, "Well, what happens after tenure is awarded?" That's what we concentrated on, and I think ultimately just having that process in place is going to be very helpful. It was important that we had strong faculty leadership that worked closely with the board of regents. Ultimately they came up with something that was satisfactory to all of them.

**Q. Assuming that there is a lack of trust among the public for higher education, how do we win that trust back?**

A. Part of it certainly is to provide more information to the public. A lot of the public distrust us because they don't know what we're doing. They rely on anecdotes. You know that faculty member who mows his lawn at two o'clock in the afternoon has been all over this country and everybody has seen him.

One of the things we don't do as well as we probably should is to inform legislators of what direct effect the university is having on them and their districts. People really do want to be shown. There's been a change in the culture; no longer is it enough for us simply to say that we're good at what we do.

**Q. How do you see the relationship between the UM System and the four campuses that make up the System?**

A. It's important that we consider that the University is one entity, but that one entity has several very different and important parts. Each of those parts has to be strengthened in order for the entire University to be strong also. So the stronger the president is, the stronger the chancellors are, the better able we're going to be to add strength to the campuses themselves and help them to meet the missions for which they were created. It's not a situation in which one campus becomes stronger at the expense of another; we're looking for ways to make sure all of them become stronger.

**Q. What is your perception of the University's land-grant mission?**

A. I think that in today's world it is important to take knowledge generated at institutions of higher education and convert that into some type of practical information that benefits the citizens of the state in which the land-grant institution exists.

It no longer deals simply with agriculture. It extends, I think, to health care. It extends to business practices, really to all the areas in which a university is involved. That's one of the reasons why I can say, with a great deal of comfort, that the University of Missouri belongs to all Missourians, not just those who live in the communities in which the campuses are located. Every Missourian should have a vested interest in the success of the University because ultimately it should be serving them.

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0223	•extra-fine•GREEN•
0323	•fine point•BLACK•
0324	•fine point•RED•
0325	•fine point•BLUE•

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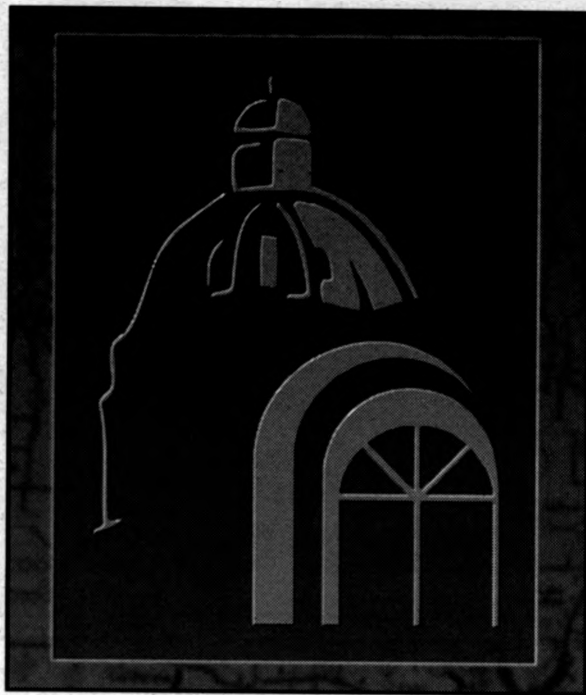

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- Participation in major managed-care health plans

It's a healthy partnership for a healthier mid-Missouri.

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## RETIREES ASSOCIATION

- The MU Retirees Association will sponsor the fourth annual Seniors Championship Golf Tournament. The 36-hole event will be held the afternoon of Aug. 29 at L.A. Nickell Golf Course on North Stadium Boulevard, and Saturday morning Aug. 30 at A. L. Gustin Golf Course on the MU campus. Nearly 50 golfers have registered for the event.
- The association's personal finance group will hold its first fall meeting at 10 a.m. Sept. 8 in S207 Memorial Union. For details, call Dabny Doty at 442-1210.
- The Boone County Council on Aging, located at 800 N. Providence Rd., is seeking volunteers to help University retirees sort out their medical bills. Wendy Dampier, coordinator of the University's retirement programs, will train interested volunteers. To volunteer, call Dampier at 882-3440.
- The association's fall meeting will be held beginning at 10 a.m., Saturday Sept. 13 in Columns 1 and 2 in the Reynolds Alumni and Visitors Center.

