

1985-86

	July 15, 1985	September 9, 1985	September 23, 1985	October 21, 1985	November 18, 1985	January 6, 1986	January 13, 1986	February 3, 1986	February 24, 1986	March 3, 1986	March 10, 1986	March 31, 1986	April 14, 1986	April 21, 1986	April 28, 1986	May 19, 1986	June 2, 1986	June 9, 1986	June 16, 1986
<b>CHAIR</b>																			
Scott Chesney	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
<b>V CHAIR H&amp;F</b>																			
Henry Heupel	P	P	P	P	A	P	P	P	P	X	P	P	Resigned						
<b>V CHAIR PROGRAM</b>																			
John Wright	-	P	P	P	P	P	P	P	A	P	P	P	A	P	P	P	A	X	X
<b>CUPC</b>																			
Glen Lindgren	A	P	P	P	P	P	P	P	A	P	P	P	A	P	P	P	P	P	P
<b>CHIP</b>																			
Brigetta Allen	-	-	P	P	P	A	A	P	A	X	A	A	A	Resigned					
<b>CLA</b>																			
Peter Zeller	A	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	A	A
<b>EDUCATION</b>																			
<b>GENRL COLLEGE</b>																			
<b>COGS</b>																			
Stefano Romagnoli	-	-	-	-	-	-	A	A	X	P	Resigned								
<b>IT</b>																			
Marie Mac	-	-	-	-	-	P	P	P	P	P	P	P	P	A	A	P	P	P	P
<b>MSA</b>																			
Andy Seiten	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>MN ALUMNI</b>																			
Ken Martin	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
<b>UBOG ALUMNI</b>																			
Barry Bridges	P	P	P	A	P	X	P	P	P	P	P	P	P	P	P	P	P	A	X
<b>FACULTY</b>																			
<b>FACULTY</b>																			
<b>FOOD SERVICE</b>																			
Leslie Bowman	A	P	P	X	P	X	A	P	A	P	X	X	A	X	P	X	A	A	X
<b>CMU Director</b>																			
Rufus Simmons	P	P	P	P	P	P	P	X	P	P	P	P	P	P	X	P	P	P	P
<b>CMU</b>																			
Bernie Molitor	X	X	P	P	P	P	P	P	X	X	P	P	A	P	P	P	P	P	P
<b>CMU</b>																			
Liz Andersen	A	P	P	P	P	P	A	P	X	X	X	P	A	P	P	P	A	A	P

**CONSTITUTION  
FOR THE  
COFFMAN MEMORIAL UNION**

**Article I            Name**

- Sec. 1     The name of this organization shall be the Coffman Memorial Union, hereinafter called the Union.
- Sec. 2     The Union is herein defined as an organization whose objectives are to provide a Twin-Cities Campus out-of-class program of social, recreational, cultural, and educational activities and a University community center.
- Sec. 3     The organization shall be a constituent member of the Twin-Cities Campus Minnesota Union and its Coordinating Board.

**Article II           Purposes**

- Sec. 1     The purpose of this organization shall be:
- A.     To make a substantial contribution to the community life of the University by providing the services, conveniences, and amenities members of the University community need in their daily life on campus in concert with the Minnesota Union.
  - B.     To be particularly attuned to student needs so as to provide them with the most valuable return for their student service fees.
  - C.     To make free time activity a cooperative factor in total education.
  - D.     To provide for its members maximum opportunity for self-realization and for growth in individual competency and group effectiveness.
  - E.     To provide for an open forum for discussion of various opinions.

Article III      Membership of the Union

- Sec. 1      Every student of the Twin-Cities Campus possessing the student fee statement with student services fee included is a member of the Union. Members are invited to take full advantage of the facilities, programs, and activities provided by the Union.
- Sec. 2      Members of the faculty, staff, and alumni of the University are invited to use the services and facilities provided by the Union and shall be represented in its governance.
- Sec. 3      A student member who wishes to become active on the Coffman Memorial Union Board of Governors or a committee within the Union, must be eligible for participation as defined by the Assembly Committee on Student Affairs.

Article IV      CMU Board of Governors

- Sec. 1      The Union shall be governed by the Coffman Memorial Union Board of Governors which shall be a representative body of students, faculty, and alumni, as designated in Article V.
- Sec. 2      The Board shall:
- A.      Establish policies which will fulfill the purposes of the Union.
  - B.      Approve a budget for funds to be allocated and earned for the operations of the Union for submission to and approval by the Minnesota Union Coordinating Board.
  - C.      Oversee the administration of all funds in accordance with the approved budget and University procedures and render an annual financial report which shall be available to any member of the University community.

- D. Establish rules and regulations concerning conduct in and use of Union facilities, subject only to University regulations and policies of the Minnesota Union Coordinating Board.
- E. Participate in the recruitment, selection, and evaluation of the Director.
- F. Establish and maintain active liaison with all departments and organizations operating within Coffman Memorial Union to insure essential coordination and fullest satisfaction to the users of the building.
- G. Take such other actions that it deems necessary to fulfill the role of a responsible governing organization and as a constituent member of the Minnesota Union.

Article V                      Membership of the Board

Sec. 1    The student voting membership of the Board shall be:

- A.    The Chair of the Board.
- B.    The Vice Chair/ House and Finance.
- C.    The Vice Chair/ Program.
- D.    The President of the Coffman Program Council, or his/her designate.
- E.    One representative of the Minnesota Student Association or corresponding body.
- F.    One representative of the Minnesota International Student Association or corresponding body.
- G.    One representative from each college, institute, or school having its primary location on the Minneapolis East Bank and having an elected student or student-faculty governing organization; provided that such an organization is not subsumed under a larger academic structure with a superior student or student-faculty governing organization. Representatives shall be elected by the governing organization from among interested candidates enrolled within the college, institute, or school.

Sec. 2 The non-student voting membership of the Board shall be:

- A. Two faculty representatives appointed by the President of the University from among persons recommended by the Board and/ or the Vice President of Student Affairs. The term of office for faculty representatives shall normally be two years. (The terms shall be staggered rather than concurrent to provide for greater continuity.)
- B. One representative of the University of Minnesota Alumni Association, appointed by that organization.
- C. One alumnus of the Board, elected annually by the Board from among interested applicants.

Sec. 3 Voting members of the Board shall be appropriately designated prior to October 31 of each year, after which time they shall take office and serve until their successors have been designated and qualified.

Sec. 4 The non-voting membership of the Board shall be:

- A. The Director of Food Services or his/her designated representative.
- B. The Director of Coffman Memorial Union.
- C. Operations and program personnel as designated by the Director of Coffman Memorial Union.

Sec. 5 A voting member of the Board with two unexcused absences from regular Board meetings shall automatically relinquish his/her Board membership and privileges. The individual may appeal to the Board for reinstatement at the next Board meeting. Excused absences shall be granted by the Chair of the Board, Secretary, or Executive member.

- Sec. 6 A member of the Union requesting removal of a voting member of the Board shall register his/her complaint in writing to the Chair of the Board. In the event the Chair is involved, the Vice Chair/ House and Finance shall receive the complaint. The Executive receiving the complaint shall first try to mediate the difficulty. If he/she is unsuccessful, the matter shall be brought to the Board for appropriate action.
- Sec. 7 Vacancies occurring on the Board shall be filled by the organization whose representation shall have been lost by the vacancy. If such group does not name a replacement within two weeks of being notified of such vacancy the Board may elect to fill such positions from among applicants of the group to be represented.
- Sec. 8 No person shall sit on the Board as a representative of more than one category of membership as defined in Article V.

#### Article VI      Officers

- Sec. 1 The officers of the Board shall be:
- A. Chair of the Board.
  - B. Vice Chair/ House and Finance.
  - C. Vice Chair/ Program.
  - D. Secretary of the Board.
- Sec. 2 The duties of the officers shall be defined in Article II of the By Laws of the Coffman Memorial Union Board of Governors.

Sec. 3 Election of officers:

- A. The Chair of the Board shall be elected from Board membership not later than the end of Spring Quarter; and shall relinquish his/her constituency and shall become an at large member.
- B. The Vice Chair/ House and Finance shall be elected from Board membership not later than the end of Spring Quarter; and shall relinquish his/her constituency and shall become an at large member.
- C. The Vice Chair/ Program shall be elected from Board membership not later than the end of Spring Quarter; and shall relinquish his/her constituency and shall become an at large member.
- D. The Board Secretary shall be the Director of Coffman Memorial Union.

Sec. 4 All elective officer vacancies shall be filled immediately in accordance with Article VI, Sec. 3.

Article VII Meetings

Sec. 1 The Board shall meet in regular session at least twice during each academic quarter and at least once during Summer Session.

Sec. 2 The Chair of the Board or the Director of Coffman Memorial Union shall call the first meeting of the Board following its formation. Such meeting shall be called within 30 days of the qualification of Board members.

Sec. 3 A simple majority of the qualified voting members of the Board shall constitute a quorum for the conduct of business. Notification of other than regular meetings shall normally be provided to all members at least 24 hours prior to such meeting and shall state the business to be conducted. Business not specified in the call shall not be considered except by a 2/3 vote of those present.

- Sec. 4 The current edition of Sturgis Standard Code of Parliamentary Procedure shall govern in all parliamentary situations not provided for in the law, the Constitution, and the By Laws of this organization.

#### Article VIII Committees

- Sec. 1 Executive Committee, of whose composition and duties as defined in Article IV, Sec. 1, of the By Laws of the Coffman Memorial Union Board of Governors.
- Sec. 2 House and Finance Committee, of whose composition and duties as defined in Article IV, Sec. 2, of the By Laws of the Coffman Memorial Union Board of Governors.
- Sec. 3 Program Committee, of whose composition and duties as defined in Article IV, Sec. 3, of the By Laws of the Coffman Memorial Union Board of Governors.
- Sec. 4 The Board shall designate all other committees as may be appropriate to the conduct of its business and shall conform to Article IV, Sec. 4.
- Sec. 5 A majority of the members of any committee shall constitute a quorum for conducting the committee's business. When it is known that a quorum will not be present, the Chair of the Board shall designate a member of the Board to serve as a substitute member.



Article IX      By Laws

- Sec. 1      The Board shall adopt by majority vote of those voting members present such By Laws as may be required for its operation.
- Sec. 2      By Laws shall be consistent with this Constitution and shall be reported to the Minnesota Union Coordinating Board and the appropriate agency of the Office of Student Affairs.
- Sec. 3      Notification in writing shall be provided to all members of the Board at least one week prior to any meeting at which By Laws or amendments are considered.
- Sec. 4      Restriction on use of funds
- This organization shall not provide monetary gain, incidentally or otherwise, to its directors, officers or membership. This does not restrict the payment of wages, salaries or incentives by the organization for services rendered.
- Sec. 5      Disestablishment and Disbursing of Fund
- At such time in which this organization disestablishes itself one-hundred percent, all properties and unused funds will remit to the Minnesota Union or its successor.

Article X      Amendments

- Sec. 1      This Constitution may be amended by a 2/3 vote of the voting members of the Board present providing that notice of the proposed change shall have been submitted in writing to all Board members at least one week in advance of the meeting at which the amendment is considered and upon approval by the Minnesota Union Coordinating Board. Amendments shall be filed with the appropriate agency of the Office of Student Affairs.

Significant Dates of Action

Approved	CMUBOG	May 10, 1971	Special Meeting
Approved	MUCB	November 18, 1971	
Approved	ACSA	January 7, 1972	
Amended	CMUBOG	March 1, 1972	
Amended	CMUBOG	October 4, 1972	
Approved	MUCB	October 25, 1972	
Revised	CMUBOG	May 9, 1974	
Approved	MUCB	October 22, 1974	
Revised	CMUBOG	June 2, 1980	
Approved	MUCB	December 1, 1980	
Revised & Amended	CMUBOG	May 2, 1983	
Approved	MUCB	May 19, 1983	
Amended	CMUBOG	September 24, 1984	
Amended	CMUBOG	May 20, 1985	
Approved	MUCB	May 28, 1985	

BY LAWS  
OF THE  
COFFMAN MEMORIAL UNION BOARD OF GOVERNORS

Article I      Special Meetings

- Sec. 1      Special meetings of the Board shall be called by the Chair of the Board, or, at the request of five voting members, the Vice Chair/ House and Finance, the Vice Chair/ Program, or the Secretary. Notification shall be sent by mail or telephone at least three calendar days before the time of the meeting whenever possible.

Article II      Duties of Officers

- Sec. 1      Chair of the Board. It shall be the duty of the Chair to call all regular meetings, call special meetings, preside over all meetings of the Board, Executive Committee, serve as ex-officio member of all committees, name the appointive members of all standing and special committees of the Board, and fill all vacancies in the membership of such committees, in accordance with the Constitution and By Laws. The Chair of the Board shall represent the Union to the University community.
- Sec. 2      The Vice Chair/ House and Finance. In the absence of the Chair, the Vice Chair/ House and Finance shall assume the duties of the Chair until a new Chair is elected. The Vice Chair/House and Finance shall chair the meetings of the House and Finance Committee and shall represent that committee to the Board. The Vice Chair/ House and Finance shall be an ex-officio member of all special committees of the Board.
- Sec. 3      The Vice Chair/ Program. In the absence of the Chair, and the Vice Chair/ House and Finance, the Vice Chair/ Program shall assume the duties of the Chair until a new Chair is elected. The Vice Chair/ Program shall chair the meetings of the Program Committee and shall represent that committee to the Board. The Vice Chair/ Program shall be an ex-officio member of all special committees of the Board.

Sec. 4 Secretary of the Board. The Secretary shall keep minutes of all meetings of the Board. He/she shall file, index, and preserve carefully all minutes, papers, and documents pertaining to the business of the Board. He/she shall certify the validity of all copies of minutes, papers, documents of the Board. He/she shall call special meetings of the Board upon receipt of a request as specified in Article I.

### Article III Rules of Procedure

Sec. 1 Order of Business. The Order of Business of regular meetings of the Board shall be:

1. Call to Order.
2. Approval of minutes of previous meeting.
3. Unfinished Business.
4. New Business.
5. Reports of Officers.
6. Reports of Standing Committees.
7. Reports of Special Committees.
8. Announcements.
9. Process.
10. Adjournment.

Sec. 2 Meetings. All meetings of the Board shall be open to the public. A request for a hearing of a position to the Board by anyone who is not a Board member may be presented by any member of the Board to the Executive Committee for hearing at a regularly scheduled meeting. Prior to each meeting of the Board, the Chair shall place the subject or subjects on the agenda. Each resolution, committee recommendation, petition, amendment, or other matters in the general category shall ordinarily be reduced to writing and read to the Board before it is acted upon. The discussion of any particular motion or resolution shall be limited to a reasonable time.

- Sec. 3 Minutes. the minutes of the Board meetings shall record official action taken upon all business voted upon by the Board and may contain a summary of reports and pertinent discussion. All minutes of the Board shall be an open record and may be distributed to any member of the University community upon request. Where Board action is not by a unanimous vote, the "ayes" and "nays" and abstention of individual Board member shall be recorded only upon the request of any member of the Board. Remarks, personal views, or vote explanations of any individual Board member shall be included in the minutes only upon his/her request.
- Sec. 4 In cases where practicable or desirable, before action is taken on any subject or measure coming clearly within the sphere of any standing committee, the Board may refer it to such committee, which shall submit its recommendations, in writing, together with any appropriate resolutions necessary to effect such recommendations.

#### Article IV Committees

- Sec. 1 The Executive Committee. The Executive Committee shall consist of the Chair of the Board, the Vice Chair/ House and Finance, the Vice Chair/ Program, and the Secretary of the Board. The Executive Committee shall act as a steering committee for matters brought before the Board. The Executive Committee shall determine that:
- A. The business is not germane to Coffman Memorial Union; No further action.
  - B. The business is not timely; Table.
  - C. The business is not adequately prepared for consideration; Refer back to developer.
  - D. The business is a management matter; Refer to Director.
  - E. The business is substantive, timely, fully prepared, and within the jurisdiction of the Board; The Executive Committee will establish a timeline for action and refer the business to the appropriate committee for recommendation to the Board.

The Executive Committee shall also consider matters related to the general planning and policy not encompassed by other standing committees, and shall assist in preparing the agenda for Board meetings.

- Sec. 2 The House and Finance Committee will consider all matters related to the services, facilities, and financial operations of the Union.
- Sec. 3 The Program Committee will consider all matters related to the activities of the Union.
- Sec. 4 Other Committees of the Coffman Memorial Union Board of Governors.
- A. Special committees shall be temporary in nature, not exceeding the term of the Chair of the Board.
  - B. Except as otherwise provided, members of all standing and special committees, one of whom shall be designated as Chair, shall be appointed by the Chair of the Board with approval of the Board. Committees shall be composed of both faculty and/or staff members and students who are members of the Board. Members shall serve from time of appointment until their successor have been appointed or until the committee is dissolved.
  - C. It shall be the duty of the Chair of each committee to call, and preside over, all meetings of his/her committee and to cause to be prepared such reports and resolutions as may be appropriate.

May 28, 1985

---

# The Coffman Memorial Union Board of Governors

---



# **COFFMAN MEMORIAL UNION BOARD OF GOVERNORS**

The Board has representatives from the following  
constituencies:

College of Liberal Arts

College of Education

General College

Graduate School

Institute of Technology

Council on Health  
Interdisciplinary Participation

Minnesota Student Association

Minnesota International Student Association

Coffman Union Program Council

East Bank Faculty

University of Minnesota Alumni Association

Coffman Memorial Union Board  
of Governors Alumni

University Food Services

To find out more about how to become involved  
with the Coffman Memorial Union Board of Governors, call  
373-2555 or stop by 220 CMU.



# **GOALS**

## **Coffman Memorial Union**

To make a substantial contribution to the community life of the University by providing the services, conveniences, and amenities members of the University community need in their daily life on campus in concert with the Minnesota Union.

To be particularly attuned to student needs so as to provide them with the most valuable return for their student services fees.

To make free time activity a cooperative factor in total education.

To provide for its members maximum opportunity for self-realization and for growth in individual competency and group effectiveness.

To provide for an open forum for discussion of various opinions.

# WHAT IS COFFMAN MEMORIAL UNION?

- the coming together of a community of diverse constituencies to share a common need for enlightenment, enrichment and humanness.
- where activity is the stimulus for informal educational processes complimentary to academia.
- a clearing house for all out-of-classroom life of the campus. It educates students in the art of living, it seasons to a high degree their attitudes.
- through volunteerism, receiving self affirmation and the satisfaction of accomplishment by producing desired and enjoyed programs or services for the University.
- perhaps the only part of the University where students are taken completely and university into full partnership.
- the "living room" of the college, providing for the services, conveniences and amenities students and faculty need in their daily life on campus, for dining together, for getting to know and understand one another through informal association outside the classroom.
- a wealth of materials, equipment, information, the necessary facilities and the know how for transforming a dream into reality, a program into action and concern into a cause.
- a community center — the social and cultural heart of the campus — drawing together under one roof those facilities and services that give everyone in the college family a reason for coming to the center.
- providing for education of tastes by exposure (social, mental, emotional, physical) in environments which promote the appetite for participation.
- meeting student needs, caring and sharing, being concerned and committed and displaying "action designed to enhance the education and humanity of people".

# **RESPONSIBILITIES**

## **Coffman Memorial Union Board of Governors**

Establish policies which will fulfill the purposes of the union.

Approve a budget for funds to be allocated and earned for the operations of the Union for submission to and approval by the Minnesota Union Coordinating Board.

Oversee the administration of all funds in accordance with the approved budget and University procedures and cause to be rendered an annual financial report which shall be available to any member of the University community.

Establish rules and regulations concerning conduct in use of Union facilities, subject only to University regulations and policies of the Minnesota Union Coordinating Board.

Participate in the recruitment, selection and evaluation of the Director.

Establish and maintain active liaison with the University community to insure the fullest satisfaction to the users of the building.

Take such other actions that it deems necessary to fulfill the role of a responsible governing organization and as a constituent member of the Minnesota Union.

## A COMMITMENT TO FOCUS

In November, I outlined my views on the general directions that the University should be taking, building on our planning of the past few years and moving with a sense of purpose through this period of transition and into the future. It was a set of views based on the identity of the University as an international research university, a land-grant institution, and a metropolitan university. It was a statement that presumed our commitment to setting priorities and to making choices; in short, a commitment to focusing our activities to preserve and enhance our quality.

The response to that statement has been positive and supportive and because of that response and enthusiasm, I believe it is appropriate to expand upon it and to suggest how I think we should implement it. There are other reasons as well for taking this next step of making clear how our commitment to focus translates into actions for program enhancement and program curtailment. Here are two in particular:

First, in submitting its request to the Legislature this year, the University has made a strong case for both the restoration of adequate funding to carry out its mission and the flexibility to exercise its own judgment as to how best to use those funds to support its various programs. The Governor and the Legislature have both agreed that the Board of Regents is the proper body to make programmatic choices for the University. Still, there is no doubt that the support of public officials for our requests can be enhanced by a better understanding of our strategic plan for the future of the University.

Second, in the era of limited growth that lies ahead, the health of Minnesota's several systems of higher education will depend upon the thoughtful coordination of their missions. I believe it is appropriate that the University take the first steps toward that coordination by defining its programs with a clear sense of its own identity and with a sensitivity to the capacities of the other systems. By so doing, we will set the stage for the healthy evolution of complementary missions for each of the systems, an important step in assuring the maximum return on the State's investment in higher education.

The following set of proposals grows out of the concepts and priorities set forth in my November report. Let me emphasize that these proposals are programmatic rather than budgetary in nature. They address a redirection of efforts; the release of faculty from certain involvements to allow them to be more effective in other activities more central to our mission. They will not result in reductions of faculty although, to be sure, over time the programmatic redirection may result in gradual shifts through normal turnover in the numbers of faculty in various areas. In short, this is not a plan for budgetary retrenchment.

While the proposals rely heavily on the Board's Mission Statement and our institution-wide planning activities they must, at this stage, be viewed as my personal recommendations. In the next month, I plan to invite discussion of them within the University and, of course, I expect this Board to examine them carefully. However, to the extent that my suggestions are acceptable, it would be useful for the Board to take early action on them.

Let me summarize some of the key points I made in November. The University, I maintained, should pursue the realistic goal of being among the top five public institutions of higher education in the country. To achieve that goal, it must maintain the quality of its best programs and improve the quality of those programs which most directly serve to enhance its role as an international research university, a land-grant institution and a metropolitan university. That multifaceted role requires a balance; a balance among graduate, undergraduate, and professional education and a balance among teaching, research, and service activities.

With respect to its educational program, I suggested, the University is seriously out of balance. The ratio of undergraduates to graduates is so high that our resources cannot support high quality comprehensively at either level. Since it is unlikely that our graduate student numbers can grow, given the limited national pool of applicants and our limited physical space, it seems to me best to allow our undergraduate enrollments to decrease as the size of high school graduation classes diminishes. I believe that we should then focus on:

- . improving the financial support of graduate students to maintain their current numbers (or to increase their numbers in certain fields) and to increase their quality;
- . recruiting high-ability undergraduates who can best benefit from the University's programs; and
- . improving the quality of our undergraduate programs.

In addition to these general thrusts for improvement, the University must also be selective in programmatic terms. As a land-grant institution, our primary obligation is to respond to the needs of society both in this region and in the broader community that an international university serves. Our primary resource for dealing with those needs is our scholarly capacity. For a program to have a high priority, not only must it carry out research at the leading edge of knowledge, but the research should be stimulated by the needs of society and the results should be transmitted to society through active teaching programs, through outreach and service activities, through technological transfer. In short, such programs should engage the community and the society. This is true not only in the traditional connections of our agricultural programs and rural society, but in science and the arts and in the metropolitan community as well.

Within the context of these long-range programmatic directions, the University must set immediate priorities as part of the budgetary process. Since these priorities will change from year to year, it does not seem appropriate to discuss them in this report. However, they will be the subject of separate proposals in the near future.

The University must also define its role among the institutions of higher education in the State. Here, clear directions emerge for preserving our identity, serving our land-grant mission, working toward a position of excellence among research universities, and complementing the activities of the other public systems. In terms of research and service activities, we

are clearly unique, and in graduate and professional education we are substantially so. Our activities are driven by these responsibilities although we can still be selective, recognizing that neighboring states provide opportunities for Minnesotans in certain graduate and professional fields. At the undergraduate level, where many other opportunities exist in Minnesota and its adjacent states, we should fashion a role to fit our strengths and contract our programs to achieve a new balance of graduate and undergraduate activities. In doing so, however, the limited availability of other opportunities for four-year public education in the Twin Cities area must be kept in mind.

### IMPLEMENTATION RECOMMENDATIONS

In the next several sections of this report, which are of key importance, I am recommending a number of specific programmatic shifts that I believe will help us to reach our institutional goals. The shifts deal with undergraduate education, professional education and the coordinate campuses.

#### I. Undergraduate Education

In any discussion of the contraction of undergraduate programs at the University, the important issue of access arises and, with it, a concern that the contraction may represent an undesirable elitism. The concern is understandable and might be valid under certain circumstances. I, however, do not think that it is elitist to ensure that there are public undergraduate programs of the highest quality -- the kind possible only at a research university -- available to Minnesotans regardless of their economic status. Further, I cannot accept the notion that access is effective when quality must be sacrificed to preserve a breadth of programs for which adequate funding does not exist. Finally, we must not forget that in 1851 when the University was founded, there were no other opportunities in the territory for public higher education, while in 1985 there are many such opportunities. To ignore them would be anachronistic and might even be criticized as arrogant.

In other words, access is important, but I believe that it must be carefully defined. At the undergraduate level, we must offer programs that are consistent with our broader mission, our standards of quality, and our distinctiveness, and we must make them available to all who can reasonably benefit from them. We should encourage rigor in our programs, but welcome all who seek the challenge of such rigor. Above all, if access is to be meaningful, we must assure that the nature of our programs, our expectations, and our entrance requirements are clearly understood by prospective students so that they can prepare for them adequately and enter them knowledgeably. With these considerations in mind, I have the following recommendations:

- Eliminate two-year degree programs in all colleges and at all campuses except Crookston and Waseca. At the undergraduate level, the focus of the University should be on four-year baccalaureate programs. The community colleges of the State, including those in the Twin Cities, offer appropriate opportunities for associate degrees. Before effecting this change, however, the University should ensure that transfer of credit to a community college will allow a University student to earn an

associate degree when it is not feasible for the student to complete a four-year program at the University.

• Eliminate degree and certificate programs from General College. The General College has a proud history of providing an open access point to the University. The original goal of the College was to assist certain students in making the transition to the various four-year disciplinary programs in the several undergraduate colleges. In recent years, however, the College has taken on additional activities that diffuse its primary focus. For example, the associate degree programs and the certificate programs offered by the College are not consistent with its original mission since they serve as terminal degrees short of the baccalaureate degree and provide only limited contact for those students with the other programs of the University. Eliminating them will help us to emphasize that our ultimate goal for students entering General College is a four-year degree.

The College's baccalaureate programs answer a need for certain non-traditional students, but they, too, are not central to the mission of the College. While no two programs are ever identical, Metropolitan State University's programs have very similar goals to the College's two baccalaureate programs. Thus, in eliminating the College's programs, we will not reduce the opportunities for students; rather, we will free up excellent faculty who can contribute to the University in other ways.

With the elimination of these degree programs the College can return to its earlier, valuable mission of assisting students under its open admission policy and helping them to correct their deficiencies in preparation so that they can move on into our four-year programs in disciplinary areas. The College can play a particularly important role in the coordinated lower division discussed below. It can become the focus of all of our special developmental programs. Indeed, with that in mind, I also recommend the relocation of the Student Affairs Learning Centers to the College so that our academic help activities can be most effectively administered.

• Eliminate University Without Walls Program. This University College program has served a small number of non-traditional students well through experiential learning and individualized programs. However, like the General College baccalaureate programs, the UWW activities are similar to those offered at Metropolitan State University. If we eliminate the University's program, the UWW counselors would be able to combine their efforts with those of General College and CEE counselors to create an expanded advising service for other traditional and non-traditional prospective and enrolled University students. We could serve a significantly larger number of students in this way and improve access to the University markedly. These counselors could also work with Metro State students to help them to develop a University component of their individualized programs, where that seems appropriate.

• Unify and increase entrance standards across all Twin Cities undergraduate colleges (except General College), Duluth, and Morris. At the present time, the individual entrance standards used by each college and campus lead to confusion among prospective students, advisors, and parents. By unifying entrance requirements and ensuring that they are appropriately rigorous, the University can play a useful role both in encouraging high school students to enrich their programs of preparation and in encouraging school boards to increase the availability of appropriate courses. It is important to note that while I believe that higher standards should be set in terms of minimum course preparation, I do not believe that increases in grade point average (GPA) standards are necessary or appropriate. As in the past GPA may well have to play a role when spaces are limited, but decreasing undergraduate enrollment may mitigate that problem.

• Coordinate lower division education across Twin Cities units. With the likelihood of decreased undergraduate enrollments, the opportunity exists to improve the quality of our lower division education. By coordinating lower division activities, we can provide increased flexibility to students to move from one college to another and increase the availability of special opportunities now offered only within individual colleges. These may range from honors programs to developmental programs. Increased attention to lower division in an organized way can also lead to improvements in the quality of lower division instruction. I suggest that over the next two years we consider alternative administrative arrangements for carrying out this coordination, including, but not limited to, a totally integrated lower division (drawing its faculty from the collegiate departments), a model similar to our Graduate School.

## II. Professional Education

While there are some similarities between graduate and professional education, there are also important differences that allow us to make decisions about the size and scope of our professional programs on the basis of a more restricted set of considerations than must apply in graduate programs. Graduate students, for example, collaborate with faculty in their thesis research; they also promote the quality of undergraduate education through teaching activities. Thus, increasing our graduate student enrollment improves our ability to serve several aspects of our mission and decreasing the enrollment works in the opposite way. In contrast, professional students do not interact as closely either in research or undergraduate education and these need not be considered in determining the size or number of our programs.

On the other hand, there are financial connections that link all of our activities. Clearly, the quality of a professional training program can be enhanced by increasing the resources we invest in it, but those additional resources would not then be available to improve other aspects of the School's mission, to improve graduate or undergraduate education, or to enhance research and service activities associated with all of our educational activities. If we could achieve the same enhancement of quality by decreasing enrollments, the additional resources that might otherwise have to be committed to professional training would be freed for other uses.



To determine the feasibility of achieving improved quality by reducing enrollment in professional schools, it is necessary to consider the demand for trained professionals, the availability of similar training at other regional schools, the minimum class size for cost-effective education, and the cost of quality. With these factors in mind, I have the following recommendations:

- Reduce undergraduate class size in School of Management. Undergraduate business programs are now available at most of the State University System campuses as well as through their extension classes in the Twin Cities area. The primary focus of our School of Management is, and should continue to be, its graduate programs, research activities, and outreach. By reducing the undergraduate class size, we can assure programs of outstanding quality, usefully linked to our graduate programs. The School should consider how best to accomplish this shift, but the final result should be a class size no larger than half of the present enrollment.
- Reduce undergraduate class size in College of Education. As in the case of Management, in many areas of professional teacher education Minnesotans are well-served by the State University System. The University, therefore, should focus its undergraduate curriculum on special programs: preparation for teachers of mathematics, science, and language; special education; and vocational-technical education. Its more general programs should be limited to model programs that will provide a vehicle for effecting the ideas developed through research and will maintain the contact with school districts essential to remaining sensitive to their needs.
- Reduce undergraduate class size in School of Nursing. Here, again, opportunity is broadly available for undergraduate training at many State institutions. The University's essential contribution is in its advanced degree programs. Accordingly, its undergraduate program should be structured to appeal to and to serve those intending to proceed to graduate work.
- Cap undergraduate Institute of Technology engineering enrollments. The need for additional engineering graduates by Minnesota industry has been well documented and reductions in the University's undergraduate programs cannot be justified. On the other hand, simply dealing with present enrollments will require significant expansion of facilities and faculty. I believe that the primary role of IT must be in graduate education, research, and technology transfer. Therefore, while we should maintain undergraduate engineering enrollments in IT, we should not allow them to expand. Instead, IT should cooperate in the development of undergraduate engineering programs at UMD and in the State University System, and, indeed it has already begun to do so.
- Reduce DVM program in College of Veterinary Medicine. Although there have been significant infusions of new resources into Veterinary Medicine recently, the University has not been able to provide an adequate level of per-student support in the School's professional education program (DVM). The problem arises from the increasing importance of its graduate

and research programs that have required increased funding and its service programs (most particularly the Diagnostic Laboratory), which have also required substantially increased funding. Under the circumstances, it seems reasonable to consider a reduction in DVM class size. Two factors prompt such a recommendation. First, there is a widely held opinion that we are entering an era of overproduction of veterinarians. Second, and more importantly, the University of Wisconsin has recently opened its own School of Veterinary Medicine. It seems reasonable to take advantage of this expanded training capacity to reduce our veterinary class size by the number of positions previously reserved for Wisconsin students and to eliminate Veterinary Medicine from our reciprocity agreement. Such a change would maintain the same access for Minnesota students, improve the quality of our veterinary education and relieve the burden on our clinical faculty so that they can increase their contributions to other aspects of the School's mission.

• Consider reductions in other professional school class sizes. The possibility of achieving improved quality by reducing student numbers while maintaining constant budget levels exists in each of our professional school programs. Some changes have already been made in Dentistry and Medicine, but schools such as Law and Pharmacy have not yet raised these questions in methodical ways. Over the next year, I believe we should consider the feasibility and advisability of reducing professional school class sizes by examining data on societal needs, applicant pools, and marginal costs or savings with altered enrollments.

• Consider reductions in size and scope of medical residency programs. The changes in patterns of medical care, the projected surplus in physicians, and proposed changes in financing call for a reassessment of our medical residency programs. It may well be that we should contract in at least some of those programs and rebalance our activities in basic medical research and clinical training over the next few years.

### III. Coordinate Campuses

The role of the coordinate campuses in the University's mission has occasionally been questioned in recent years. Few of the questions have suggested that the campus programs should not exist, but many have implied that they could be part of one of the other systems in the State. This, it is argued, would allow the University to focus its attention on its Twin Cities programs.

I believe it is important to note that the transfer of any of these campuses to one of the other systems would not result in any significant cost savings to the State if the missions they presently serve are to be continued. For similar reasons, such a transfer would result in no financial benefit to the University's other programs. Therefore, the decision on where to locate these campuses in the State's higher education system should be based on a clear statement of their individual focus and an assessment of which system can provide optimal support for that focus. Although I believe that these campuses can better serve the needs of the State by some sharpening of focus, I also believe that the more clearly defined directions I would recommend for

them can best be carried out if they remain part of the University of Minnesota. The comments which follow for each campus expand on this notion.

• Crookston and Waseca: The distinctive characteristic of these two-year technical colleges is their unmatched capacity for providing technical agricultural education. Their proximity to branch stations of the Agricultural Experiment Station, their faculty, their facilities, and their working relationship with faculty and programs on the St. Paul campus all support and enhance that capacity.

I believe that it is in the interest of the State to focus two-year agricultural education on the Crookston and Waseca campuses, transferring it from the other systems in which it is now offered. I also believe that our campuses should examine their programs and phase out those activities that do not depend upon our agricultural offerings since these latter programs can well be carried out in other post-secondary systems. Finally, I recommend that both campuses become part of the Institute of Agriculture, Forestry, and Home Economics. This could help to streamline the administrative operation of the campuses and help to achieve a fuller integration of activities to take even greater advantage of the association of these campuses with the University.

• Duluth: The size and diversity of Duluth make it, in many ways, an independent comprehensive university. Because UMD is committed to research and some graduate and professional education, its association with the University is valuable in providing its faculty access to various faculty development opportunities and seed money research grants. It is reasonable to expect the campus to function as the land-grant University serving the northeast region of the State. This implies particular attention to the needs of the region and increased activity in its research, outreach, and service programs. It also implies the same narrowing of focus in its undergraduate programs suggested for the Twin Cities: eliminating its associate degree programs, setting entrance standards identical to those proposed for the Twin Cities undergraduate colleges, restricting its undergraduate professional programs to the extent that other opportunities exist for similar training, and examining the content of its undergraduate programs in such areas as language training, mathematics, and science, to ensure that undergraduates are challenged in the course of their studies and rewarded by the quality of the education they receive.

• Morris: The University's campus at Morris offers one of the most exciting opportunities in public education in the country; the possibility for State residents to attend a small, homogeneous liberal arts college usually available only in the private sector. The opportunity is not an easy one to maintain. In a small state college, there is great pressure to diversify offerings to keep enrollments up. This, however, leads to a diversification of faculty, which, in turn, leads to an inability to maintain a rich liberal arts program.

It is clear that Morris has been tempted to opt for "self-preservation" by seeking the diversity necessary to attract a greater range of students. Were that to be its direction in the future, I believe the campus would

lose its uniqueness and it would be less obvious why it should remain in the University system. Its role as a liberal arts college, however, can be much more easily maintained within the University than elsewhere. The opportunities for faculty development and exchange, the integrated recruiting of prospective students, the possibility of developing coordinated programs with the Twin Cities are all of great benefit in carrying out that focused mission.

It is my strong recommendation that Morris should remain in the University of Minnesota system and retain and enhance its commitment to a liberal arts curriculum. Indeed, I believe that the campus must move more vigorously to be a small liberal arts college, rather than a small College of Liberal Arts. That is, rather than encouraging individual majors, and courses chosen on the basis of satisfying group requirements, it should take advantage of its size to develop an integrated core curriculum. For example, such a curriculum could be based on multi-disciplinary courses, staffed by faculty in several disciplines, with each course displaying the integration inherent in a liberal arts program. Students could take this common set of courses and augment them with electives in areas of particular interest. It is clear that if the campus is to move in this direction with the concurrence of the University, the support for Morris must be based primarily on the need to maintain program integrity rather than on student enrollments. The interest of the State in providing a diversity of opportunities to its citizens warrants a commitment to this approach.

#### IV. Continuing Education and Extension

No discussion of focus within the University would be complete without attention to Continuing Education and Extension, a key component in the activities of any land-grant institution. As we focus our educational mission with respect to our on-campus activities, we should ensure that these goals are reflected in our outreach activities as well. Thus, while our outreach activities should increase in the future in recognition of our land-grant mission, they should also be structured to draw on our particular strengths. For example, we should increase our efforts to provide access to our specialized and unique programs, particularly at the graduate level. We should also ensure that all resources of the University that have potential to meet outreach needs are tapped. Finally, we should be at the forefront in developing new organizational and technical mechanisms for delivering both informal instruction and formal degree programs to Minnesotans around the State.

In the light of these general comments, I recommend the following:

- Increase utilization of University expertise in Agricultural Extension. The Agricultural Extension Service has a long history of using the resources of the St. Paul Campus effectively to deal with the problems of rural Minnesota. Its future development can reflect the new focus suggested in this report by expansion of its efforts in the metropolitan communities of the State, by tapping the resources of our Minneapolis units as well as our St. Paul units in meeting community needs, and by integrating our Crookston and Waseca faculty in Extension activities as they become part of the Institute for Agriculture, Forestry, and Home Economics.

- Shift Continuing Education offerings to reflect University curricular strengths rather than market circumstances. The delivery of credit courses by the division of Continuing Education and Extension has been driven to a great extent in the past by market considerations. As a result, their offerings are skewed toward lower division courses, thus failing to reflect the special strengths of the University and sometimes overlapping with the Extension activities of the other systems of higher education. I recommend that CEE be funded on a budget basis rather than an income basis so that we can modify its range of offerings based on the University's role among the institutions of higher education in the State.
  
- Consider setting admission standards for credit offerings in CEE. As in the case of our regular day school offerings, access must be defined carefully to ensure that we do not use it in such a way as to limit the quality of the programs to which we provide access. For example, I believe we should consider the adoption of admission standards and prerequisites for CEE credit courses. This would have clear advantages. For example, if all students in a course have had adequate preparation, the class can be taught at a level more profitable to all of them. Further, better control of Extension admissions will ease the way for increased use of day and Extension courses in degree programs. Finally, the application of similar standards to all students would ease the problem of combining day and Extension courses. Thus, we could accomplish both our aim of enhancing the quality of our courses and our aim of increasing the flexibility of our course delivery.
  