## FOR THE RECORD

Enthusiastic faculty and staff who would like to bowl on Monday nights should consider joining the University Faculty/Staff Bowling League. The season kicked off Aug. 25 and will run through the first week of May, with some holidays excluded. Five-person teams as well as individuals are needed. Organizers say the ability to bowl is not as important as the desire to have fun. For information, call Howard Rice at 882-5778 or Darlene Sutton at 882-8273.

## Classifieds

### MISCELLANEOUS

Reiki (ray-key) is a laying-on-of-hands healing art for relaxation and wellness. For information or to arrange a Reiki session, phone Pam at **445-2128**, evenings 7-9 p.m.

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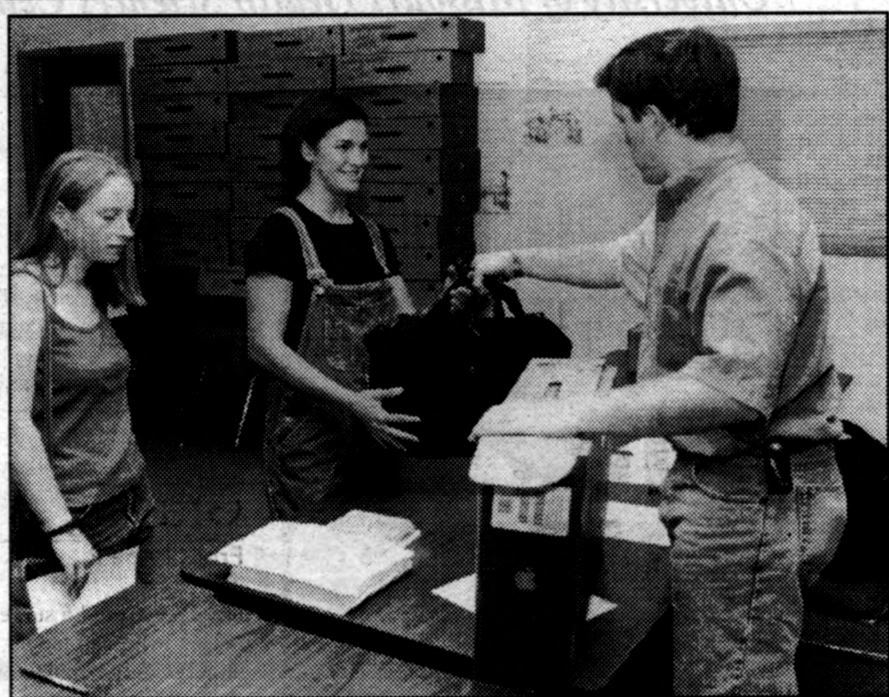
The Classified Advertising Section is open to faculty and staff members, and retirees. A home phone number is required in all ads. No refunds will be given for cancelled ads.

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**Rates:** 30-word maximum \$5.

**Deadline:** Noon Thursday of week before publication.

**Mizzou Weekly Classifieds:** Make your check payable to University of Missouri and send to Mizzou Weekly, 407 Reynolds Alumni Center, Columbia, Mo. 65211. Attention: Tanya Stitt.



**CAMPUS WELCOME**

Mizzou's Class of 2001 were welcomed to campus with the Tiger Walk Through on Aug. 24, far left, in which freshmen stride through the Columns to mark their entry to the University community. Other activities for freshmen included extensive orientation sessions and the Freshman Convocation.

New MU faculty toured the Museum of Art and Archaeology, above left, as part of a day-long orientation Aug. 20.

For the second year, each freshman in the College of Education received a Macintosh PowerBook 1400cs with all the necessary software, below left. The laptops help them plug into the college's innovative program to train future teachers to engage their students in technology-enhanced learning.

# CALENDAR

Send calendar items by Campus Mail to *Mizzou Weekly Calendar*, 407 Reynolds Center, by noon Thursday the week before publication. Events are free and open to the public unless otherwise noted.

**Exhibits**

**ART FOR LIFE:** The exhibit features works by current and retired staff in basketry, ceramics, drawing, fiber arts, mixed media, painting, photography and stained glass through Sept. 30 in the lobbies of University Hospital and Clinics and Ellis Fischel Cancer Center. Also on display at University Hospital is a children's art show with works by pediatric patients and area schoolchildren.

**MUSEUM OF ANTHROPOLOGY:** "Photography by Eldon Leiter: Ancient Maya Art and Architecture" is on display. The museum's exhibits focus on Native American cultures and the history and prehistory of Missouri. The museum, located in 100 Swallow Hall, is open from 9 a.m.-4 p.m. weekdays and 10 a.m.-3 p.m. Saturday.

**MUSEUM OF ART AND ARCHAEOLOGY:**

- "The Time of Her Life: Jane Austen's Era" is on display through Sept. 21.
- "The Floating World: Japanese Art of the Late Edo" will be on display July 12-Sept. 28.

Ongoing exhibits:

- "The Mark Rothko Loan"
- "Isms and Others in the Twentieth Century"
- "The Saul and Gladys Weinberg Gallery of Ancient Art"
- "Early Christian and Byzantine Gallery"
- "European and American Gallery"

• "Expressions of Africa"  
The museum, located in Pickard Hall, is open from 9 a.m.-5 p.m. Tuesday through Friday, 6-9 p.m. Thursday, noon-5 p.m. Saturday and Sunday. Closed Mondays and national holidays.

**Lectures & Seminars**

**Thursday, August 28**  
**NOEL GIST INTERNATIONAL AFFAIRS SEMINAR:** Earl Lubensky, a retired Foreign Service officer, will present "Ecuador: The Struggle Goes On" at a brown-bag seminar beginning at noon in S204 Memorial Union.

**Tuesday, September 2**  
**INTEGRATED TECHNOLOGY SEMINAR:** Adam Asare, medical informatics fellow, will present "An Informatics Approach to Improving Quality Control and Quality Assurance in the Clinical Laboratory" from noon-1 p.m. in 631 Lewis Hall.

**Tuesday, September 2**  
**BIOLOGICAL SCIENCES SEMINAR:** Tobias Baskin, assistant professor of biological sciences, will present "Anisotropic Expansion in Plant Roots:

Corritical Microtubules, Cellulose Microfibrils and Beyond" at 3:40 p.m. in 18 Tucker Hall.

**Wednesday, September 3**  
**MIDDAY GALLERY EVENT:** Greig Thompson, chief preparator with the Museum of Art and Archaeology, will present "Under the Influence: The Asian Connection in Contemporary Western Ceramics" at 12:15 p.m. in Pickard Hall.

**Thursday, September 4**  
**NOEL GIST INTERNATIONAL AFFAIRS SEMINAR:** Wendy Noren, Boone County clerk, will present "The Elections in Albania" at a brown-bag seminar beginning at noon in S204 Memorial Union.

**Monday, September 8**  
**BIOCHEMISTRY SEMINAR:** Dennis Lubahn, associate professor of biochemistry and child health, will present "Evidence for a New Estrogen Receptor" at 3:40 p.m. in MA217 Medical Sciences Building.