- Coordinate Extension activities with other higher education systems. As we begin to increase the range and specialization of our Extension offerings, we will certainly increase opportunity for Minnesotans, but we are also likely to decrease total enrollments. This could be offset in part if we can work successfully with other systems of higher education to ensure that we are not offering competing programs. We should be prepared to offer courses in other areas of the State in situations in which the University has some special expertise, just as we welcome the Extension efforts by other systems in fields where we believe the University should phase out its programs. We should clearly avoid similar offerings in the same geographical areas.
  
- Anticipate and exploit new technologies for instructional delivery. The delivery of courses, workshops, cultural productions, public affairs information, and other activities to a wider audience will be helped in the future by new computer, teleconferencing, and media transmission technologies. CEE should be shifting its budgetary investment and its creative energies to projects that can exploit these new technologies to allow others to benefit from the University's unique strengths. In this effort, the emphasis should be on program content rather than technical development and on programming that cannot be carried out in other higher education systems.

THE REQUISITE STATE RESPONSE

The recommendations that I have made in the preceding paragraphs offer exciting possibilities for the University to increase its value to the State and to set the stage for a new era of coordination among the State's institutions of higher education. It is not possible or appropriate in a report of this kind to deal with the details of these changes and, indeed, some must be studied further to determine whether they are advisable. I believe that, to the extent that they are adopted, we should seek to implement them during the next biennium, approving the plans for each change with the help and guidance of our new President.

However -- and it is a large and important caveat -- I cannot and do not recommend the implementation of any of these changes unless and until the current State approach to funding of the University is modified to remove the counterincentives that currently exist to focusing our activities. For under the present circumstances, far from strengthening the University, many of these changes would seriously weaken the institution's financial support.

Average cost funding, in its present form, would reduce the University's appropriation in proportion to its decrease in numbers of students. Thus, deliberately allowing a decrease in student numbers so that our funds could be used in a more focused way to improve the quality of education, would be a vain effort because the funds would disappear. Indeed, the situation would worsen because such fixed costs as maintenance, fuel and utilities would remain requiring some of the instructional dollars left to be used to cover them, and, thus, leaving even fewer dollars for teaching.

The rigid 33 percent offset to our instructional appropriation that must be provided through tuition is a further counterincentive to these changes. The University has been forced over many years to charge more than the average offset to students in low-cost programs since it had to charge less than the average offset to those in high-cost programs if access and competitiveness were to be maintained. The changes I have proposed would tend to reduce the size of these low-cost programs, but doing so would certainly not be advisable if it resulted in substantial tuition increases for our remaining students as, unfortunately, it would under the present system.

Finally, these changes presume and require an increased level of cooperation with the other systems of higher education as we exchange functions in areas such as agriculture, as we work together with non-traditional students, as we sort out our roles in continuing education. I am encouraged by my preliminary conversations with the heads of other systems to believe that they will welcome this cooperation but, of course, the details remain to be worked out.

In short, to the extent that these recommendations are acceptable to the Board of Regents, I believe that they should be viewed as a proposal to the State; a proposal to work with the University to enable us to carry out these changes. If we are successful, I believe that the University of Minnesota will emerge as an even better institution; stronger in its programs, more responsive to the needs of the State, and an even greater contributor to the nation's well-being.

*colbman*

Board of Governors

*1985-86 Motions*

MOTION 86-1 (Exec-Bridges)                      July 15, 1985                      *AMENDED*

That the Board recommend approval of the co-sponsorship policy as presented.

MOTION 86-2 (Bridges-Martin)                      July 15, 1985                      *CARRIED*

To amend item 2 to read: "Co-sponsored programs shall adhere to the policies and regulations of the Board of Regents, the Office of Student Affairs, and the SODC of the University of Minnesota.

MOTION 86-1 As Amended:                      July 15, 1985                      *CARRIED*

University of Minnesota  
Minnesota Union  
*Co Sponsorship Policy*

1. Co-sponsored Minnesota Union programs shall be defined as those events, activities and operations presented under the joint auspices of the Minnesota Union and one or more other organizations, agencies or enterprises.
2. Co-sponsored programs shall adhere to the policies and regulations of the Board of Regents, the Office of Student Affairs, and the Student Organization Development Center of the University of Minnesota.
3. Minnesota Union shall not act, either directly or indirectly, as an agent that promotes or endorses the aims, policies, products, services or opinions of the co-sponsoring organization and its members.
4. Co-sponsored programs must contribute to the achievement of the goals and objectives of the Minnesota Union and comply with accepted Minnesota Union standards of practice in planning, implementation and evaluation.
5. Minnesota Union shall not enter into co-sponsorships with organizations, agencies or enterprises whose missions are dissimilar to those of the Minnesota Union, unless a unique opportunity exists for the Minnesota Union that cannot be facilitated without a co-sponsorship.
6. The program or event must be the primary focus of advertising, publicity and promotion. Recognition of co-sponsoring organizations, agencies or enterprises shall not exceed the degree to which the Minnesota Union is recognized in advertising, publicity and promotion.

MOTION 86-3 (Exec-Martin) July 15, 1985 AMENDED

That the Board endorse and approve the 1985-86 CMU governance objectives as presented.

MOTION 86-4 (Bridges-Martin) July 15, 1985 CARRIED

To amend the motion to endorse and accept only Coffman objectives A, B and C as presented.

MOTION 86-4 As Amended: July 15, 1985 CARRIED

A. Strengthen the Coffman House and Finance Committee through:

1. *Orientation and development of the Committee members.*
2. *Definition of the Committees role and responsibilities.*
3. *Definition of the formal relationship to the MU Services and Facilities Coordinating Committee.*

B. Strengthen the Coffman Program Committee through:

1. *Orientation and development of the Committee members.*
2. *Definition of the Committees role and responsibilities.*
3. *Definition of the formal relationship to the MU Activities Coordinating Committee.*

C. Initiate and participate in the evaluation of the Director of Coffman Memorial Union.

MOTION 86-5 (Bridges-Martin) July 15, 1985 CARRIED

That the Board support, as able, the objectives outlined for the Minnesota Union.

A. Develop, with the MU Executive Committee, an ongoing membership program to include the following:

1. *The incorporation of the Volunteer Development Work Group's recommendations and concepts.*
2. *A formal Minnesota Union Governance orientation session early in fall Quarter.*
3. *A MU Recruitment and retention plan that satisfies both the "Organizational Emphasis" and the diverse cultural pluralism of the University of Minnesota.*
4. *Opportunities for personal and social orientation, development, and team building.*



- B. Develop, with the MU Executive Committee, an ongoing leadership development program to include the following:
1. *MU Governance and Volunteer participation in a Team Building workshop.*
  2. *Ongoing orientation to the roles and responsibilities of individual Board and Committee members, the roles and expectations of advisors, the authorities and relationship of Boards, and the development of roles and responsibilities clarifications.*
  3. *Discussion and understanding of proposed definitions of: a Union, a Governor, a Governing Board, a volunteer to management, constituent union authorities and MUCB authorities, separation between governance and management.*
- C. Develop an annual agenda for all four Boards.
- D. Develop business flow procedures for all four Boards.
- E. Develop a process for Governance involvement in Minnesota Union strategic planning.
- F. Evaluate actions taken to establish and implement the "Board of directors" model in all four governing Boards.
- G. Establish procedures to ensure the ongoing evaluation of project outcomes within each Constituent Union from the Directors' first half and annual reports and approve changes necessary to meet project outcomes.
- H. Establish procedures to provide for reports to MUCB on the status of Constituent Union evaluations (for informational use only).
- I. Establish an operational standard that encourages introduction of an item at least one meeting preceding the meeting where action is to be taken.

MOTION 86-6 (Lindgren-Martin)                      Sept. 9, 1985                      CARRIED

Move to make the nominated ballot the elected ballot.

MOTION 86-7 (H&F-Martin)                      Jan. 6, 1986                      CARRIED

To approve Lease Rate Policy as amended.

MOTION 86-8 (Exec-Martin) Jan. 6, 1986 CARRIED

To approve the House Policies and Facilities and Service Guidelines as presented.

MOTION 86-9 (Chesney-Martin) Mar. 3, 1986 AMENDED

I recommend that the Coffman Memorial Union Board of Governors reject this mid year report as inconclusive. I further recommend that this board charge the director with the responsibility to produce a report that specifically examines our volunteer efforts and a commitment to the student staff partnership, using the questions posed at the beginning of this document as a guide. This report should be distributed for discussion at the 31 March meeting.

MOTION 86-9A (Lindgren-Bridges) Mar. 3, 1986 CARRIED

Substitute motion to read: "The UBOG accept the Coffman mid-year report."

Nay: Mr. Chesney, with objection

MOTION 86-9 As Amended: Mar. 3, 1986 CARRIED

The UBOG accept the Coffman mid-year report.

Nay: Mr. Chesney

MOTION 86-10 (Bridges-Chesney) Mar. 3, 1986 CARRIED

Amend Bylaws, Article I, Sec. 2.C of the constitution to read: "Staff shall be those members of the community holding regular, non-academic appointments to the University."

MOTION 86-11 (Martin-Lindgren) Mar. 3, 1986 CARRIED

Amend Bylaws, Article I, Sec. 2.D of the constitution to read: "Alumni shall be those members of the community who are members of the Minnesota Alumni Association or have graduated from the University of Minnesota."

MOTION 86-12 (Chesney-UBOG) Mar. 10, 1986 AMENDED

The Coffman Memorial Union Board of Governors hereby designates the facilities of CMU to be non smoking in their entirety.

1. Smoking in all previously designated "smoking permitted" areas will be prohibited beginning no later than 1 July 1987.
2. All tobacco products shall be removed, and further prohibited for future sales, at Union concessions areas no later than 1 July 1986.
3. All tobacco vending machines shall be removed from CMU no later than 1 July 1986.
4. An appropriate and effective public information effort shall be made to inform the University of Minnesota community of this change.
5. Plans for implementation and enforcement of this policy shall be brought to the Board for approval no later than 15 June 1986.

MOTION 86-12A (Bridges-Heupel) Mar. 10, 1986 OUT OF ORDER

Move for division of the question; Consider the first four items as a main motion and consider item five separately.

MOTION 86-12B (Wright-Heupel) Mar. 10, 1986 CARRIED

Move to defer discussion on motion 86-12, until the Board of Governors meets, Monday, March 31.

MOTION 86-12C (Wright-Lindgren) Mar. 31, 1986 FAILED

To amend by deleting item 1, "Smoking in all previously designated 'smoking permitted' areas will be prohibited beginning no later than 1 July 1987."

MOTION 86-12D (Bridges-Martin) Mar. 31, 1986 CARRIED

To amend to change dates in items 1, 2 and 3 from July to September.

MOTION 86-12 As amended: Mar. 31, 1986 CARRIED

The Coffman Memorial Union Board of Governors hereby designates the facilities of CMU to be non smoking in their entirety.

1. Smoking in all previously designated "smoking permitted" areas will be prohibited beginning no later than 1 September 1987.
2. All tobacco products shall be removed, and further prohibited for future sales, at Union concessions areas no later than 1 September 1986.
3. All tobacco vending machines shall be removed from CMU no later than 1 September 1986.
4. An appropriate and effective public information effort shall be made to inform the University of Minnesota community of this change.
5. Plans for implementation and enforcement of this policy shall be brought to the Board for approval no later than 15 June 1986.

Nay: Mr. Wright

MOTION 86-13 (Wright-Martin) Mar. 10, 1986 FAILED

Table constitutional motions until March 31.

MOTION 86-14 (Chesney-Lindgren) Mar. 10, 1986 CARRIED

Constitution, Preamble Fifth sentence, Mar. 10, 1986 replace "advise" with "provide, in partnership with"; change "administrative leaders" to "administrators"; add after "administrators", "direction and leadership for the program of the student activities areas."; replace "and" with "The councils and committees will also".

MOTION 86-15 (Chesney-Martin) Mar. 10, 1986 CARRIED

TCCA Constitution, Article IV, Sec. 3.A; SA Constitution, Article III, Sec. 2. Insert, between faculty appointments and student appointments, "Civil Service members shall be appointed by the committee on committees with approval of the assembly."

MOTION 86-16 (Chesney-Martin) Mar. 10, 1986 CARRIED

Constitution, Article IV, Sec. 3 First sentence, replace "advising" with "the effectiveness and efficiency of specific". Second sentence, replace "such matters as are brought before it." with "the quality of these intended outcomes."

MOTION 86-17 (Chesney-Lindgren) Mar. 10, 1986 CARRIED

The Coffman Memorial Union Board of Governors authorizes and empowers the Coffman Executive Committee to act in the name of the Board on proposed amendments and cause those amendments approved by a 3/4 vote of the Executive Committee to be referred to the Student Activities Planning Office.

This order shall be in effect from 1:00 pm, 31 March 1986, through 5:30 pm, 11 April 1986.

All action taken in the name of the Board shall be reported to the governors at the 28 April 1986 UBOG meeting.

MOTION 86-18 (Lindgren-Martin) April 28, 1986 CARRIED

Constitution preamble - change fourth sentence to read, "This constitution establishes an educational program, an environment and structures which provide for partnership between students and staff in guiding the direction of the student activities area."

MOTION 86-19 (Lindgren-Martin) April 28, 1986 CARRIED

Constitution preamble - add, after last sentence, "This tradition will continue and be strengthened in the future within the guidelines of student/staff partnerships as defined hereafter."

MOTION 86-20 (Lindgren-Martin) April 28, 1986 CARRIED

Constitution new article - add: *ARTICLE II. Student/ Staff Partnership*

1. The professional staff members and the volunteer staff members of the student activities area shall have a working partnership in the achievement of intended outcomes for student activities.
2. Purposes

The purposes of this partnership shall be to create a program and an environment of co-curricular experiences which maximizes the educational benefit for volunteers.

3. Educational Program for Volunteers

This partnership shall be based on an educational program for volunteers, as articulated by the volunteer development area of the co-curriculum, and shall be implemented in every area where student volunteers are included in the achievement of intended outcomes.

4. Responsibilities of Staff

The professional staff shall serve as educator/managers. As educators, they shall articulate and organize a program of co-curricular learning experiences associated with the achievement of intended outcomes for their own areas and based on the educational program for volunteers in Section 3, and are held accountable for making the partnership experience educationally beneficial for the volunteers. As managers, they are held accountable for the programs and achievement of intended outcomes for their areas.

5. Responsibilities of Student Volunteers

The student volunteers shall identify relevant learning opportunities for personal growth provided by staff, and shall follow through on these opportunities by mastering the activities and life skills associated with program production, and the achievement of intended outcomes for each area within Student Activities.

MOTION 86-21 (Martin-Lindgren)                      April 28, 1986                      AMENDED

That the board empower the executive committee to appoint delegates to the constitution convention.

MOTION 86-21A (Martin-Lindgren)                      April 28, 1986                      CARRIED

That the chair of the board, vice chair of the board, and program council president serve as delegates to the constitution convention.

MOTION 86-21B (Martin-Lindgren)                      April 28, 1986                      CARRIED

That the executive committee be empowered to designate alternates and other decisions necessary between now and the constitution convention.

MOTION 86-22 (Bridges-Martin)                      April 28, 1986                      CARRIED

That the Coffman Memorial Union Board of Governors' delegates vote against the Student Center and West Bank motions to strike all and propose a substitute document.

MOTION 86-23 (Bridges-Martin) April 28, 1986 TABLED

That the Coffman Memorial Union Board charge the convention to require closure and approval of a finished constitution at the end of the Sunday meeting.

MOTION 86-23A (Mac-Lindgren) May 19, 1986 CARRIED

To table indefinitely Motion 86-23.

MOTION 86-24 (Lindgren-Mac) May 19, 1986 AMENDED

Resolved, that the Union Board of Governors endorses and approves of the formation of a center for the university co curriculum for the purpose of providing a focused system for delivery of programs that serve the mission of the union.

Further, the board concurs with the director of student activities recommendation for the transfer of union activities projects and personnel to the proposed center, effective 1 July 1986.

Further, the board recommends that space be allocated within the facilities of the Union for the administrative offices and a representative portion of programming offices of the center.

MOTION 86-24A (Wright-Martin) May 19, 1986 CARRIED

That the word "support" be substituted for "endorses and approves"...

*The chair ruled that the motion would be split as follows:*

MOTION 86-24 As Amended: May 19, 1986 CARRIED

Resolved that the Union Board of Governors support the formation of a center for the university co-curriculum for the purpose of providing a focused system for delivery of programs that serve the mission of the union.

Further, the board concurs with the director of student activities recommendation for the transfer of union activities projects and personnel to the proposed center, effective 1 July 1986.

MOTION 86-25 (Lindgren-Mac) May 19, 1986 AMENDED

"The Union Board of Governors recommends that space be allocated within the facilities of the union for the administrative offices and a representative portion of programming offices of the center."

MOTION 86-25A (Lindgren-Wright)                      May 19, 1986                      *FAILED*

Add to motion, paragraph 3, "...as long as there is a concern for the living room atmosphere of the Union."

MOTION 86-25 (Lindgren-Mac)                              May 19, 1986                      *FAILED*

*AYE: 2 NAY:3 ABS: Mr. Chesney*

MOTION 86-26 (Lindgren-Mac)                              May 19, 1986                      *AMENDED*

Resolved, the Union Board of Governors endorses and approves of the formation of a "single director model for the Minnesota Union." This shall consist of one director of the Minnesota Union, one associate director, and three assistant directors.

Further, the Board concurs with the recommendation of the director of student activities to charge each assistant director with administrative and primary board advisement responsibilities for one of the three constituent facilities of the Union.

Further, the Board approves of the elimination of the position of director of Coffman Memorial Union effective 1 July 1986.

MOTION 86-26A (Lindgren-Mac)                              May 19, 1986                      *CARRIED*

To substitute "support" for "endorses and approves."

MOTION 86-26 As Amended:                                      May 19, 1986                      *CARRIED*

Resolved, the Union Board of Governors support the formation of a "single director model for the Minnesota Union". This shall consist of one director of the Minnesota Union, one associate director, and three assistant directors.

Further, the Board concurs with the recommendation of the director of student activities to charge each assistant director with administrative and primary board advisement responsibilities for one of the three constituent facilities of the Union.

Further, the Board approves of the elimination of the position of director of Coffman Memorial Union effective 1 July 1986.



MOTION 86-27 (Lindgren-Martin)                      June 2, 1986                      *TABLED*

That UBOG endorse and approve the direction, scope, and content of the proposed curriculum for the student activities area of the University of Minnesota. Further, the UBOG accepts this curriculum as the 1986-87 union volunteer development program.

MOTION 86-28 (Lindgren-Martin)                      June 9, 1986                      *TABLED*

To recommend UBOG approval of 86-87 Goals, Intended Outcomes, and Budgets.

*coffman*

Board of Governors

15 July 1985

**Agenda**

- I. Call to Order
  
- II. Approval of Minutes  
20 May 1985
  
- III. Unfinished Business  
Minnesota Union Co-sponsorship Guidelines
  
- IV. New Business  
Coffman Governance Objectives  
Siggelkow Retreat Contribution
  
- V. Reports  
Chairman  
Governance Annual Report 1984-85  
MU Governance Personnel  
1985-86 Board Meeting Dates  
Executive Committee  
Synopsis of Activity  
Director  
Strategic Planning for Student Activities
  
- VI. Announcements  
Coffman Board of Governors Meeting 19 August
  
- VII. Process
  
- VIII. Adjournment

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Summer Board Meeting July 15, 1985

Present: Scott Chesney Chair                    Henry Heupel V Chair/H&F  
          Tim Walker GS                         Ken Martin MN Alumni  
          Rufus Simmons CMU                    Barry Bridges UBOG Alumni

Absent: Glen Lindgren CUPC                    John Barich Ed  
          Peter Zeller IT                        Leslie Bowman Fd Service  
          John Wright CLA (exc)                Bernie Molitor CMU (exc)  
          Liz Andersen CMU

Guests: Jim Sleezer CMU                        Vi Justice Secy

The meeting was called to order at 12:15 by Chair Scott Chesney.  
A summer quorum was present.