**Meetings**

**Thursday, August 28**  
**FACULTY COUNCIL:** Group will meet at 3:40 p.m. in S110 Memorial Union.

**Special Events**

**Saturday, August 30**  
**FAUROT FIELD OPEN HOUSE:** Recent renovations to Memorial Stadium and Faurot Field will be highlighted at an open house from 5-8 p.m. There will be tours of the upgraded facilities and a ribbon-cutting ceremony at 5 p.m. Marching Mizzou will perform. Other activities will include appearances by Truman the Tiger, the

Golden Girls and cheerleaders; interactive games for the kids; and an autograph session with MU football players.

**Wednesday, September 3**  
**BLACK CULTURE CENTER FALL FEST:** Event provides the opportunity for students to become acquainted with organizations and activities available at MU and in the community from 4-7 p.m. at Virginia Field. To participate in the festival, call the Black Culture Center at 882-2664.

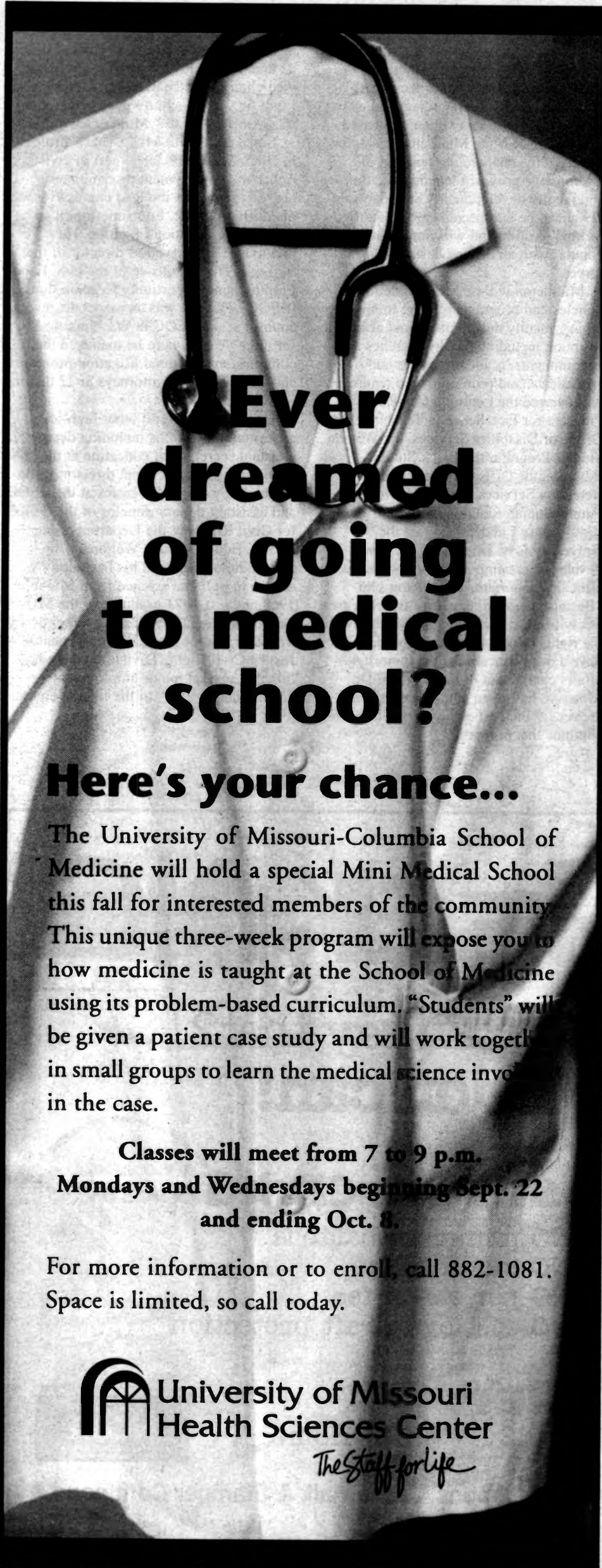
**Thursday, September 4**  
**WOMEN'S CENTER OPEN HOUSE:** A reception and open house will feature food, prizes, fun and information about the center's programs from 11 a.m.-2 p.m. in 229 Brady Commons.

**UNIVERSITY CLUB "OPEN CLUB" DAY:** Non-members are welcome to enjoy lunch from 11:30 a.m.-1:30 p.m., and dinner from 5:30-8:30 p.m. Menu prices vary and reservations are required; call 882-2586.

**Friday, September 5**  
**INTERNATIONAL WOMEN'S RESOURCE DAYS:** Event provides international women the opportunity to meet one another and learn about resources available at MU's Women's Center and in the community from 1-4 p.m. in University Village Community Room. A second Resource Day will be held from 1-4 p.m. Sept. 12 in University Terrace courtyard.

**Saturday, September 6**  
**ELLIS FISCHEL FALL FESTIVAL:** Event will include crafts, entertainment, children's activities, food, information booths and business expositions from 10 a.m.-4 p.m. at Ellis Fischel Cancer Center.





# Ever dreamed of going to medical school?

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The University of Missouri-Columbia School of Medicine will hold a special Mini Medical School this fall for interested members of the community. This unique three-week program will expose you to how medicine is taught at the School of Medicine using its problem-based curriculum. "Students" will be given a patient case study and will work together in small groups to learn the medical science involved in the case.

**Classes will meet from 7 to 9 p.m.  
Mondays and Wednesdays beginning Sept. 22  
and ending Oct. 8.**

For more information or to enroll, call 882-1081. Space is limited, so call today.

 **University of Missouri  
Health Sciences Center**  
*The Staff for Life*

## Gender specific

*Mizzou researchers collaborate on breeding breakthrough in pigs.*

**A**n all-female litter of eight piglets, the first produced by using test-tube fertilization with gender-sorted semen, has been born at MU's South Farm. So far the research team led by Bill Day, professor of animal science, has produced seven litters, with 32 out of 33 piglets that were of the predicted gender.

Normal distribution would produce half males and half females in a litter. However, in the development of maternal breeding stock, for example, it is desirable to have all females, Day said. And in commercial operations, a female pig is more efficient than a barrow, or castrated male hog, in converting feed into meat.

The experimental breakthrough was a collaboration of animal scientists at MU

and the U.S. Department of Agriculture at Beltsville, Md. Larry Johnson of the Agricultural Research Service developed the technique for separating semen with the X, or female, sex chromosome from those with the Y, or male, chromosome. Boar semen processed at Beltsville is flown to St. Louis where MU scientists pick it up and rush it to the Animal Science Research Center in Columbia.

The technique for test-tube maturation of swine embryos was developed at MU. "USDA has the ability to sort boar semen and we have the ability to produce the embryos," Day said. "It's a good example of the benefits of scientific collaboration."

"Scientists have tried for years to sort semen," Day said. "Finally, it can be done with a high degree of accuracy."

However, the process is slow and the amount of semen needed for a natural service for a breeding a sow is very large. To conserve the available semen, the scientists used the test-tube embryo-culture method for the experimental work.

"To be of commercial value, we must produce large litters consistently," Day said. "We will continue working to improve the technology."

## Grading

From Page 2

force sponsored a survey of 251 MU faculty who had taught at least one undergraduate course over the past two years. The survey found that 56 percent of faculty who responded currently use plus-minus grading, although 58 percent do not support the grading concept unconditionally.

Of those faculty who expressed an opinion, 57 percent said they supported plus-minus grading if it is optional, and 53 percent said they would support plus-minus grading if it was required.

Some of the main reasons faculty gave for using plus-minus grading included the ability to make fine distinctions in grades, because they viewed it as easy to implement, and because they agreed with it on principle.

Other faculty surveyed listed reasons for not using plus-minus grades. Those reasons included students' dissatisfaction with the grading change, because faculty were opposed to it on principle, and because they believed it was useless for making fine distinctions.

Although the forums will focus only on plus-minus grading, faculty will be dealing with other grading policy issues this fall. Gilbert Youmans, chair of Faculty Council, says the council will reconsider two policy changes that the group approved this spring.