The minutes of May 20 were approved with the following  
correction: Motion 85-25 was approved by 7 (not 78) ayes.

Unfinished Business

Minnesota Union Co-sponsorship Guidelines

MOTION 86-1 (Exec-Bridges) That the Board recommend approval  
of the co-sponsorship policy as presented.

Guidelines were distributed. The chair noted the following  
changes: in item 2, SODC had been eliminated because it was  
subsumed under the Office of Student Affairs; in item 5, the word  
contrary was replaced with dissimilar, and a clause requiring a  
"unique opportunity" was added.

There was discussion about SODC's removal from item 2 and  
consensus that it should be put back in.

MOTION 86-2 (Bridges-Martin) To amend item 2 to read:  
"Co-sponsored programs shall adhere to the  
policies and regulations of the Board of  
Regents, the Office of Student Affairs, and  
the SODC of the University of Minnesota."

AMENDMENT CARRIED

MOTION 86-1 AS AMENDED, CARRIED

New Business

1985-86 Objectives

MOTION 86-3 (Exec-Martin) That the Board endorse and approve  
the 1985-86 CMU governance objectives as presented.

The Chair noted the objectives were intended as a general annual  
description of duties of the constituent unions.

There was some discussion as to why the MU objectives were included with those of CMU as it would not be the responsibility of the Coffman Board to make changes or approve the MU objectives.

The Chair noted that as Coffman Memorial Union is a part of and participant in the Minnesota Union that the Board can recommend amendments in the MU goals and objectives. The Board will have the responsibility to contribute to the achievement of these objectives.

MOTION 86-4 (Bridges-Martin) To amend the motion to endorse and accept only Coffman objectives A, B and C as presented.

AMENDMENT CARRIED

MOTION 86-3 AS AMENDED, CARRIED

MOTION 86-5 (Bridges-Martin) That the Board support, as able, the objectives outlined for the Minnesota Union.

MOTION CARRIED

#### Siggelkow Retreat

Major student organizations are being asked to contribute \$200 for the Siggelkow Leadership Retreat. The Exec Committee is recommending Coffman make a human resource contribution. Exec's recommendation will go thru the Director for comment and analysis and come back to Exec this week.

Coffman Governance Annual Report for 1984-85 was distributed. The report will become part of the Minnesota Union Annual report which will be out by September 9th.

1985-86 Board Meeting Dates were distributed. Committee meetings and orientation schedules will be coming out. There will be fewer Board meetings in hopes that more work will be accomplished in committees and task forces.

Hank Heupel reported the Executive Committee has been working on orientation planning and the co-sponsorship policy. Rufus said an overnite orientation meeting is being planned for September 27, 28, 1985.

Rufus reported direction and policy changes for the MU brought about by student activities strategic planning will be brought to the Board as they evolve. Rufus has a comprehensive notebook on strategic planning that is available for Board member review. A higher degree of excellence in co-curricular activities is being sought as well as services. Student task forces will be set up in September.

Next Board meeting will be August 19 at noon in room 346. Executive Committee will meet Wednesdays at 9:00 am.

The meeting adjourned at 1:00 pm.

Respectfully submitted,

Rufus L. Simmons, Recording Secretary

---

---

Porter Butts has often been called the "elder statesman" of the college union profession, and with good reason. He began his union career with the Wisconsin Union before it was built, and stayed with it for almost 50 years. He later drew on his experience from planning the Wisconsin Union to help more than 100 colleges and universities plan their own union buildings. His book, Planning College Unions for Multiple Use, still stands as an ageless reference in the field.

Former director of Cornell University's Willard Straight Hall and longtime ACU-I secretary-treasurer Ed Whiting said, "It's hard to imagine what the union field would be like today if it weren't for Porter." It's also hard to imagine what ACU-I would be like today if it weren't for Porter. He attended his first ACU-I conference at Cornell in 1926, and the Association was never the same. He was president in 1932 and publications editor from 1936 to 1970. He initiated and administered the employment service, proposed the regional representative system, began the intercollegiate recreation tournaments, and wrote The College Union Idea, as well as many other books and articles.

His commitment to the union movement led to his deep interest in the international union movement, which culminated in State of the College Union Around the World, a comprehensive book dealing with unions in 60 countries. This commitment also led him, along with Ed Whiting, to persuade federal agencies to include unions in the federal loan program, without which many unions would never have been built.

This concentration on the union and student activities field has not lessened since Butts' retirement from the Wisconsin Union in 1970. He still knows and cares about what goes on in the union field, at the Wisconsin Union, and at ACU-I. His active dedication to the profession continues because, according to Ed Whiting, "He's got the philosophy of college unions."

---

---

What follows is reproduced from a recent "Dialogue" column of the Bulletin of the Association of College Unions - International.

---

Surprisingly, I got an invitation from Dick Blackburn to engage in the Bulletin "Dialogue." I have a feeling most Bulletin readers are not much interested in what an old warrior has to say — and times, they are a-changing. So I hesitated.

But Blackburn, ever persuasive, went on to say: **"We need to be reminded of the importance of not losing sight of the basics in the union role and purpose."** True, I had written and talked about union purpose over the years. So on the theory some reminders might be useful at this stage of the game despite the risks of seeming out of tune with today, I capitulated.

Well, what are the "basics"?

A union has a multitude of options in deciding what to be, what to do. The trick is to choose what is most important, most worthwhile.

One approach is to look at our roots. Our unions are the direct descendents of the Oxford and Cambridge Unions. Their primary purpose and original reason for being: **open discussion and debate of current issues**. The outcome: students infused with the idea that they are responsible for the welfare of their nation. So many Union leaders went on to positions of leadership in government that the Oxford and Cambridge Unions, so the story goes, came to be known as "the cradle of British parliament."

I don't hear much these days of forums and debates, symposia, and panel discussions sponsored by our unions. And yet **we are surrounded by vital issues of surpassing concern to all of us, including students:** the threat of nuclear war (if not resolved, nothing else matters); relations with Russia; our foreign policy in the Mideast and Latin America; women's and minority rights; serious environmental problems; Reagan economics; the steeply rising cost of college education; how to cope with drunk driving and laws establishing higher minimum age for drinking alcohol; etc; etc.

On the other hand, I see in our publications and conference programs quite a lot about computerizing operations; how to increase revenue (nothing on how to reduce costs for students); video games (just about the lowest form of amusement, and one of the most expensive); "student activity directors" as professionals (I thought we expected students to direct student activities, with staff serving as resources of helpful suggestions on how best to do it; maybe only a matter of semantics, but in any case that staff title warrants correction). These subjects currently seem to absorb a great deal of staff time and attention.

The argument is made that speakers' fees are now so high that forums and symposia are out of reach. But **students can be, should be, principal participants;** and almost every campus has an assortment of faculty specialists ready and willing to illuminate an issue. And there are legislators, ambassadors and consuls, and governors who do not require fees.

**The union's role, as in the British unions, is not to take a partisan stand, but to provide an open platform, initiating free inquiry and discussion of an issue leading to better understanding and wiser action** — which, indeed, is a basic purpose of any college.

Another approach in determining what to be and do — what matters most — is to consider the implications of our name, union. Union signifies, among other things, a kind of fellowship and alliance, a coming together of people in pursuit of common interests — in the college situation making new friends and learning from one another. **The college starts each year as a brand-new community populated by new residents of widely diverse backgrounds and views.** How do we bring about a sense of fellowship, understanding of and appreciation for such diversity — an attitude that will carry over for a lifetime?

Prime Minister Nehru of India, addressing 2,500 students at our Union, said, "The most important thing in the world is to get to know and understand other people."

So it behooves the union to do all it can to arrange occasions for philosophy students and engineers to talk together, fraternity and dormitory students to work together on campus projects, blacks to meet whites socially, foreign students and graduate students to join with others in the mainstream of student life, students to meet faculty in informal association outside the classroom. Some unions have notable success with multicultural programs. Others which provide extensive outing programs find the fastest, longest lasting friendships are made around a campfire.

For another reminder of what is basic, **consult your own union constitution** or published statement of purpose, if you have one. If you don't have one, look at the Association's role statement.

Such statements may be old, but that doesn't necessarily mean they aren't good. Our courts daily make ultimate decisions which turn on the question: "Is it constitutional?" The courts rely for guidance on what was said in a document two centuries old.

The role statement lays emphasis on "aiming to make free time activity a cooperative factor with study in education" and **"training students in social responsibility and leadership in our democracy."**

Almost every college catalog says a principal purpose of the college is to produce effective citizens. Indeed, the early founders of universal education in America saw its primary purpose to be the creation of an informed citizenry that would make democracy work. Dwight Eisenhower, when president of Columbia University, re-emphasized this idea, saying: "Education for citizenship is the first function of our educational system." And currently there is a rising tide of effort to re-establish "civic learning and participation" in the school curricula.

But who works at this, specifically, on the college campus? How many college administrations and unions recognize the rich potentials of the union, **by way of union-inspired student voluntary service in behalf of campus and community welfare leading to more of the same after college?**

Some do, but, it appears, not many. Instead, an increasing number are content to function primarily as physical "service centers," often, according to our Data Bank, without benefit of a policy board or even student program committees or a staff counselor. Hence, no deliberate plan "to make free time activity a cooperative factor with study in education" or "to train students for leadership."

Providing for "the services, conveniences and amenities the members of the college family need in their daily life" is, indeed, another "basic." But this is only the beginning; stopping there means the union purpose and potential are only partly realized. The prevailing problem: how to accomplish balance, completeness? In short, how to achieve a union that is both a service center and an educational force?

Necessary and helpful as good building facilities and physical services are, effective participation of a union in the educational process is of surpassing importance. As President Virgil Hancher of the University of Iowa told us in a conference keynote address: **"If the union does not justify itself as an educational enterprise in my judgment we have made a major error in our thinking."**

---



*Coffman*

Board of Governors

**Annual Report**

July 1984 - June 1985

**Objective #1**

Define membership role and responsibility of staff, administration and students both in governance and in programming in respect to CMU and MU.

**Status**

Summer — Charge of summer task force was to define/clarify roles & responsibilities of volunteers - complete; process of deliberation/consideration/action - complete; relationship between constituent union boards and Minnesota Union Coordinating Boards - in progress.

Fall — No further action - will continue spring quarter 85 after CU chairs report is presented to MUCB.

Winter — Continued deliberation on relationship between Boards of the Minnesota Union. Role of Officers & representatives to MUCB discussed and clarified.

Spring — Relationships defined to satisfaction of Coffman Board of Governors and MUCB - objective complete.

	<u>Planned/Actual Percentage of Completion</u>
Summer	100% / 60%
Fall	0% / 60%
Winter	0% / 70%
Spring	0% / 100%

**Outcome**

- Volunteer development: see memo titled "Organizational Emphasis" stating briefly that the needs of the organization come before the needs of the volunteer, albeit the organization has an obligation to provide the opportunity for development of the volunteer.
- Process of consideration/deliberation/action in governance policy making: see memo titled "Board of Directors Model" stating briefly, the student governor has neither the expertise or time to involve her/himself in all issues of importance before the union and therefore Boards will rely on the director and his staff to present proposals for consideration, while allowing for as much involvement as the student wishes.

- Relationships between constituent union boards and Minnesota Union Coordinating Board:

The MUCB will be responsible for developing a Minnesota Union strategic vision. It will also be responsible for unionwide project and policy issues as well as resource allocation for the constituent union projects.

The constituent unions will be responsible for project strategy and outcome development approval and evaluation. They will also retain governance responsibility for their respective facilities. The constituent unions shall act to recommend development of, and changes to, Minnesota Union project and policy issues.

All governing boards shall be responsible for a communication network through representatives on analagous committees (e.g., MUCB Services Facilities Coordinating Committee with Coffman House & Finance Committee).

**Objective #2**

Develop a membership plan that provides for:

- (a) recruitment to fill vacancies;
- (b) ongoing orientation to familiarize new and refresh old members with CMU goals and processes;
- (c) transition of Board leadership and subsequent development of member/administrator partnership;
- (d) membership evaluation to assess whether personal expectations are being met;
- (e) leadership development to ensure a well run governance system as well as to provide opportunities for members to learn; and
- (f) recognition to thank members for their contributions.

**Status**

Summer — No progress.

Fall — Progress on (b) only.

Winter — Progress on (a), (b) and (e).

Spring — Progress on all; objective incomplete, but with substantial progress.

	<u>Planned/Actual Percentage of Completion</u>
Summer	0% / 0%
Fall	20% / 15%
Winter	80% / 45%
Spring	0% / 95%

## Outcome

- Membership on the Coffman Board of Governors was 80% of the Constitutional seats available with all major constituencies represented.
- An orientation and development program was begun in early winter quarter and continued throughout the planning and budget cycle, providing a foundation for continued development of the orientation program for 1985-86.
- Leadership transition was effective due to the reelection of the Chairman, Scott Chesney, for 1985-86 and the committed candidacy of Hank Hecpel for Vice Chair/House & Finance. The new position of Vice Chair/Program will be elected during summer 1985.
- Membership evaluations were developed and distributed. The response was less than total, however those responding provided good information for the continuing development of a program to serve the needs of individual governors.
- The Officers of the Coffman Board of Governors will provide leadership to the organization primarily due to returning, veteran, governors and officers. The Board has a solid posture as it begins fiscal year 1985-86.
- A recognition dinner was held jointly for the Board and the Program Council. The event had the highest percentage of governors attending for the past several years.
- It remains to pull together these efforts and achievements into a formal, cohesive, program of membership recruitment, retention, development and evaluation.

## Objective #3

Review and approve annual PPBS including evaluation of the process to continue improvement of the system.

### **Status**

Summer -- No anticipated action until winter quarter 85.

Fall -- No anticipated action until winter quarter 85.

Winter -- Director and staff were charged to present for approval a balanced budget on 1 April 1985.

Spring -- Plans, strategies, outcomes, & a budget were presented to the Board for guidance in 1985-1987; objective complete.

	<u>Planned/Actual Percentage of Completion</u>
Summer	0% / 0%
Fall	0% / 0%
Winter	50% / 10%
Spring	50% / 100%

## Outcome

Strategies and outcome provide a satisfactory interpretation of the Union Mission for the fiscal year 1985-86 as well as direction for 1986-87.

The process for development of a plan for Coffman Memorial Union and the Minnesota Union was both effective and efficient in the use of Board and staff resources. It recognized and respected the responsibilities of the staff to work, as charged, to develop, to the best of its ability, and propose a plan for the achievement of the Union Mission through a series of strategies and desired outcomes, as well as the Board to analyze, discuss, amend, approve, and request University resources to implement these plans.

### Objective #4

Strengthen accountability by implementing a system to evaluate the progress of all CMU objectives on a quarterly basis.

#### Status

Summer -- No progress.

Fall -- First draft of report format in use.

Winter -- Continued development of report format.

Spring -- Format and content for reports approved; objective complete.

	<u>Planned/Actual Percentage of Completion</u>
Summer	50% / 0%
Fall	20% / 50%
Winter	20% / 50%
Spring	10% / 100%

## Outcome

Project, unit, area, and Union strategies and outcomes will be reviewed and evaluated by the Board in semi-annual and annual reports presented as follows:

July - December: first week in January

January - June: first week in September

The reports shall be specific, shall deal with each desired outcome and its achievements, and outline trends in the project as well as recommendations to adjust outcomes as needed.

### Objective #5

Define multiculturalism and develop a plan to improve upon and obtain results indicative of embracing multiculturalism, the first step of which is to educate board members, the second to actively address multiculturalism through specific project objectives.

#### **Status**

Summer — No anticipated action.

Fall — No progress.

Winter — Task force appointed and charged with developing a plan to achieve the objective.

Spring — Task force presented and the Board approved its report. Objective incomplete, but with significant progress.

	<u>Planned/Actual Percentage of Completion</u>
Summer	0% / 0%
Fall	25% / 0%
Winter	50% / 25%
Spring	25% / 75%

#### **Outcome**

The task force developed a goal for achieving a cultural reflective perspective within Coffman Memorial Union; it developed a definition of cultural pluralism; and it presented a plan for continued development of cultural awareness within Coffman Memorial Union. See: Cultural Pluralism Task Force, Final Report, Spring 1985.

### Objective #6

Provide impetus and direction for the development of a unified CMU Public Relations program that includes educating the University Community on the goals of the Union, encouraging University Community ownership of the Union (in part through ongoing community research), and through promoting hospitality.

**Status**

Summer — MU Public Relations Task Force developed draft proposal.

Fall — Final proposal presented to Coffman Board of Governors.

Winter — Policy approved by the Board and the MUCB; objective complete.

Spring — No further action.

	<u>Planned/Actual Percentage of Completion</u>
Summer	50% / 50%
Fall	25% / 75%
Winter	25% / 100%
Spring	0% / 100%

**Outcome**

MU Public Relations Policy and Guidelines.

## Governance Project Budget Analysis 0560-7745-xx

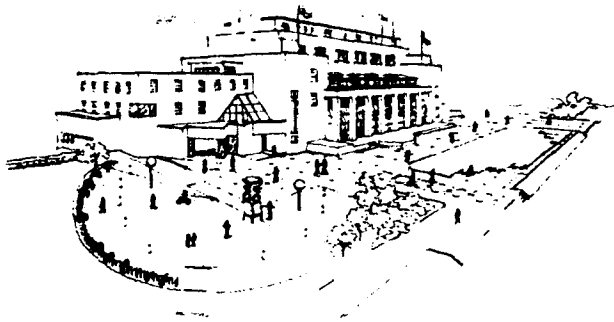
- Personnel 7745-01/11/12
  - Costs are as forecast for 1984-85.
  
- Expenses 7745-02
  - Food service expenses are less than projected.
  - Telephone costs will affect budget beginning winter quarter 85.
  - Others are as forecast to date.
  - Total expenses are less than forecast for 1984-85
  
- Income 7745-03
  - There is no forecast income.

## 1985-86 Proposed Changes

- Proposed objectives for 1985-86 should focus on three things:
  - policy formulation/implementation/evaluation;
  - union objective evaluation;
  - vision - how will we meet/change the union mission for the future.

Respectfully submitted,

Scott Chesney, Chairman



University of Minnesota

**UNION BOARD OF GOVERNORS**

Coffman Memorial Union  
Minneapolis, Minnesota 55455

(612) 373-2546

30 July 1985

Mr. Carl Nelson, Director  
Office of Student Activities  
107 Temporary North of Appleby  
University of Minnesota

Dear Carl:

One of the constitutional responsibilities of the Coffman Memorial Union Board of Governors is to participate in the evaluation of the director (Article IV, Sec. 2, Paragraph E).

Accordingly, this is one of the objectives for the 1985-86 Board.

As the Director of the Minnesota Union and the Director of the Office of Student Activities, the Board requests that you initiate and coordinate this evaluation.

I would like to meet with you to discuss the parameters and desired outcomes of this process as well as the role of the Board and its officers in the evaluation. The Board requests the results at or before its meeting of 28 April (1985)

1986

Thanks for your time,

  
Scott Chesney, Chairman

cc: Rufus Simmons  
Dr. Frank Wilderson, Jr.

**CONFIDENTIAL**





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Union  
107 Temporary North of Appleby  
122 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

(612) 376-1685

*Sarg reid*

August 1, 1985

TO: Scott Chesney  
FR: Carl Nelson  
RE: Performance Evaluation -  
CMU Union Director

Reviews of Directors in Student Affairs are initiated and coordinated by Area Coordinators or Directors. Procedures have been developed; they provide opportunities for input by Boards. I will be happy to meet with you to discuss the procedures, role of the Board and officers, and the schedule for reviews. Tentatively, 1985-86 is under consideration for scheduling Union Director reviews. I am sure that can be made definite.

You asked for "results at or before its (CMU BOG) meeting of 28 April 1985." I assume you mean results of the evaluation and you mean 28 April 1986. Specific results of the evaluation will not be reported to the Board. An evaluation is discussed between a supervisor and an employee. It is a management function, not a Board of Governors function. Boards depend upon Directors to manage and have an interest in good management to insure effectiveness in meeting organizational goals. I will be happy to discuss an appropriate reporting to the Board in line with its interests and with our respective roles.

CEN/lmh

cc: Rufus Simmons  
Frank B. Wilderson

*coffman*

Board of Governors

9 September 1985

**Agenda**

- I. Call to Order
- II. Approval of Minutes  
15 July 1985
- III. Unfinished Business
- IV. New Business
  - Coffman Annual Report - Intro. & Referral
  - Coffman Tobacco Policy - Intro. & Referral
  - Coffman Lease Rates - Intro. & Referral
  - CMUBOG Vice Chair/ Program - Election
- V. Reports
  - Chairman
    - 1985-86 Strategies and Outcomes
  - Vice Chair/ H & F
    - Governors recruiting strategy
    - H & F Meeting schedule
  - Program Committee
    - Meeting schedule
  - Director
    - Orientation retreat update
- VI. Announcements
  - Minnesota Union Governance Retreat  
27,28 September 1985
  - Regular Board Meetings Begin 23 Sept. 1985  
RSVP for lunch 373-7717
- VII. Process
- VIII. Adjournment

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS

Summer Board Meeting September 9, 1985

**Present:** Scott Chesney Chair Glen Lindgren CUPC  
Tim Walker GS Hank Heupel V Chair-H&F  
Peter Zeller IT Ken Martin MN Alumni  
Rufus Simmons CMU Barry Bridges CMUBOG Alumni  
Elizabeth Andersen CMU Leslie Bowman Fd Service  
John Wright CLA

**Absent:** Bernie Molitor CMU (exc) John Barich Ed

**Guests:** Jim Sleezer, Parliamentarian; Vi Justice, Secy

The meeting was called to order at 12:07 by Chair Scott Chesney.  
A quorum was present.

The minutes of July 15 were approved as published.

**Unfinished Business** - none

**New Business**

**Annual Report.** The 84 annual report will be part of a MU annual report. It is hoped it will be ready for MU Orientation Retreat. The report will be discussed at program and H&F committee meetings.

**Coffman Tobacco Policy.** A proposal to eliminate smoking and the sale of cigarettes from Coffman was distributed for information. The proposal will be referred to House and Finance Committee and the Director and their recommendation brought back to the Board by November 21. The proposal was precipitated by the question of appropriateness of selling tobacco. Scott will connect with MUCB Exec Committee relative to the proposal.

**Lease Rate Policy.** The issue is not the policy of arriving at cost to maintain a square foot of space, but rather how it is applied to student organizations and other organizations/departments. House and Finance to recommend appropriate discounts/multiples of current cost to maintain sq.ft. for non fee supported student organizations, fee supported student organizations, university departments, non university/non profit organizations, non university/for profit organizations.

**Vice Chair Program Election.** John Wright was nominated for position of Vice Chair-Program. There were no other nominations.

**MOTION 86-6** (Lindgren-Martin) Move to make the nominated ballot the elected ballot.

Aye 6 No 0 Abs 2

Motion Carried

## Reports

**Chair.** Scott asked when strategies and outcomes for 1985-86 budget will be out. Rufus said it could possibly be distributed at orientation retreat.

**V Chair H&F.** Copy of recruiting strategies for coming year, drawn up by XC committee this summer, was distributed. Emphasis will be placed on available student seats. Rufus expressed concern about using the term "bright and articulate" throughout the recruiting ads, feeling it was an exclusionary term. Following discussion, it was agreed that interested, enthusiastic, willing, would be better used. It was also noted some emphasis should be given to minority involvement. The strategy document will go back to XC for rewording. Question was asked about item 4, inviting presidents and faculty/staff advisers.....for lunch at Coffman's expense. The invitation will be extended once/year and list of those attending monitored by XC committee.

**House and Finance** will meet Monday, September 30, 220 Conference Room.

The **Board of Governors** will meet every 4 weeks. Governors will be asked to sit on either or both H&F/Program committees. Committees will meet on off Mondays from Board meetings.

**Governance Retreat** schedules were distributed. All Board members will be expected to attend. Peter Zeller, Hank Heupel, Glen Lindgren, John Wright indicated they would attend. Tim Walker and Barry Bridges were uncertain at this time. Leslie Bowman will not be able to attend.

Rufus reported the Directors have been involved with strategy planning.

Liz reported office consolidation completed. She is working out details of work study with WS department.

Jim Sleezer reported the Barrel and Rec Center will be open Thursday during Orientation Dance. Leslie noted this year's Orientation has been most successful and well attended.

**Next Board meeting September 23. Call and reserve lunch.**

Process -- no comment.

The meeting was adjourned at 1:05.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

22 August 1985

TO: Glen Lindgren, President, CUPC  
FR: Scott Chesney, Chairman ✓  
RE: Image and Promotion

Orientation for freshmen and transfer students begins today. In the next twenty-five days every new student at the University of Minnesota will be introduced to the Minnesota Union and the volunteer opportunities available here through SODC's Involvement program.

Coffman Memorial Union is seriously neglecting a major opportunity for promotion and recruitment of volunteers for programming and governance because the display boards in 230 Coffman have nothing on them to tell passers by of these opportunities.

I would like to encourage you to develop an effective, accurate, and collegiate promotional campaign for the benefit of the Minnesota Union and all of the volunteers involved with it. To be most effective, the boards should be up by the beginning of next week (26 August) and we should have corresponding handouts for the Involvement program. Perhaps the Public Relations Bureau can assist you in this effort.

Good luck,

cc: Rufus Simmons  
Bernie Molitor




UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

28 August 1985

TO: Glen Lindgren

FR: Scott Chesney 

RE: Homecoming 1985

Last year, about this time, the planning for Coffman's part in the homecoming celebration began. As you remember, it began too late to facilitate many of the desirable activities here at Coffman. The Council was charged with doing the best it could for fall 1984 and to plan for fall 1985 with sufficient lead time to work with the Homecoming Committee to locate the activity focus of homecoming at Coffman, the College Union.

How is the planning proceeding for Homecoming 1985?


cc: Coffman Directors

UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

28 August 1985

TO: Glen Lindgren

FR: Scott Chesney 

RE: Programming the Music Listening Lounge

Since the lounge space will not be used as it was previously, and with the desire to program in non traditional areas of the building, I am anxious to know what plans are in progress for the space and if none are to challenge the council to use the space in a new, creative, and exciting way.

Please keep me informed of your intentions in the event an exemption to the house policies may be required.

Good luck !

cc: Coffman Directors  
Coffman Executive Committee 



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

17 September 1985

To: Rufus Simmons, Director  
Bernie Molitor, Assistant Director

✓ Fr: Scott Chesney, Chairman 

Re: Performing Arts/Music Area

The volunteers from the 84-85 Whole Music Club have raised several points of argument regarding germane governance issues:

- Age limits for access to Coffman Memorial Union activities, services and facilities.
- Roles and responsibilities of volunteers (in several levels) and staff.
- Plans and strategies for 1985-86.

The question of age limits is only a part of a larger question, what is the constituency of the University Community? This is clearly defined as students, staff, faculty, and alumni; any others are defined as guests.

Coffman Memorial Union has a policy on guests' use of the Union:

Non University individuals and members of non-University groups, when sponsored by a recognized University organization, are authorized to use the facilities of the Union when the educational or public service implications are evident and relate appropriately to the mission of the University.

The facilities of the Union may be used by guests to the extent that such use does not interfere with the use of the Union by the members of the University Community. Accordingly, the Director of the Union may, at his discretion, limit the number of guests in the Union or in any one of its facilities at any given time.

Persons who are guests shall be limited in their use of the Union to the facility, accommodating the function to which they have been invited, and other general public facilities and services.

To summarize this policy, guests are invited to participate in educational events that support the mission of the Union only to the extent that this participation does not preclude the participation of the University Community.



Coffman Memorial Union and its Director have the obligation to insure that any guests of the Union are in compliance with this policy. Thus University ID checks are an appropriate method for effective enforcement of the policy. Clearly, age has no effect on participation or involvement in Union activities.

The volunteers present an inaccurate reflection of their role in the organization and their responsibilities to the organization. Maintaining the image of "self sufficient volunteers" serves to reinforce the inaccuracy of this role. The Board has emphasized that volunteers be encouraged to participate, in partnership with the staff, in the conception, development, and delivery of the activities of Coffman Memorial Union. The Board has also charged the Director with the achievement of the goals and desired outcomes for the fiscal year. Therefore, ultimate accountability for the successful achievement of the mission lies with the staff.

The volunteer's responsibility is to participate in the creative development of a program to achieve the goal of the area. The communication of these respective roles must be clearly and deliberately presented to each incoming volunteer to guarantee the satisfaction of their participation in the Union and its program.

Finally, the plans for this year; strategies to achieve desired outcomes have been identified, presented, and approved by the Board. (See 1985-86 Strategies and Outcomes, Performing Arts.)

These desired outcomes will be evaluated in January, 1986 and September, 1986. Any deficiencies of achievement will be discussed by the Board at these times.

I am satisfied that the process of involving students (as well as any member of the University Community) in the achievement of the Union Mission is both equitable and effective. I believe that both the University of Minnesota and its students are, indeed, well served. Efficient implementation of this process is the responsibility of the Director and staff and will only be reviewed by the Board during the project evaluation periods.

If I can be of further assistance in this matter, please contact me.

Thank you.

cc: Carl Nelson  
Glen Lindgren  
Eloy Chavez  
Michele Merkel

*coffman*

Board of Governors

---

23 September 1985

Agenda

- I. Call to Order
  
- II. Approval of Minutes  
9 September 1985
  
- III. Unfinished Business
  
- IV. New Business  
Coffman House Policies - Intro. & Referral
  
- V. Reports  
Chairman  
General Plans and Information  
Siggelkow Retreat Plans  
Director  
Governance Retreat Update
  
- VI. Announcements  
Governance Orientation Retreat  
27,28 September 1985  
Silver Lake Camp
  
- VII. Process
  
- VIII. Adjournment

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Meeting September 23, 1985

Present: Scott Chesney Chair  
Glen Lindgren CUPC  
Henry Heupel V Chair/H&F  
John Wright V Chair/Program  
Barry Bridges CMUBOG Alumni  
Rufus Simmons CMU  
Peter Zeller IT  
Bernie Molitor CMU  
Brigetta Allen CHIP  
Tim Walker GS  
Ken Martin MN Alumni  
Leslie Bowman Fd Service  
Elizabeth Andersen CMU

Guests: Jim Sleezer, parliamentarian; Vi Justice, Secy

The meeting was called to order at 12:15 by Chair Scott Chesney. A quorum was present.

The minutes of September 9 were approved as published.

UNFINISHED BUSINESS - none

#### NEW BUSINESS

House Policy. Referred to House and Finance for discussion and recommendation. House Policies will be approved at the Board meeting of October 21.

House and Finance will meet September 30 in 220 Conference Room, 12:15-1:00 for tour of building and to deal with agenda items referred to them. October 7th, H&F will deal with House Policies, proposed tobacco policy and lease ~~raise~~ <sup>rates</sup>.

Volunteers to serve on H&F committee: Leslie, Ken, Peter, Barry, and Brigetta.

All Board members will be asked to sign up for one or both standing committees, House and Finance or Program, at the October 21 Board meeting.

#### REPORTS

Scott reported the Board will meet every four weeks on Monday. Those wanting lunch should make reservation by Wednesday prior to the Board meeting. Information about the meeting will be sent out the previous week.

Committee meetings will take place on alternate Mondays. Coffee and cookies will be furnished at committee meetings (you can bring your own lunch).

Major Issues for the year: MU Objectives; House Policies; Lease Rates; January, 1st half of objectives evaluation; 86-7 Planning Cycle; Budget Cycle; Strategic Planning & Reorganization.

CMUBOG Minutes  
September 23, 1985  
Page 2

Siggelkow Retreat. UBOG sending three officers to the retreat held October 18, 19 and 20.

Director. Rufus reported directors are concluding details for MU All Governance Retreat. Directors and Assistant Directors will present the retreat intended to provide for an understanding of, appreciation for, and commitment to MU services, facilities and mission. Location of the retreat has been changed to Silver Lake Camp in NE Minneapolis. Auto transportation will be used.

Liz Andersen reported successful student employment recruitment thru job fair.

Bernie Molitor reported a draft of a proposed curriculum "What Do We Teach" has been completed by a work group which has met since last January through the summer. Over time a new task force might look at the curriculum in light of an internship program.

#### ANNOUNCEMENTS

Additional signup for retreat: Brigetta and Barry.  
Sign up for ride to retreat if needed.  
Give current mailing address and telephone number to Vi.  
Next Board meeting October 21.

#### PROCESS

Good. Fine. Comfortable atmosphere. Good start. Important that committee recommendations go to UBOG for action at Board meetings. Look forward to a good year. Good job of outlining what will happen at meetings. Good attendance and enthusiasm.

The meeting adjourned at 12:55.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

House and Finance Committee Meeting Minutes  
October 7th, 1985

Present: Hank Heupel, Rufus Simmons, Ken Martin, Liz  
Anderson, Peter Zeller

I. Call to Order

Meeting was called to order at 12:15 p.m., by Vice Chair  
of House & Finance Committee, Hank Heupel.

II. Approval of Minutes

Correction - New Business, House Policies: Revised  
House Policies will be reviewed at the 11/11/85 meeting  
and recommendation to UBOG on 11/18/85.

Correction - New Business, Lease Rights Policy: should  
read Lease Rate Policy.

Minutes stand as corrected.

III. Old Business

Lease Rate Policy - Liz and Rufus will bring back to  
H&F Committee at the 11/11/85 meeting with changes  
outlined. The main change in the House Policy will be  
a designation of what is Policy and what is Procedure.

Tobacco Policy - Hank offered copies of the Minnesota  
Clean Indoor Air Act for members. And reminded the  
committee about the issue and that it has been referred  
to the Exec Committee. No action has been taken.

IV. New Business

PPBS Orientation - Hank recommended that committee  
members begin to review the Annual Report, Project Goals  
and Project Outcomes - concentration on the Services &  
Facilities areas - in preparation of reviewing the 86-87  
budget proposal. Rufus noted that comparison between  
84-85 and 85-86 will be difficult because the format of  
reporting had been changed and therefore data will not  
match up completely. Hank requested that all committee  
members bring their 85-86 PPBS document to the next  
meeting for further review.

V. Adjournment

Meeting was adjourned at 12:45 p.m.

Note: Next House & Finance Meeting will be on October  
28th.

*coffman*

Board of Governors

21 October 1985

**Agenda**

- I. Call to Order
- II. Approval of Minutes  
23 September 1985
- III. Unfinished Business  
Tobacco Policy - Update
- IV. New Business  
Minnesota Union Director Position
- V. Reports  
Chairman  
Orientation - Follow up  
Minnesota Union Coordinating Board  
Executive Committee  
Lease Rates - Update  
Recruitment - Update  
Director  
House and Finance  
Program  
CUPC - Glen Lindgren
- VI. Announcements  
November Board of Governors Meeting  
Coffman House Policies  
Coffman Lease Rates
- VII. Process
- VIII. Adjournment

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Board Meeting October 21, 1985

Present: Scott Chesney Chair  
Henry Heupel V Chair/H&F  
John Wright V Chair/Program  
Glen Lindgren CUPC  
Rufus Simmons CMU  
Elizabeth Andersen CMU  
Ken Martin MN Alumni  
Tim Walker GS  
Peter Zeller IT  
Brigetta Allen CHIP  
Bernie Molitor CMU

Absent: Leslie Bowman Fd Service (exc)  
Barry Bridges UBOG Alumni

Guests: Marie Mac, IT; Timothy Abraham, GS;  
Tom Urista, Med Student; Jim Sleezer, Parliamentarian  
Vi Justice, Secy

The meeting was called to order at 12:15 by Chair Scott Chesney. A quorum was present. Introductions were exchanged.

#### APPROVAL OF MINUTES

The minutes of September 23 were approved with the following correction: Lease raise should be changed to lease rates.

#### OLD BUSINESS

Tobacco policy. The Chair asked the Board for feedback regarding the tobacco policy that he could take to the MU Executive Meeting October 22.

Peter Zeller - If the Minnesota Union does not take what we feel is appropriate action, Coffman Union should act.

Tim Walker - The University and Unions should present health and wellness. Where do you draw the line?

Peter Zeller - Draw the line where things are labeled as dangerous.

Brigetta Allen - The issue is peoples rights. People have a right to smoke. The problem is with enforcing smoking areas.

Tom Urista - 50% of hospital admissions are admitted as result of smoking.

The Chair asked what role the Board should take in the issue in the eyes of the University Community.

Glen Lindgren - The issue was discussed at the Program Council. It should become part of our educational mission. It was noted the Union also has a mission to be hospitable.

Liz Andersen - Expressed concern of staff that there would be a problem with enforcement of no smoking. Staff also expressed concern about the hospitality mission.

Ken Martin - The resolution needs to be separated as to sale, promotion and use of tobacco products. We can take a stand about selling tobacco products. We can promote non smoking through literature placed around the building and by not selling tobacco. I agree with the idea but in looking at the legal implications, cannot agree with the resolution as stated.

Rufus Simmons - It is a complex issue with plusses and minuses on both sides of the issue. We need to be able to deal with the policy in terms of enforcement.

Bernie Molitor - Important to divide the issue and look at it separately. Smokers' rights is a legitimate issue. Volunteer curriculum - what are we responsible to teach?

The Chair asked if this should be an MU-wide policy or a CMU policy?

It was agreed it should be an MU policy.

#### NEW BUSINESS

MU Director Position. A fulltime MU director will be appointed effective July 1, 1986. Union Boards will input the job description for the fulltime MU director. Scott will mail out copies of the proposed job description and asked Board members to consider and return as soon as possible.

#### REPORTS

Strategic Planning Committee (made up of representatives of the student activities department) has been formed and working as a Board of Governors at a broader level.

Lease Rates proposal will be presented to H&F.

Recruitment. Hank reported the IT and COG openings will be filled soon. The college of Education has not responded. GC does not have a Board at this time. Scott is working with the MSA and MISA to fill those vacancies. Rufus asked for recommendations from Board members for Faculty members.

Director. Involved in strategic planning and staff MBOs. Concerned that we utilize resources effectively.

H&F. No report.

Program Committee. John reported the program committee will meet on Mondays.

The Chair noted Executive Committee will work out a schedule for H&F and Program Committee meetings.



CMUBOG

Minutes 10/21/85

Page 3

CUPC. Glen reported CUPC Open House will take place Friday, October 25, 11:00-3:00. The Open House will focus on recruitment of new students and will be a means to introduce the Council to the student body at large. He encouraged participation of Board members.

#### ANNOUNCEMENTS

The chair called attention to new Board notebooks. Anyone wishing dividers for the notebook should see Denny in Room 220.

Tim Walker noted this is his last meeting. He was not sure who would be taking his place as COG representative as there were two individuals interested. Tim said he enjoyed the past year.

Scott thanked Tim for his contribution to the Board.

#### PROCESS

Rufus said we should look at amount of time to be put on items. Glen noted times were stated on last CUPC agenda and it was helpful.

The meeting was adjourned at 1:05.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

DRAFT

Job Description  
Director, Minnesota Union  
University of Minnesota, Twin Cities Campus

DUTIES

The Director of Minnesota Union is responsible for the overall management of three unions/centers on the Twin Cities Campus, each having a student-faculty-alumni board. The Director, along with these boards, has responsibility for establishing operating standards. The Director, along with the Minnesota Union Coordinating Board, has responsibility for establishing departmental goals.

The Director is to provide the following services to MUCB and each constituent union board.

1. Leadership and orientation regarding Minnesota Union traditions, mission, goals, plans, and governance procedures.
2. Development: through administrative initiation, director-board partnership, or staff assistance to boards: of policy proposals for board actions.
3. Reports on outcomes related to Union goals.
4. Proposals for annual fee requests and budgets to allocate funds.
5. Proposals for user fees to be charged to union members.
6. Staff work on research and analyses related to issues under consideration or possible plans.
7. Leadership in partnership with board setting union direction.
8. Assistance with board members skill and information development.
9. Advice and guidance as well as substantive matters under consideration.
10. Guidance to the boards regarding the relationship of the matters under consideration to department interests, Student Activities and Student Affairs interests, and University interests including those for which the director must assume responsibility.

Job Description  
Director, Minnesota Union  
page 2

The Director is responsible for the coordination of department, physical, financial, and personnel resources programmed to achieve union mission and goals.