Council members voted to eliminate the "withdraw failing" grade. They also approved a change in the grading policy that allows students who repeat courses to use only the second course grade to calculate their grade point averages.

Faculty opposed to those policy changes, however, quickly signed a petition that blocked the council's action. "What that means is that those proposals did not go into effect," says Youmans, professor of English.

As set out in the faculty by-laws, a petition signed by more than 25 faculty members triggers a "review by the faculty" of those council actions. That review could be accomplished either at a general faculty meeting or by a mail ballot of eligible faculty.

But Youmans points out that with 11 new members coming on Faculty Council this fall, the council "may have a new view" on whether to push for those changes to the grading policy. "We have to decide as a council if we want to pursue it," he says.

Unfortunately, Youmans adds, some students may be registering for certain classes this fall because they're under the impression that the grading changes are in effect.

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## Provost Sheridan names two top administrators

Provost Edward Sheridan has named two persons to top administrative positions in the provost's office. In July, Jack O. Burns was appointed vice provost for research. Michael Middleton, professor of law, began a 12-month appointment earlier this month as interim vice provost for faculty development and minority affairs. Middleton replaces KC Morrison, who stepped down this summer to return to research and teaching in the Department of Political Science.

Burns comes to MU from New Mexico State University, where he was associate dean and college research center director for the College of Arts and Sciences. Previously he was a professor of astronomy and department head at New Mexico State University. Prior to that, he was an associate professor of physics and astronomy at the University of New Mexico.

"The University is fortunate to find a vice provost for research with such outstanding credentials and experience," Sheridan said. "Filling this important role has been one of my priorities and I am confident that we have made an excellent choice in Dr. Burns."

Burns was selected by a University search committee of senior faculty chaired by associate provost Elaine Charlson. The committee spent more than a year interviewing candidates before a final

decision was reached. John McCormick has served as interim vice provost for research since August 1992.

As MU's vice provost for research, Burns will be responsible for leadership and administration of the research missions of MU's colleges and research centers.

He will administer the Division of Sponsored Research, consult with and mentor faculty regarding research interests, create programs to generate increased funding and to diversify sources of funding, formulate and implement plans that enable the University to be the very best in selected areas of research, and represent MU's research initiatives at national institutes and foundations.

"I am excited about the challenges and opportunities for research at the University of Missouri," Burns said. "I hope to help coordinate some of the highly talented and energetic faculty on campus to work on new interdisciplinary projects. MU is a stimulating environment for research over a wide range of areas."

Some of Burns' recent projects at New Mexico State include coordinating the university's partnership in the \$40 million Apache Point, N.M., astronomical observatory, leading an interdisciplinary team of faculty in a grant from the Kellogg Foundation to enhance Native American higher education and research

in the sciences and social sciences, and coordinating a recently-awarded grant from the Ford Foundation in Latin American and border area studies.

In naming Middleton to the vice provost position, Sheridan lauded his qualifications. "I am extremely pleased that Professor Mike Middleton has agreed to accept the challenging position of interim vice provost for minority affairs and faculty development," Sheridan said. "I believe he is especially well-qualified for this position and will immediately be popular with all of the constituencies it serves."

Middleton will be responsible for policies and programs relating to minority affairs, faculty development and academic retention including faculty searches and appointments, academic leaves and sabbaticals, and promotion and tenure. He will oversee the Learning Center, the Program for Excellence in Teaching, the Office of Disability Services, the Women Studies Program, the Black Studies Program, the Office of Academic Retention Services and the MU to the Future Human Relations Program.

"Because I understand that the University is its faculty, the faculty development component of this position is critically important," Middleton said. "Because my legal expertise is in the area of civil rights, including gender equity and the rights of people with disabilities, I have a deep concern for the minority affairs component of the position. Dr. Morrison has taken giant steps in both areas over the past eight years. I hope to continue that progress."