Outcomes, currently expected from operations for which the Director is responsible, are:

1. Upkeep of facilities.
2. Proposals to improve or expand facilities to support programs.
3. Implementation of Good Neighbor Agreement with Food Service.
4. Services to support student organizations.
5. Services and environment to support informal association and caring inter relations.
6. Services and environment for campus hospitality.
7. Services to support meetings and activities.

Analysis Framework -  
Union Director Functions  
Relative to Board Needs

<p>Function (List any function whether in job descrip- tion or not.)</p>	<p>Degree on importance relative to Board needs on a scale of 1 to 5; 5 being of utmost importance and 1 being somewhat important.</p>	<p>Frequency of need for function, e.g. daily, weekly, seldom, monthly.</p>	<p>Conditions, standards, or descriptions of function which should be used to evaluate efficacy of job structure relative to job function.</p>
--	--	---	--

## JOB DESCRIPTION

Director, Student Activities and Minnesota Union  
University of Minnesota, Twin Cities Campus

### DUTIES

The Director is the primary administrator on the Twin Cities Campus of the University responsible for all aspects of the general area of student activities including the out-of-class educational, recreational, social, and cultural needs of over 40,000 students and other members of the University community. S/he is responsible for developing, proposing and implementing basic policies related to the extra-curriculum. The Director also must keep informed of student activities policies and practices at five University campuses throughout the state.

The Director of Student Activities and Minnesota Union is responsible for the overall management of three unions/centers on the Twin Cities Campus, each having a director and student-faculty-alumni governing board. The Director, along with the Minnesota Union Coordinating Board, has responsibility for establishing departmental goals and operational standards through the coordination of physical, financial, and personnel resources. S/he also is responsible for the work of student activities consultants as they relate to some four hundred student organizations, including governing councils, fraternities, sororities, honoraries, leadership organizations, student enterprises, religious, intercultural, political, social action, fine arts, publications, recreational, social service, and film organizations. S/he also supervises new student orientation and the banking-auditing service staff. Staff in the units supervised by the Director numbers nearly 100.

This officer reports directly to the Vice President for Student Affairs and works closely with the staff in finance, planning, and operations under the Vice President for Finance as well as staff under the Vice President for Academic Affairs. S/he is secretary of the University Committee on Student Affairs, which is the policy-setting student-faculty committee. The Director coordinates the efforts of selected staff in the International Student Adviser's Office, the Recreational Sports Department, and the Housing Office in those aspects of their work dealing with student organizations.

### QUALIFICATIONS DESIRED

Desired competency for this position includes an understanding of trends and problems in higher education, direct experience with activities and unions, management experience with a substantial number of employees, experience with complex budgeting, related professional organization affiliations, the skill associated with administrative activity, relevant academic background (doctorate desirable), an ability to work with a variety of persons with conflicting interests, and of special importance, an understanding of and respect for the concerns of students.

### SALARY - APPLICATION

The salary related to this position is in a range of \$24-28,000 depending on experience and competency. A student-staff search committee will solicit and screen the applicants. A nation-wide search will be held. The search committee will make its recommendations to the Vice President for Student Affairs for his selection. Applications will be received until January 1, 1976. Send complete resume, references, and letter of application to the chairperson, Union/Activities Search Committee, Office for Student Affairs, 9 Morrill Hall, University of Minnesota, Minneapolis, Minnesota 55455.

The University as an Equal Opportunity Employer actively seeks applications from minority and women candidates.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS

EXECUTIVE COMMITTEE AGENDA ITEM:

I. Title Tobacco Policy for Coffman Memorial Union

- (XX) Discussion  
( ) Information  
(XX) Motion for Action Requested

II. Recommended or Proposed Action:

Act to approve the proposed policy prohibiting the sale, promotion, and use of tobacco within the jurisdiction of the Coffman Memorial Union Board of Governors.

III. Purpose or Intent of Item:

To take a proactive stance in the promotion of the health and wellness of the University Community. To further develop the role of the College Union as educators and leaders, not as "service stations" that react without thought to outside stimuli.

IV. Previous Board Action and/or Pertinent Information:

The Minnesota Clean Indoor Air Act designates Coffman Memorial Union as a no-smoking facility, where smoking is prohibited unless in a properly designated area.

V. Presented by Scott Chesney, Chairman

VI. Date 04 September 1985

VII.	REFER TO:	DATES: REFERRED	DUE BACK
<u>XX</u>	House and Finance Committee	<u>09-04-85</u>	<u>11-11-85</u>
---	Program Committee	-----	-----
---	Ad Hoc Committee	-----	-----
---	Committee of the Whole	-----	-----
<u>XX</u>	Director	<u>09-04-85</u>	<u>11-11-85</u>

August 14, 1985

To: Governor Tim Walker  
Governor Henry Heupel  
Governor John Wright  
Governor Ken Martin  
Governor Leslie Bowman  
Governor Barry Bridges  
Governor Glen Lindgren  
Governor Peter Zeller  
Governor John Barich

Fr: Scott Chesney, Chairman

Re: Proposed Smoking/Tobacco Policy

I move the following proposal:

Whereas: The Minnesota Clean Indoor Air Act is a proactive position on health and wellness, and;

Whereas: Physicians throughout Minnesota are encouraging the creation of totally non-smoking hospitals and clinics, and;

Whereas: The Minnesota Union and the University of Minnesota, prohibit the co-sponsorship of an activity with alcohol and tobacco companies, and;

Whereas: The Minnesota Union, as part of its responsibilities, is to uphold the educational mission of the University of Minnesota;

Therefore, be it resolved that Coffman Memorial Union, as a responsible participant in the Minnesota Union and the University of Minnesota eliminate the sale, promotion and use of tobacco products within the jurisdiction of the Coffman Memorial Board of Governors.

Be it further resolved that the facility of Coffman Memorial Union be declared from this day forward, in its entirety, a no-smoking area.

cc: Rufus Simmons  
Bernie Molitor  
Liz Andersen  
Carl Nelson  
Art Isaacson

*collman*

Board of Governors

Committee of the Whole  
18 November 1985

**Agenda**

- I. Call to Order
  
- II. Minnesota Union Director Position Proposal  
Carl Nelson, Dir. of Student Activities
  
- III. Minnesota Union Fees Request 1986-87  
Jeff Moser, MUCB  
Carl Nelson
  
- IV. Announcements  
Committee Meetings  
6 January 1986 CMUBOG Meeting
  
- V. Adjournment



UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
COMMITTEE OF THE WHOLE  
Meeting November 18, 1985

Present: Scott Chesney Chair Ken Martin MN Alumni  
John Wright V Chair/Program Glen Lindgren CUPC  
Peter Zeller CLA Brigetta Allen CHIP  
Barry Bridges CMUBOG Alumni Bernie Molitor CMU  
Leslie Bowman Fd Service Elizabeth Andersen CMU  
Rufus Simmons CMU

Absent: Henry Heupel V Chair/H&F (ex)

Guests: Marie Mac, IT; Vi Justice, Secy

The meeting was called to order at 12:15 by Chair Scott Chesney.  
A quorum was present.

The Chair noted the meeting would be a meeting of a "committee  
of the whole" to allow for more informal procedures.

In the absence of Carl Nelson the Chair proceeded with  
announcements:

- The Program Committee will meet Monday, November 25 in 220  
CMU.
- House and Finance will meet Monday, December 2.
- The Board will next meet on January 6. Project evaluation  
will be agenda item.
- Information will be coming back on the tobacco policy.
- Glen announced Program Council By-Laws and Amendment to  
Coffman Union Constitution will be coming out.
- The chair expressed satisfaction and pride in Coffman staff  
effort for President Keller's inauguration.
- Pam Smith will be available after the Board meeting to take  
Board member photos.

Food Service, Leslie informed Board members of upgrading/  
renovating plans for Food Service. Some ideas being considered  
include putting Fast Food in the main cafeteria line; upgrading  
INN decor and serving submarine sandwiches at INN; adding a  
bakery; upgrading salad bar, adding snack items; changing design  
of food line; opening Buy-The-Weigh as a different restaurant -  
perhaps Mexican or gourmet; creating more direct access to Soupr  
and Buy-The-Weigh.

86-87 Fee Request will go to MUCB tomorrow for approval.

CMUBOG/Committee of the Whole  
Minutes  
November 18, 1985  
Page 2

ACU-I Region 10 Conference. The conference, held at University of North Dakota, November 7 thru 9, provided an opportunity to learn more about the traditional topics of the College Union: time management, ethics, cultural pluralism, multi-cultural programming. Scott noted a good number of students were recruited into positions of regional office. New people were involved. It was a good time. Rufus took part in debate on multi-culturalism. Rufus said he came back with a sense of what needs to be done in the Region and with a renewed vigor of what needs to be done at home. He commended Scott for excellence in manner of presiding as regional student chair.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

BY-LAWS  
OF THE  
COFFMAN MEMORIAL UNION PROGRAM COUNCIL

ARTICLE I            COFFMAN MEMORIAL UNION PROGRAM COUNCIL

- Sec. 1    The Coffman Memorial Union Program Council, hereinafter called the Council, shall be a student-staff partnership organization responsible for the management of the program activities of Coffman Union including:
- A.    Formulation and management of the program activities budget.
  - B.    Determination of specific program content.
  - C.    Systematic evaluation of program activities.
- Sec. 2    The President of the Council will represent the Council to the Coffman Union Board of Governors on policies and procedures germane to the programming areas of Coffman Union.

ARTICLE II            MEMBERSHIP

- Sec. 1    The volunteer membership of the Council shall be:
- A.    The President of the Council.
  - B.    The Vice-President of the Council
  - C.    One coordinator for each activities project designated by the Council.
  - D.    Student volunteers as chosen by the staff and coordinators.
- Sec. 2    The staff membership of the Council shall be designated by the Director of Coffman Memorial Union.

ARTICLE III            STUDENT-STAFF PARTNERSHIP

- Sec. 1    The student volunteer members and the staff members of the Council shall have a working partnership in the achievement of the intended outcomes for each area of the Council.

(Article III-continued)

- Sec. 2 The staff membership shall serve as educator/managers; as educators, they shall articulate and organize co-curricular learning opportunities associated with program production, as managers, they shall be ultimately accountable for the intended outcomes of their areas.
- Sec. 3 The student volunteer membership shall identify relevant learning opportunities for personal growth provided by the staff, and shall follow through on said opportunities by mastering the activities and life skills associated with program production.

#### ARTICLE IV SELECTION OF OFFICERS AND COORDINATORS

- Sec. 1 The president and vice-president will be elected each spring quarter by the Council from persons of demonstrated leadership ability, preferably within the Council. Coordinators will be selected by the Council upon recommendation of the staff project leader and an interview committee of the Council.

#### ARTICLE V TERMS OF OFFICE

- Sec. 1 Terms of office for student volunteer members of the Council shall begin with selection by the Council and continue until the next Council has been confirmed and qualified.

#### ARTICLE VI REMOVAL

- Sec. 1 Any Council member with two inexcused absences from regular Council meetings during an academic quarter will automatically relinquish his or her Council membership and privileges. The individual may appeal to the Council for reinstatement at the next Council meeting. Excused absences shall only be for illness of unforeseeable circumstances, and shall be granted by the President of the Council.

(Article VI-continued)

- Sec. 2 A member of the Union requesting the removal of a voting member of the Council shall register a complaint in writing to the President of the Council. In the event that the President and Assistant Director. In the event that the President is involved, the Vice-President for Volunteer Development and the Assistant Director shall receive the complaint. The officer receiving the complaint shall first attempt to mediate the difficulty. If he or she is unsuccessful, the matter shall be brought to the Executive Committee for a decision. The individual so removed may appeal the decision to the Council.

ARTICLE VII

MEETINGS

- Sec. 1 Regular meetings of the Council shall be held at least twice monthly during the regular academic year and at least twice during the summer term.
- Sec. 2 Special meetings of the Council shall be called by the President of the Council or Vice-President upon request of any four voting members of the Council. Notification of such meetings shall normally be provided to all Council members at least 24 hours prior to such meeting and shall specify the business to be conducted. No business not specified in the call for the meeting shall be considered except by a 2/3 vote of those present.
- Sec. 3 A majority of the voting members of the Council shall constitute a quorum for the transaction of business at any meeting. On all matters of Council business, the President of the Council, the Vice-President of the Council, and the coordinator of each project area designated by the Council shall be entitled to one vote. A coordinator or Vice-President may designate a representative for his or her area as an alternate entitled to vote when, because of unavoidable circumstances, the coordinator or Vice-President is unable to attend regular meetings of the Council. Such appointment shall require approval of the Council, and shall not be for more than one quarter during a normal term of office. The appointment of an alternate during summer session shall not affect such appointment during the fall, winter, or spring quarters.

(Article VII-continued)

- Sec. 4 When not in conflict with any of the provisions of the Union Constitution, the Council By-Laws, or other procedural documents of the Council, the current edition of Sturgis Standard Code of Parliamentary Procedure shall guide the procedures of the Council and be the basis of settling disputes which may arise concerning rules or order.

#### ARTICLE VIII

#### DUTIES OF OFFICERS

- Sec. 1 The President of the Council shall call all regular meetings of the Council, call special meetings, chair all meetings of the Council and serve as ex officio member of all standard and special committees of the Council.
- Sec. 2 The Vice-President shall call chair meetings of the Council in the absence of the President.
- Sec. 3 An official record of Council business shall be maintained. All minutes of the Council shall be an open record available to any member of the University Community upon request. Remarks, personal views, or vote explanations of any individual Council member shall be included in the minutes only upon his or her request. The above provisions shall also apply to the contents of the minutes of the committees of the Council.
- Sec. 4 Coordinators shall serve as volunteer project leaders of their program areas, chair area meetings, and be the formal representatives for their areas to the Council. Coordinators shall appoint all committees and chairs in their respective areas.

#### ARTICLE IX

#### COMMITTEES

- Sec. 1 The standing Committees of the Council shall be the Executive Committee.
- A. The Executive Committee shall consist of the President of the Council, the Vice-President, and not more than two other voting members as designated by the President. The President of the Council shall chair the Executive Committee. Matters related to general planning, policy, and administration not encompassed by other standing committee may be referred to the Executive Committee.

(Article IX-continued)

- Sec. 2 The Council may create special committees with such functions and authority as it may determine. Such committees shall be temporary in nature, not exceeding the term of the President of the Council.
- Sec. 3 Student members of all Council committees shall be appointed by the President with approval of the Council. The President shall designate the chair of all special committees. Members shall serve from time of appointment until their successors have been appointed or until the committee shall be dissolved.

#### ARTICLE X

#### AREAS OF THE COUNCIL

- Sec. 1 Areas of the Council shall be designated at the beginning of each fiscal cycle. There shall be one area corresponding to each Project Strategy outlined in the Minnesota Union Plans and Operating Budget for that fiscal cycle which is considered by the Director of the Union to be germane to the Council.

#### ARTICLE XI

#### AMENDMENTS

- Sec. 1 Amendments of these By-Laws may be made at any regular meetings of the Council by a majority vote of those voting members present provided notice of such a proposal shall have been submitted in writing to all members of the Council at least one week prior to the meeting.

ARTICLE IX

PROGRAM ACTIVITIES

Sec. 1      There will be a Coffman Memorial Union Program Council whose purpose will be to manage and produce a variety of educational, social, cultural, and recreational programs for the University Community, and to provide a diversity of co-curricular learning opportunities for students. The Council will be governed by its own by laws approved by the Director of Coffman Memorial Union and Council.





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

1 November 1985

To: Rufus Simmons, Director  
From: ~~Scott~~ Chesney, Chairman *g*  
Re: Role of the College Union

"The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college."

I'm sure you recognize the statement above as part of the role statement from ACU-I. I'm equally sure that we're not doing enough to satisfy this part of our mission.

My assertion is partly based on the involvement of the Minnesota Union in the traditional homecoming celebration; perhaps more accurately the lack of involvement. Homecoming is again an accepted and anticipated event in the fall calendar of the University but the Minnesota Union is not a part of it. For example:

The royalty were crowned on a flatbed hay wagon in a field next to a dorm, and although this may be a visual reinforcement of President Keller's focus on our role as a land grant institution it clearly does not stimulate the reminiscence of the alumni as would the same event taking place on the Coffman Mall Terrace.

The bonfire was in the same, remote field. Why not have it on the Union's front lawn? Since the Minneapolis Fire Department supervises the event there should be no problem.

Saturday's parade was entertaining and a great way to start a football Saturday. However, instead of a six block detour through Dinkytown, why not parade from Memorial Stadium along University and then down the Mall to Coffman Memorial Union. Surely, if University service vehicles can drive on the sidewalks a parade can as well.

Finally, what better place to hold the pep fest than the Union. Fifty years ago, President Lotus Coffman wrote to the alumni, ". . . Someday the University of Minnesota will have a Student Union as the center of its social life." Indeed, Coffman Memorial Union was dedicated on Homecoming Day, October 25, 1940.

The Minnesota Union can honor the memory of a president that believed in the co-curricular experience and uphold a significant part of our mission by being the perpetual host of the homecoming celebration for the University of Minnesota.

Have we become so enamored by our role as educators that we've forgotten to have good, creative fun along the way? I would find it difficult for any of us to pass under President Coffman's patient vigil and deny the value of this socialization for all of the University of Minnesota.

I would seriously recommend that we plan for this in 1986 and after as a part of our socialization/hospitality project, since this fits so clearly into the Mission of the Minnesota Union. 1986 makes the fiftieth year since President Coffman's idea began. I believe it's appropriate for us to return Homecoming to its proper place at the University of Minnesota; Coffman Memorial Union.

Ski-U-Mah

pc: Carl Nelson  
Frank Wilderson  
Jeff Moser

*Coffman*

Board of Governors

November 1, 1985

TO: CMU Executive Committee

FR: Scott Chesney, Chairman

RE: Golden Razor

I propose the following revision of the Leases Project, Level of Service, Item 2:

The Golden Razor shall be offered a two year ~~extension of their~~ contract, through June 30, 1988. Project managers shall investigate alternatives and present a proposal for ~~new~~ use of the space, to the Board, with the ~~1986-87~~ planning document. 87-88

Investigation of alternate use of the space shall include ~~at~~ <sup>listed in</sup> lease ~~re~~ forms of organizational use as well as continuing needs of the University Community, with an emphasis on student needs.

The 1986-87 fiscal year shall be used for planning on implementation of the new program. July 1, 1987 through October 1, 1987 shall be used for construction and remodeling of the space. The target for opening to the community shall be the first day of Fall Quarter 1987.

I believe this proposal allows the Golden Razor sufficient time to plan for their future on campus if they so desire -- since it is no fault of theirs that this discussion is occurring at this late date we have an obligation to honor their good faith negotiation. I further believe that this timeline allows the University of Minnesota sufficient time to plan for and complete any renovation of the space before opening a new service.

We have an obligation to use the space provided within Coffman Memorial Union for the benefit of the University Community. This implies a continuing examination of our facilities and the services we provide. I believe that this process is too easily labeled a low priority because of its nature as revenue generating.

I'm looking forward to our discussion.

pc: Jeff Moser  
Carl Nelson



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Operations Office  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455

(612) 373-0182

MEMORANDUM

TO: Carl Nelson *AN*  
FR: Elizabeth Andersen  
DATE: October 25, 1985

SUBJ: GOLDEN RAZOR LEASE

Since July, 1985, one meeting, several telephone conversations, and three letters of correspondence have taken place between CMU (Rufus and myself) and the Golden Razor (Ken Kolbinger) concerning renegotiation of the Golden Razor Lease.

Our intentions as initially outlined to Mr. Kolbinger were that 1) CMU and the Golden Razor have experienced an excellent relationship which we desired to continue, and 2) a reassessment of our former CMSF formula indicated that our basic costs were not being adequately covered; and therefore, the updated formula (which does cover our costs) represented a major rental rate increase (from \$12.14/sf to \$22.00/sf).

-24-85 Through a series of proposals and counterproposals over a period of three months, a verbal agreement was finally reached yesterday. The agreement essentially is as follows:

The Golden Razor agrees to rental terms of \$14.50/sf or 10% of gross (whichever is greater) for a contract period of three , years with a successive option to renew for a three-year period, provided both parties can agree upon the terms and conditions.