Middleton was elected vice-chair of MU's Faculty Council this year. "I do regret that in accepting this position I will be unable to fulfill my responsibilities as vice-chair of the council, but I expect that I will be very much involved with faculty issues in Jesse Hall," Middleton said.

Since coming to MU as a law professor in 1985, Middleton, an expert in civil rights and employment discrimination, also has served as the lead counsel for the plaintiffs in the St. Louis metropolitan school desegregation litigation. He previously had served as director of the St. Louis District Office of the U.S. Equal Employment Opportunity Commission (EEOC). He also was an associate general counsel at the EEOC in Washington, D.C., for three years, where he managed the commission's national litigation program and supervised 250 attorneys at 22 district offices.

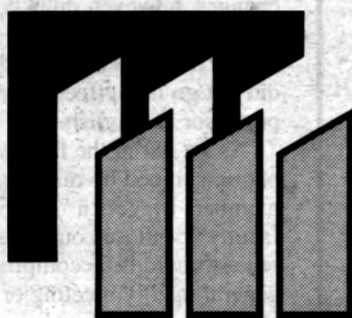
He has held several other high-level government positions including deputy assistant secretary of education at the U.S. Department of Education, director of the Office of Systemic Programs at the EEOC and assistant deputy director of the Office for Civil Rights at the Department of Health, Education and Welfare.

Middleton received his bachelor's degree in political science from MU in 1968 and is a 1971 graduate of the MU School of Law. He began his career as a trial attorney for the U.S. Department of Justice Civil Rights Division, where he litigated several major employment discrimination cases in the federal courts.

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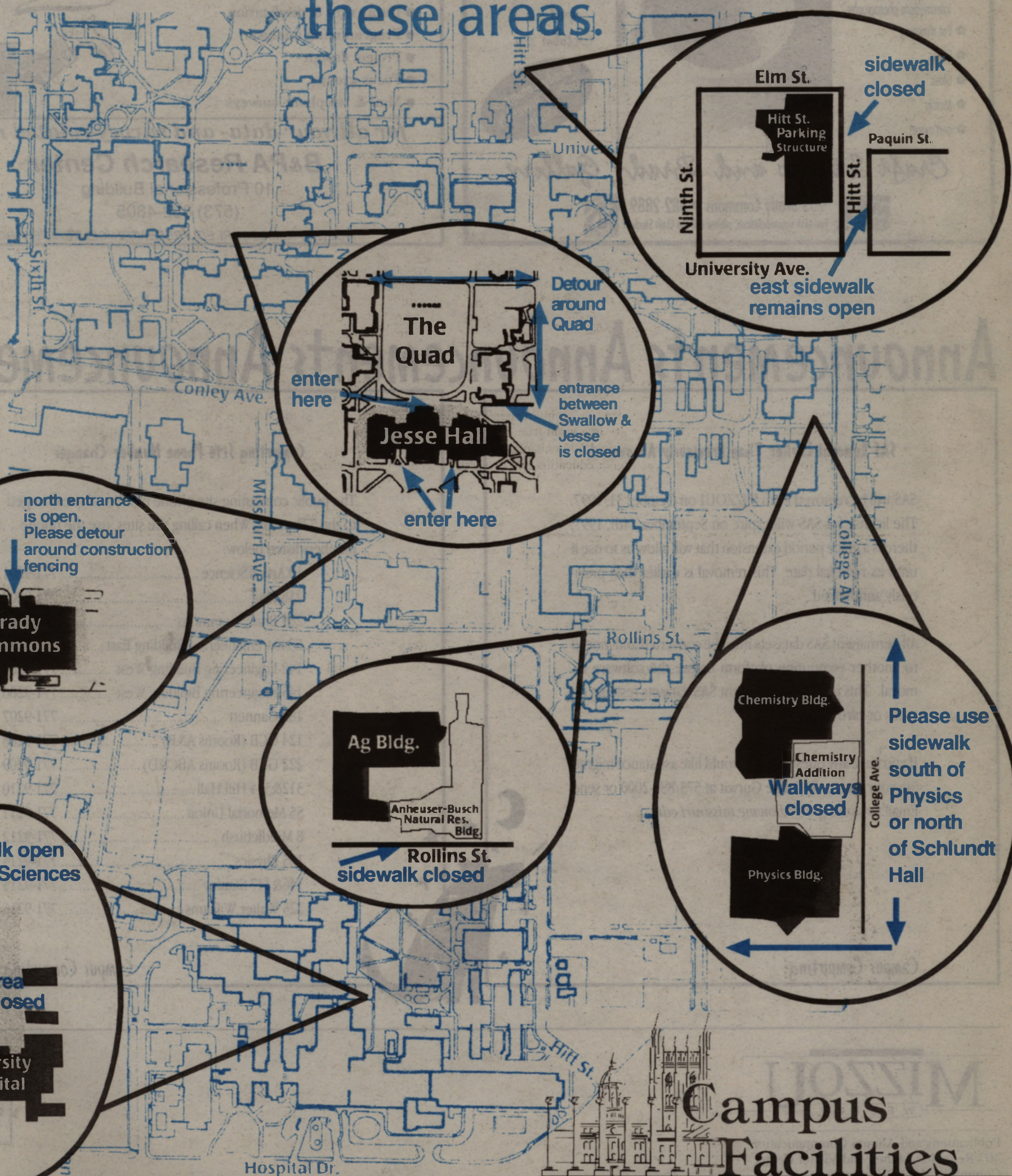
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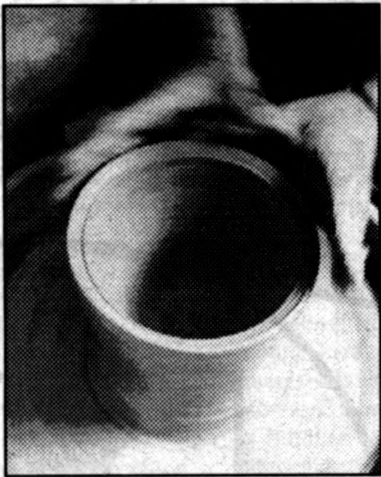