In addition, CMU and the Golden Razor agree to examine the areas presently assigned to the Golden Razor and come to a mutual agreement on a division and subsequent remodeling of space (to create an additional leasable area) if it is determined that the Golden Razor has more square footage than is necessary for its' operation, and if it is in the best interests of CMU.

The agreement, as outlined above, is basically what is recommended for approval.

cc: Rufus Simmons

PROP. INS.

JUN 27 1984

JUDITH CENCICH

JUN 27 1984

RE COORDINATOR

JUN 27 1984

S.P.A.M.

JUN 27 1984

C. FILES (ORIG.)

JUN 27 1984

PROP. ACCTG.

JUN 27 1984

Elizabeth

Andersen

JUN 27 1984LEASE

THIS LEASE, made and entered into this 12<sup>th</sup> day of June, 1984 is by and between the REGENTS OF THE UNIVERSITY OF MINNESOTA (hereinafter the "LESSOR" or "UNIVERSITY") and KENNETH A. KOLBINGER (hereinafter the "LESSEE").

## WITNESSETH:

For and in consideration of the terms, covenants, conditions and agreements hereinafter set forth, Lessor hereby leases to the Lessee the space on the ground floor of the Coffman Memorial Union (hereinafter the "Union") identified as Room Nos. 20, 20A, 24, 24A and 24B (hereinafter the "Premises") comprising in the aggregate 1,491 square feet of floor space and shown on the 16th scale floor plan of the Union (Sheet No. 7) attached hereto and hereby declared a part hereof, for operation of the Golden Razor Barber Shop/Salon.

TO HAVE AND TO HOLD the same unto the Lessee during the term of this Lease.

→ 1. Term. The term of this lease shall be Three (3) years, commencing on December 5, 1980 and continuing through December 4, 1983 and automatically renewing for two (2) additional years unless terminated by either party upon a Six (6) months' written notice. Lessee shall have two successive options to renew this lease thereafter for terms of Three (3) years each ~~upon the terms and conditions specified herein or such other terms and conditions as the parties hereto may mutually agree, provided, however, that the parties hereto must agree upon such terms and conditions of such renewal term at least Thirty (30) days prior to the expiration of the term of this agreement or extended term as appropriate.~~ Lessee shall exercise an option or options by written notice to Lessor not less than 90 days prior to said expiration. ~~The renewal options specified herein are subject to either party's right to terminate the Lease on a Six (6) months' written notice.~~

4-85  
→ 2. Rental. Lessee shall pay to Lessor during the term of this Lease rentals at the following rates: ~~rentals for the first year of the Lease will be based on two hundred (200) percent of the Lessor's cost of providing, furnishing and maintaining a~~ square foot of space in the Union, Twelve Dollars and Fourteen Cents (\$12.14) per square foot for space occupied, or an annual sum of Eighteen Thousand One Hundred and 74/100 Dollars (\$18,100.74); or a sum of money equal to Ten (10) percent of the Golden Razor Barber Shop/Salon's gross sales, whichever is greater. Rentals will be paid monthly based on 10% of gross sales. At the end of the lease year, any rentals owed up to the annual sum above specified will be payable immediately in a lump sum. Rent rates for subsequent years during the term of this Lease or any renewal thereof will be based on two hundred (200) percent of the Lessor's ~~then current cost of providing~~



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Union  
107 Temporary North of Appleby  
122 Pleasant Street S.E.  
Minneapolis, Minnesota 55455  
(612) 376-1685

October 29, 1985

**CONFIDENTIAL**

TO: Minnesota Union Coordinating Board  
Executive Committee

FR: Carl Nelson *Carl Nelson*

RE: ~~Golden Razor Lease - Information~~

Attached are three photocopies:

1. 1985-86 MU Lease Project Strategy.
2. University Lease No. U-200 with section 1 indicated as pertinent.
3. Memorandum from Elizabeth Andersen.

Other related information.

1. We have not made a study or developed a report on alternatives.
2. No lease has been signed. I have directed CMU to extend current lease to June 30, 1986.
3. Lessee (Golden Razor) has telephoned option to renew and this has been confirmed by CMU. However, there is no written declaration exercising option to renew.
4. Lessee has negotiated with CMU in good faith.

Proposed action.

1. CMU extend existing lease to June 30, 1986, and explicitly recognize good faith negotiation of Golden Razor.
2. Refer 1985-86 MU Lease Plan to CMU Administration and Executive for proposal to revise paragraph on Golden Razor contract.

CEN:decn

*Coffman*

Board of Governors

---

13 November 1985

To: Jeff Moser, MUCB  
Fr: Scott Chesney, Chairman  
Re: Leases Project

The Coffman Memorial Union Board of Governors, Executive Committee recommends the following amendments to the 1985-86 Minnesota Union Strategies and Outcomes:

Leases

Level of Service

2. (as amended) The contract with the Golden Razor shall be extended through June 30, 1986. The Golden Razor shall be offered a two year contract, through June 30, 1988. Project managers shall investigate alternatives and present a proposal for future use of the space, to the Board, with the 1987-88 planning documents.

Please place this on the agenda for the 26 November meeting. Minnesota Union Executive Committee should act and recommend this change to the Minnesota Union Coordinating Board for action at its first meeting of winter quarter.

pc: Coffman Executive  
Coffman Directors  
MU Directors

*coffman*

Board of Governors

6 January 1986

Agenda

- |       |   |       |
|-------|---|-------|
| I.    | Call to Order                                     | 12:10 |
| II.   | Approval of Minutes                               | 12:10 |
|       | 21 October 1985 - Board of Governors              |       |
|       | 18 November 1985 - Committee of the Whole         |       |
|       | 2 December 1985 - Committee of the Whole          |       |
| III.  | Unfinished Business                               | 12:15 |
|       | Coffman Lease Policy -- Action                    |       |
|       | Coffman House Policies -- Action                  |       |
| IV.   | New Business                                      | 12:30 |
|       | Minnesota Union Planning                          |       |
|       | First-half project evaluations                    |       |
|       | Introduction and referral                         |       |
| V.    | Reports   | 12:40 |
|       | Chairman  |       |
|       | Director  |       |
| VI.   | Announcements                                     | 12:50 |
|       | 10-12 January 1986 - Winter Leadership Conference |       |
|       | 13 January 1986 - Committee of the Whole          |       |
|       | 20 January 1986 - Program Committee               |       |
|       | 27 January 1986 - House & Finance Committee       |       |
|       | 3 February 1986 - Board of Governors              |       |
| VII.  | Process   | 12:55 |
| VIII. | Adjournment                                       | 1:00  |



UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Board Meeting January 6, 1986

Present: Scott Chesney Chair John Wright V-Chair/Program  
Glen Lindgren CUPC Marie Mac IT  
Peter Zeller CLA Henry Heupel V-Chair/H&F  
Ken Martin MN Alumni Rufus Simmons CMU  
Bernie Molitor CMU Elizabeth Andersen CMU

Absent: Brigetta Allen CHIP Barry Bridges CMUBOG Alumni (exc)  
Stefano Romagnoli COGS Leslie Bowman Fd Service (exc)

Guest: Vi Justice, Secy

The meeting was called to order at 12:10 by Chair Scott Chesney.  
A quorum was present.

The Board minutes of October 21 were approved as published.

The Committee of the Whole minutes of November 18 were approved  
as published.

The Committee of the Whole meeting of December 2 was cancelled.

UNFINISHED BUSINESS

Lease Rate Policy. Mr. Heupel reported preliminary work on the  
lease rate policy was done by Ms. Andersen, Mr. Simmons and  
Mr. Chesney. The document was discussed at House and Finance  
and approved for recommendation to the Board for approval.

The Board reviewed the policy and corrected page 2 to include  
SOAC Policy as a title to the five items relative to SOAC.  
Page 3 was corrected as follows: Organization grouping #4,  
should be identified with \*. The last line of succeeding  
paragraph was changed to read: The document "Cost To Maintain  
a Square Foot of Space in CMU" will form the base for the above  
lease rates. It was agreed the Organization Grouping and % of  
Base columns would be retained and 1985-86 Rent column deleted.

MOTION 86-7 (H&F - Martin) To approve Lease Rate Policy as  
amended. Motion carried.

House Policies. The Chair noted the facilities and services  
were separated from the House Policies. Additions to the  
policies included the Alumni Association and Zoning Policy.

MOTION 86-8 (CMUBOGExec - Martin) To approve the House  
Policies and Facilities and Service Guidelines  
as presented. Motion carried.

Mr. Simmons commended Mr. Chesney for bringing the house  
policy revision to closure in an exceptional manner.

#### NEW BUSINESS

Minnesota Union Planning - First-half project evaluations. The Chair expressed his disappointment that the Board has not received the 1st-half project evaluations as mandated by the 1984-85 Board.

Mr. Chesney stated that the Board of Governors must have the proper information in a timely manner to effectively meet its Constitutional obligations. The project evaluations are part of the planning cycle and as such are a substantial tool for the assessment of our organization. Mr. Chesney asked Mr. Simmons if a timeline could be set for receiving the evaluations. Mr. Simmons projected the first of February as a target date. Mr. Molitor agreed that this would be possible for the activity projects.

The Chair referred the Service and Facilities project evaluations to the House and Finance Committee. The Chair referred the Activities project evaluations to the Program Committee.

#### REPORTS

Director. Mr. Simmons reported continuation of involvement of the union in restructuring of student activities. The transition has brought about temporary hiring in the accounting, concessions, outings and advisory areas.

Program Council. Mr. Lindgren reported volunteer development curriculum has had an introductory meeting. A meeting has been scheduled for January 13 at which time learning contracts will be discussed. The Council is sponsoring an American Indian program "Our Sacred Land" on January 10. The Winter Quarter calendars are here.

The Chair noted there were no program ads in the Daily on the 1st day of school - a day he felt would get maximum notice by students.

#### ANNOUNCEMENTS

New Board Members - Marie Mac, representative from IT  
Stefano Romagnoli, representative from  
Council of Graduate Students

An updated Student Activities Resource Guide, including student volunteers, is being produced and will be available at the MU Winter Leadership Retreat.

CMUBOG Minutes  
January 6, 1976  
Page 3

If you are not receiving a copy of the weekly student Activities publication "Directions," contact Mr. Chesney and he will see that you get a copy.

Mail boxes for student governors will be set up in Room 230. Mr. Martin and Mr. Bridges will continue to get their mail at 200 Shops Building.

Further information about the 1986 MU Winter Leadership Retreat, January 10-12, will be coming out this afternoon. Over-all goals of the retreat are to discuss/determine what sort of governing system will be in effect July 1. Transportation, food, lodging and entertainment will be provided. The Committee of the Whole will meet next week to follow up on the retreat. Carl Nelson, Mark Allen and Jeff Moser will be present at the meeting.

The Program Committee meeting scheduled for January 20 will be rescheduled by the Chair, Mr. Wright.

Process - no comments.

The meeting adjourned at 1:05 pm.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

COFFMAN MEMORIAL UNION

HOUSE POLICIES

Coffman Memorial Union Board of Governors  
University of Minnesota

TABLE OF CONTENTS

Introduction.....1

References.....2

Individual and Group Use of CMU.....2

General Union Policies.....3

Special Policies.....4-10

    A. Minnesota Union Membership.....4

    B. Reservations.....4

    C. Alcohol.....5

    D. Food.....5

    E. Non-Scheduled Hours.....5

    F. Poster.....6

    G. Decoration.....6

    H. Gallery.....6

    I. Dance/ Concert.....7

    J. Key.....7

    K. Zoning.....8-10

Bibliography.....11

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION

HOUSE POLICIES

The purpose of Coffman Memorial Union shall be:

- A. To make a substantial contribution to the community life of the University by providing the services, conveniences, and amenities members of the University community need in their daily life on campus in concert with the Minnesota Union.
- B. To be particularly attuned to student needs so as to provide them with the most valuable return for their student service fees.
- C. To make free time activity a cooperative factor in total education.
- D. To provide for its members maximum opportunity for self-realization and for growth in individual competency and group effectiveness.
- E. To provide for an open forum for discussion of various opinions.

In recognition of this purpose and the heavy demand for its services and facilities, the Board of Governors approves and endorses these "house policies" for the use of Coffman Memorial Union by the members of the University Community.

The Director of Coffman Memorial Union and his/ her staff will enforce the following policies. These policies apply to all areas except the Campus Club and the Union Garage.

Appeal related to the application of these House Policies may be made in writing to the Executive Committee of the Coffman Memorial Union Board of Governors, Room 220 Coffman Memorial Union.

REFERENCE

6 January 1986

Reference in these policies to various persons or groups will be as follows: Coffman Memorial Union, The Union. The Coffman Memorial Union Board of Governors, The Board. The Executive Committee of the Board, EXEC. The Director of Coffman Memorial Union, The Director. The Coffman Union Program Council, CUPC.

Services and facilities are available according to the published Building Operations Schedule (1)(available at the Administration Office, Room 220). Building hours are posted at each entrance.

INDIVIDUALS AND GROUPS INVITED TO USE THE ACTIVITIES, SERVICES,  
AND FACILITIES OF COFFMAN MEMORIAL UNION INCLUDE:

- A. Students who have applied for and received the Student ID Card and a current quarter University fee statement with student service fee included, or students who have applied for and received a Minnesota Union Membership Card (See SPECIAL POLICIES/ Section A).
- B. All student organizations registered with the Student Organization Development Center.
- C. Faculty and Staff members of the University, with current identification, and all established Faculty and Staff organizations.
- D. Alumni of the University of Minnesota through membership in the Minnesota Alumni Association with current MAA identification.
- E. Guests: According to Regents Policy(2) dated July 11, 1975, Section I-6, non-university individuals and members of Non-university groups, when sponsored by a recognized University organization are authorized to use the facilities of the Union when the educational or public service implications are evident and relate appropriately to the mission of the University.

The facilities of the Union may be used by guests to the extent that such use does not interfere with the use of the Union by the members of the University Community. Accordingly, the Director may, at his/ her discretion, limit the number of guests in the Union, or in any one of its facilities at any given time.

Persons who are guests shall be limited in their use of the Union to the facility accommodating the function to which they have been invited, and other general public facilities and services.

6 January 1986

GENERAL UNION POLICIES

6 January 1986

- A. Established University regulations and policies apply to activities in the Union. (3)
- B. In compliance with "The Minnesota Clean Indoor Air Act,"(4) the Union is designated as a "No Smoking" building. Smoking is prohibited except in designated areas.
- C. In accordance with state law,(5) gambling is prohibited in the Union.
- D. According to State Law 624.51,(6) dances scheduled in the Union designated as public dance events may not extend beyond the posted building closing hours.
- E. The University of Minnesota and the Minnesota Union are committed to the policy that all persons shall have equal access to its programs, services, and facilities without regard to race, creed, sex, age color, national origin, or handicap.
- F. The University will not provide the facilities of the Union for assemblies or other activities which in the Director's judgment have a clear likelihood of interfering with processes of the University, or of endangering the health or safety of users of the Union.
- G. Union facilities will not be available for regular classroom activities, except by permission of the Director.
- H. The Union will not be responsible for any lost, stolen, or damaged personal property belonging to users of the facilities.
- I. Any willful or careless damage to any property of the Union will necessitate replacement by the person responsible.
- J. Furniture and equipment will not be removed from the building except as authorized by the Director. Only the custodial staff will be authorized to relocate furniture or equipment within the building.
- K. Consumption of food and beverages is prohibited in certain areas as designated.
- L. The parking or riding of bicycles or use of skates or skateboards is not permitted within the Union at any time.
- M. Animals, except for seeing eye dogs, are not permitted in the Union at any time except by permission of the Director.
- N. There is to be no tipping of any employee of the Union.



## SPECIAL POLICIES

### A. Minnesota Union Membership Policy

6 January 1986

1. Students currently enrolled in at least one University class (credit or non-credit) up to the credit level required for payment of the student services fee are also eligible for membership in the Union.
2. Membership is granted on a quarterly basis through the student's presentation of a current fee statement or course registration certificate and purchase of a Union Membership Card.
  - a. This card entitles the bearer to the same privileges as a student with a current fee statement including the student services fee in all Minnesota Union locations.

### B. Reservations Policy

6 January 1986

1. Union facilities are available for reservation by registered Student Organizations; University Faculty, Staff, & Department Organizations; and University Departments.
  - a. Facilities are as listed in the "CMU Facilities and Services Guidelines", available at the administration or reservations office.
2. All requests for reservation of Union facilities and services must be filed with the Reservations Office of the Union.
3. The Director has the authority to deny the proposed use of Union facilities at any time, or to impose, at any time, limits on the scope, conduct or audience size of any event in order to carry out the provisions of these Policies, and to require, as a condition of use, the services of additional maintenance, technical, or security personnel.
4. Failure of an organization to meet financial responsibility for damage incurred in a facility during the terms of occupancy, failure of such an organization to reimburse the Union for stipulated and required service, misrepresentation by an authorized representative in regard to a facility reservation request, or failure of officers, members or their guests to observe provisions of the Coffman Memorial Union House Policies, may subject an organization and its officers as individuals to a denial of further requests for reservation in Coffman Memorial Union facilities.

C. Alcohol Policy 6 January 1986

This policy is subject to all of the rules and regulations as defined under the "Regents Policy on Alcohol".(10)

D. Food Policy 6 January 1986

1. Preparation and serving of food and beverages is to be handled, whenever possible, by the University Food Service Department.
2. Independent catering must abide by the following guidelines:
  - a. The organization representative completes and submits to the CMU Reservationist a CMU Food Permit Form for serving "light refreshments" as designated by the Office of Environmental Health and Safety.
  - b. The organization representative completes a CMU Food Permit form and obtains written approval (on that form) from an Environmental Health and Safety Officer for foods which do not fall under the "light refreshments" category.  
This form must be received by the Reservations Manager at least 24 hours in advance of serving time.
3. A "Permit to Sell" must be obtained from the Student Organization Development Center for "food" sales in the Union.
4. The sale, distribution, or serving of food from any approved source can be terminated by the Department of Environmental Health and Safety or by the CMU Director if there are, or appear to be, sanitary problems.

E. Non-Scheduled Hours Policy 6 January 1986

1. Use of CMU at other than regularly scheduled hours shall be authorized by the Director.
2. Organizations using CMU at these times will be assessed all costs involved, as determined by CMU staff.

F. Poster Policy 6 January 1986

1. All posters must be approved through the Information Center.
2. CMU staff will be responsible for placement of all posters.
3. Maximum poster size allowed is 14" x 22".

G. Decoration Policy 6 January 1986

1. Plans for the decoration of the Union exterior and/or interior must be approved by the Director.
2. No tape shall put on any glass, carpeted, paneled, papered, or painted surface. No pins or other fasteners shall used on draperies or curtains. No tacks or staples shall be used except on bulletin boards.  
Poster putty may be used for certain events with advance approval by the Director.
3. No open flames and only materials which are treated with flame retardant may be used.

H. Gallery Policy 6 January 1986

Galleries 1 (North) and 2 (Hall)

1. Exhibits and shows must be scheduled through the Reservations Office.
2. Gallery space may be used between academic quarters with approval of the Director.
3. No one shall be admitted to the gallery during hours when the gallery is not open without a member of the gallery staff on duty and written authorization.

Gallery 3 (Related Arts)

1. Cases are available to all student organizations and academic departments for special displays. Applications are available from Gallery or Administrative Offices for up to one year in advance.
2. Installations must be supervised by Coffman Gallery Staff.

I. Union Dance/ Concert Policy

6 January 1986

This policy applies to all public events in Coffman Memorial Union whose nature is interpreted by the Director to be a Dance, Concert, or combination.

1. The Union reserves the right to require any and all persons attending events to provide proper identification.  
Acceptable ID shall be:  
University of Minnesota ID card,  
Other ID that includes a photograph and verification of age 18 or over.
2. Limitations, as established by the Environmental Health Department, on the capacity of various dance/ concert facilities will be observed and enforced by the Director.
3. Publicity for dance/concerts must include the information that admittance to the program is restricted to University students and those 18 years or older.

Failure of an organization to observe this, or any applicable University or CMU policy can result in cancellation of the incipient event and/ or refusal by the Union to accept any further reservations from the organization or responsible individual.