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# Announcements Announcements Announcements

## SAS Removal Earlier Than Previously Announced

SAS will be removed from MIZZOU1 on October 31, 1997. The license for SAS will expire on September 14th, 1997; there is a grace period extension that will allow us to use it until its removal date. This removal is earlier than previously announced.

All permanent SAS datasets must be converted and moved to another computing platform before the software removal. This includes permanent SAS datasets residing on tapes or cartridges.

If you have any questions, or would like assistance migrating your data, call Margie Gurwit at 573/882-2000 or send Email to [ccmargie@showme.missouri.edu](mailto:ccmargie@showme.missouri.edu).

Campus Computing

## Computing Site Phone Number Changes

The public computing site phone numbers have changed to the 771 prefix. When calling the sites, use the phone numbers listed below:

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216 Blair .....	771-9202
209 Brady Commons .....	771-9203
E3404 Engineering Building East .....	771-9204
142 Engineering Building West .....	771-9205
145 Engineering Building West .....	771-9206
182 Gannett .....	771-9207
124 GCB (Rooms A&B) .....	771-9208
222 GCB (Rooms ABC&D) .....	771-9209
312&314 Hill Hall .....	771-9210
S5 Memorial Union .....	771-9211
8 Middlebush .....	771-9212
135 Physics .....	771-9214
146&147 Stanley .....	771-9215
223 Walter Williams .....	771-9216

Campus Computing



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Optical resolution                            600 dpi  
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    24 bit color for color illustrations/portraits/photographs  
File types                                      tiff  
Notes

### Derivatives - Access copy

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Editing software                              Adobe Photoshop 2022  
Resolution                                    600 dpi  
Color    same as captured  
File types                                      pdf created from tiffs  
Notes    Images cropped, straightened, and brightened.