J. Key Policy

6 January 1986

1. The Director shall be responsible for maintaining building security and will control the issuing of all keys.
2. Organizations occupying space in the Union will be assessed the cost for re-keying affected areas when security is compromised by the organization.

K. Zoning Policy

6 January 1986

The Board shall designate certain areas of the Union for specific activities and services. These zones shall be as follows:

**Commercial Zones**

Zones 1 through 3 shall be available only to commercial enterprises where goods and/or services are provided at a cost to the patron.

**Commercial Zone 1**

6 January 1986

Basement rooms including:

University Food Services (CMU B 25)

**Commercial Zone 2**

6 January 1986

Ground floor rooms including:

Golden Razor (CMU 20, 24)

MSA Student Store (CMU 30, 38)

Twin City Federal (CMU 35)

Photocopy Center (CMU 40)

ISTC/ ISTA (CMU 42, 44, 46)

University Food Services (CMU 5, 7, 8, 9, 11)

UFS, Cont. (CMU 13, 35, 73, 77, 89)

**Commercial Zone 3**

6 January 1986

First floor rooms including:

University Food Services (CMU 109, 125)

Twin City Federal (CMU 120)

1. These spaces will be occupied under a lease agreement with rent rates as designated under the Board's current "Lease Policy".
2. Food and beverages are not permitted, except in designated areas.
3. Smoking is not permitted, except in designated areas.

Commercial Zone 4

6 January 1986

This zone shall be available only to groups and organizations for the distribution of publications.

Ground floor room 35, west distribution rack.

1. This space shall be occupied through a ~~lease agreement~~ for any period 1 July through 30 June.
2. Application for space shall be to the Director of Student Activities and shall include a publication and distribution schedule.
3. Publications may not exceed 11" x 17" when folded for normal distribution.
4. Publications may be distributed only from the space designated.
5. Distribution space may not be sublet to any other organization.
6. The Union reserves the right to designate all space for distribution, to limit the number of available spaces, to remove any publication not taken during the agreed distribution period, and to recommend withdrawal of distribution privileges for failure to observe this or other published procedures or house policies.

This policy does not affect distribution of publications in regular office spaces of an organization nor does it affect distribution of material in accordance with other house policies.

## Administrative Zones

These zones shall be available only for occupancy by those classifications identified in the document "Coffman Memorial Union Board of Governors; Lease Policy" as: Student Organizations, Student Organizations with established funding sources, University of Minnesota department staffed offices.

### Administrative Zone 1

6 January 1986

#### Second floor rooms including:

Administration (CMU 220, 246)  
Board of Governors and CUPC (CMU 230)  
Student Organization Activity Center (CMU 235)  
Minnesota Student Association (CMU 240)  
YWCA (CMU 244)  
Dept. of Student Activities (CMU 248, 250)

### Administrative Zone 2

6 January 1986

#### Third floor rooms including:

Dept. of Student Activities (CMU 340)  
University Food Service (CMU 339)  
WMMR Radio (CMU 321, 322, 328)  
Orientation (CMU 324)

1. These spaces will be occupied under a lease agreement with rent rates as designated under the Board's current "Lease Policy".
2. Smoking is prohibited.

BIBLIOGRAPHY

6 January 1986

1. CMU Building Operations Schedule, (Current Year), 220 CMU.
2. Regents Policy, Section I-6, July 11, 1975, 220 Morrill Hall.
3. Regents Policies, 220 Morrill Hall.
4. Minnesota Clean Indoor Air Act, Minnesota Statutes Section 144.411-144.417, August 1, 1975, University of Minnesota Libraries.
5. Minnesota Anti-Gambling Statute, Minnesota Statutes Section 609.75-609.76, 1963. University of Minnesota Libraries.
6. Minnesota Dance Halls Statute, Minnesota Statute 624.51, 1973. University of Minnesota Libraries.
7. Academic Freedom and Responsibility, October, 1975. S-68 Morrill Hall.
8. Schedule of Charges, (Current Year). 220 CMU.
9. Coffman Memorial Union Board of Governors Rent Rates, (Current Year). 220 CMU.
10. Regents Policy, February 8, 1974. 220 Morrill Hall.



**COFFMAN MEMORIAL UNION**

**FACILITIES AND SERVICES  
GUIDELINES**

**Coffman Memorial Union Board of Governors  
University of Minnesota**

TABLE OF CONTENTS

Facilities Available for Use.....1-7

- A. Basement.....1
  - TV Lounge
  - Whole
- B. Ground Floor.....1-2
  - Arcade
  - Gopher Court
  - Gopher Mound
  - Great Hall
- C. First Floor.....2-5
  - Commuter Lounge
  - Theatre/ Lecture Hall
  - Fireplace
  - Galleries
  - North Star Lounge
  - Ski-U-Mah Lounge
  - River Terrace
  - Mall Terrace
- D. Second Floor.....6
  - Deck
  - Men's and Women's Lounge
- E. Third Floor.....6-7
  - President's Room
  - Mississippi Room
  - Board Room
  - Conference/ Dining Rooms

Services Available for Use.....8-13

- A. Basement.....8
  - The Studio
  - Recreation Center
  - Food Service/ The Barrel
- B. Ground Floor.....9
  - Newsstand
  - Service Center
  - Food Service/ INN
  - Food Service/ Little Brown Jug
  - Food Service/ Souper
  - Food Service/ Vending
- C. First Floor.....10-12
  - Food Service/ Grocery- Deli
  - Information Center
  - Display Cases
  - Pamphlet Rack
  - Banner
  - Contact Tables
  - Communications/ Media
  - Reservations
- D. Second Floor.....13
  - Student Organization Activity Center

Bibliography.....14

## FACILITIES AVAILABLE FOR USE

- I. **Basement Floor:** 6 January 1986
- A. **TV Lounge/ Room B75**  
Reservable -- NO
- General lounge space with television
- B. **Whole/ Room B4, B18**  
Reservable -- YES  
Hours: 12:00-1:00 & after 5:00 M - Th  
All day Sa, Su
- Provides space for general social activities, commuter lunches, and study.
1. Reservation of the Whole to a group other than CUPC does not include the use of CMU Media equipment.
  2. If the special lighting for the Whole is to be used and sound equipment is needed for the event, arrangements for all equipment and a Comm/Media technician will be necessary through Reservations.
- II. **Ground Floor:** 6 January 1986
- A. **Arcade/ Room 50a**  
Reservable -- NO
- Provides a wide variety of electronic games for recreational use.
- B. **Gopher Court/ Room 35**  
Reservable -- NO
- Provides a large area for lunches and study.
1. Smoking is permitted in designated areas.
- C. **Gopher Mound/ Room 35**  
Reservable -- YES  
Hours: 12:00 - 1:00 Daily
- Provides space for programs of entertainment, recreational, or musical nature.  
Programs of a political or religious nature are not allowed.

D. Great Hall/ Room 60,70  
Reservable -- YES  
Hours: As Requested

Provides space for a variety of programs of an educational, social, and recreational nature.

1. Food and beverages are permitted at designated functions. Smoking is not permitted.
2. The operation of the light board is restricted to CMU Comm/ Media staff.
3. Capacity for Dances/Concerts is set at 1500 persons, Theatre/Lectures at 1000 persons, Luncheons/Banquets at 600 persons.

E. Great Hall Lounge/ Room 54  
Reservable -- YES  
Hours: As Requested

Provides a comfortable area for relaxation and casual use.

1. Smoking is permitted in designated areas.

F. Great Hall Ticket Booth/ Room 53  
Reservable -- YES  
Hours: As Requested

Provides an area for the sale and distribution of tickets and other information for programs reserved in the Union.

III. First Floor

6 January 1986

A. Commuter Lounge/ Room 120  
Reservable -- YES  
Hours: As Requested

Provides a comfortable area for relaxation and casual use.

1. Smoking is permitted in designated areas.

B. Theatre/Lecture Hall/ Room 102-106, 110, 120  
Reservable -- YES  
Hours: As Requested

A versatile program auditorium designed for major films, media, lecture and performing arts programs as well as special campus cultural forums and productions.

Programming emphasis is directed toward quality campus events which require the special technical capabilities of this facility.

1. A Comm/Media technician is required to be on duty all hours the Theatre has been reserved.
2. Operation of all audio, video, and lighting equipment is restricted to CMU Comm/ Media staff.
3. Setup of all stage sets and program support equipment will be accomplished by or be under the direct supervision of the Union staff.
4. Program equipment, subject to availability, is to be requested when reservation is made.
5. Capacity: fixed seating 259, movable 50, wheelchair 5, total = 314 persons.
6. The ticket booth may be reserved the day of and up to five (5) days before a scheduled program for advance ticket sales.

C. Fireplace/ Room 128  
Reservable -- YES  
Hours: As Requested

Provides a comfortable area for relaxation and casual use.

D. Galleries 1 (North) and 2 (Hall)/ Room 151, 159  
See Also -- SPECIAL POLICIES/ Section H.

Provides an area for viewing contemporary art media to include sculpture, prints, photography, paintings, and drawings as well as mixed media by regional professional artists and University of Minnesota faculty and students.

1. Food and beverages are not permitted.

- E. **Gallery Lounge/ Room 149**  
Reservable -- YES (Director's Permission Required)  
Hours: As Requested

Provides space for study, casual reading and lounging.

1. Food and beverages are not permitted.

- F. **North Star Lounge/ Room 130**  
Reservable -- NO

Provides a comfortable area for relaxation and casual use.

- G. **Ski-U-Mah Lounge/ Room 135**  
Reservable -- YES (Director's Permission Required)  
Hours: As Requested

Provides a comfortable area for relaxation and casual use.

- H. **River Terrace/ South Outside of CMU**  
Reservable -- YES

Hours: Academic Year:  
12:00n-1:00p M - F  
5:00p-10:45p M - F  
8:00a-11:00p Saturday  
1:00p-10:45p Sunday

Non-amplified programs/ Summer:  
12:00n-1:00p M - F  
3:00p-9:45p M - F

Amplified programs/ Summer:  
3:00p-9:45p M - F

Provides an area for outdoor casual lounging, sunning and eating.

1. Sound amplification is limited to voice (speakers) using the Union's system.
2. Music programs using low output, non-amplified instruments are permitted.
3. Summer evening programs may use CMU system or provide their own equipment.
4. If non-CMU equipment is used, the setup and sound level is to be controlled by CMU's Comm/Media Department.

I. Mall Terrace/ North Outside of CMU

Reservable -- YES

Hours: Non-amplified programs:  
shall be scheduled for a one-day period  
during normal building hours.

Amplified programs/ academic year:

12:10p-1:10p M-F,  
5:00p-12:45a Friday,  
8:00a-12:45a Saturday,  
1:00p-10:45p Sunday.

Amplified programs/ summer:

12:10p-1:10p M-F,  
5:00p-9:45p, M-F.

Provides an area for outdoor casual lounging, sunning,  
and eating.

1. All noon program amplification must be provided through CMU's Comm/Media Department.
2. Evening programs may use CMU system or provide their own equipment.
3. If non-CMU equipment is used, the setup and sound level is to be controlled by CMU's Comm/Media Department.
4. This space may be used (without amplification) by individuals or groups without reservation provided no other organization has the area reserved.
5. No program may obstruct normal traffic into and out of the building or on the main walkway between the platform and the grass area.

IV. Second Floor

6 January 1986

- A. Deck/ Room 210 - Outside  
Reservable -- YES  
Hours: As Needed

Provides a casual outdoor lounging space.

1. Smoking is permitted.

- B. Men's and Women's Lounges/ Room 210, 256  
Reservable -- YES  
Hours: As Requested

Provides a comfortable area for meetings, receptions, relaxation, quiet casual use, and studying.

1. Capacity is set at 125 persons.

V. Third Floor

6 January 1986

- A. Presidents' Room/ Room 320, 315  
Reservable -- YES  
Hours: As Requested

Provides a space for large meetings, receptions, and social activities.

1. Room 315 may be reserved for receptions, luncheons, or dinners.
2. Food and catering arrangements are made through University Food Service Department, Room CMU 77.
3. Smoking is prohibited within the conference room.

- B. Mississippi Room/ Room 337  
Reservable -- YES  
Hours: As Requested

Provides space for a variety of programs of an educational, social and recreational nature.

1. Food and catering arrangements are made through University Food Service Department, Room CMU 77.
2. Smoking is prohibited within the room.
3. Capacity for Dances is set at 300 persons, Lectures at 250 persons, Luncheon/Banquets at 192 persons.



C. **Board Room/ Room 346**  
Reservable -- YES (See item 1)  
Hours: As Requested

Provides a quiet space for meetings.

1. May only be reserved for Board and Committee meetings associated with functions of an all-campus nature.
2. Food and catering arrangements are made through University Food Service Department, Room CMU 77.
3. Smoking is prohibited within the room except at the majority option of the group meeting.

D. **Conference/Dining Rooms/ Room 306-11, 325-27, 351-55**  
Reservable -- YES  
Hours: As Requested

Provides the maximum amount of meeting/dining space for a maximum number of organizations.

1. Each organization is limited to one meeting space on a regular weekly basis per quarter.
2. Food and catering arrangements are made through University Food Service Department, Room CMU 77.
3. Smoking is prohibited within the conference room except at the majority option of the group meeting.

E. **Gallery 3 (Related Arts)/ Room 301**  
See Also -- SPECIAL POLICIES/ Section H.

This gallery provides self-contained gallery cases for exhibits of educational and cultural materials.

## SERVICES AVAILABLE FOR USE

### I. Basement Floor:

6 January 1986

#### A. The Studio/ Room B70, B72, B76

Provides space along with equipment and materials for use in various arts and crafts fields.

1. To comply with health and safety rules, qualified users are required to demonstrate their skills for use of power tools.
2. Minor children are not permitted in the Studio.
3. Use of facility is limited to students, staff, faculty, and alumni by payment of a user's fee.
4. Smoking is permitted in designated areas.

#### B. Recreation Center/ Room B7, B35, B40, B42, B47, B55, B59

Provides space for a variety of recreation activities such as Billiards, Table Tennis, Bowling, Table Games, Cue Locker Rentals, Bowling Locker Rentals.

1. Use of facilities by students requires presentation of ID card and current paid fee statement, or Minnesota Union Membership Card.
2. Faculty, staff, and alumni must present a current ID card.
3. Guests must be accompanied by a student, staff, or faculty person.
4. Smoking is permitted in designated areas.

#### C. Food Service/ Room B25

1. The Barrel - A fast food service.
  - a. Smoking is permitted in designated areas.

A. Newsstand/ Room 35

A stand which provides a wide variety of casual amenities and periodicals.

B. Service Center/ Room 28

A center which provides for operation of a limited U.S. Postal Service, sales of parking coupons, MTC bus passes, locker rental service, and other assorted services.

C. Food Service/ Room 11, 13, 73, 35

1. INN/ Room 13 - A fast food service

a. Smoking is permitted in designated areas.

2. Little Brown Jug/ Room 11 - Cafeteria

a. A central serving and eating area for a wide variety of foods.

b. Smoking is permitted in designated areas.

3. Souper/ Room 73 - A specialty food service

a. Smoking is permitted in designated areas.

4. Vending/ Room 35 - A variety of food and drink

a. Smoking is permitted in designated areas.

A. Food Service/ Room 109, 125

1. Grocery/ Deli/ Room 109, 125

- a. A specialty food service
- b. Smoking is permitted in designated areas.

B. Information Center/ Room 138

First contact service for users of the Union which provides Union, University and community information, check cashing, concessions, CMU lost and found, as well as a variety of other services.

C. Display Cases/ Room 130

The purpose of the display case is to permit registered student organizations and University departments to advertise and promote their organizations as well as their upcoming campus programs and events.

- 1. Requests for display cases #1-4, first floor, must be made through the Reservations Office.
- 2. Each organization is limited to advance reservation of a single display case for a two-week period per year (Summer Session excluded).  
Dept. of Student Activities student organizations are limited to reservation of two display cases each quarter for a two-week period.
- 3. If the reserving organization fails to set up their display within three days of their scheduled beginning date, the case will be given to any other organization requesting the space.
- 4. Each case must prominently display on the rear wall the notice of the organization name, contact person, and event being promoted (including time, place, and date).
- 5. Each display case will be inspected after it has been completed to certify that it satisfies these policies.

D. Pamphlet Rack/ Room 130

The pamphlet rack located in the North Star Lounge, Room 130, across from the Information Center is available for student organizations registered with the Student Organization Development Center, University staff/faculty organizations and departments, and community organizations recognized as non-profit, for the display and distribution of pamphlets advertising community programs and services.

1. The Union reserves the right to accept pamphlets for distribution and as space is available.
2. Priorities will be observed in the following order: student organizations, staff/faculty organizations, and non-University, non-profit groups.
3. CMU staff will be responsible for the placement of all materials in the pamphlet rack.
4. The display period will be limited to 2 weeks.

E. Banner/ Outside North of CMU

1. Banners shall be reserved through the Reservations Office.
2. Reservations may be made up to one year in advance. Follow up reservations, if desired, may be made for each quarter after the initial reservation.
3. Banner text must indicate organization name, event, time, and date.
4. Publicity of University functions has priority.

F. Contact Tables/ Room 130

Tables are provided so that organizations may make contact with the student body relative to conducting campaigns and the dissemination of information.

1. Tables may be reserved, up to one week in advance, for a maximum of five consecutive days. This may be reduced by the Reservations Manager based upon demand for the space.
2. A maximum of two 3'x3' (or one 6') tables, the bench, and a bulletin board may be used at each location.
3. Tables, discussion groups, and/or distribution of printed material must not obstruct normal traffic.
4. Reserved tables must be staffed at all times by the organization which has reserved the space.
5. Audiovisual equipment with sound may be used at the ground floor contact tables only.
6. All materials used at the contact tables must be placed on either the table, bench or bulletin board. (No taping of materials to the wall is permitted.)
7. The University organization responsible for the table must display the University organization name prominently on the bulletin board provided at the table.

G. Communications/ Media/ Room 157

Support service which provides equipment and consultation in modern communication techniques for programs.

H. Reservations/ Room 140

Provides service for restricted use of Union facilities and services for authorized organizations.

1. See SPECIAL POLICIES/ Section B

A. Student Organization Activity Center/ Room 235

Provides administrative space for student enterprises, organizations, organization services, and committees.

BIBLIOGRAPHY

6 January 1986

1. CMU Building Operations Schedule, (Current Year), 220 CMU.
2. Regents Policy, Section I-6, July 11, 1975, 220 Morrill Hall.
3. Regents Policies, 220 Morrill Hall.
4. Minnesota Clean Indoor Air Act, Minnesota Statutes Section 144.411-144.417, August 1, 1975, University of Minnesota Libraries.
5. Minnesota Anti-Gambling Statute, Minnesota Statutes Section 609.75-609.76, 1963. University of Minnesota Libraries.
6. Minnesota Dance Halls Statute, Minnesota Statute 624.51, 1973. University of Minnesota Libraries.
7. Academic Freedom and Responsibility, October, 1975. S-68 Morrill Hall.
8. Schedule of Charges, (Current Year). 220 CMU.
9. Coffman Memorial Union Board of Governors Rent Rates, (Current Year). 220 CMU.
10. Regents Policy, February 8, 1974. 220 Morrill Hall.



COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
LEASE POLICY

PREAMBLE

The purpose of this statement is to present the rationale for the rental structure for organizations housed in CMU. The Minnesota Union and Coffman Memorial Union are intergral parts of the University Community, facilitating the educational experiences of the University Community through programs, services, and facilities. The Union recognizes the value of organized student life and the vital role student organizations play in fostering enrichment of university life and as such the Union is committed to their existence and facilitation in the Union.

1. Student Organization

All student volunteer groups registered by the Student Organization Development Center as authorized by ACSA and with financial support through membership dues with only an occasional fund-raising program. No external financial support, all work effort on a voluntary basis. Student organizations in the Union divide into four basic categories related to level of services provided. These categories are:

- a. On a daily basis, limited intermittent use of facilities such as duplicating facilities, typewriters, mail box service and message center in the Student Organization Activities Center.
- b. On a weekly basis, services identified in "a" above, plus assignment of smallest unit office, plus telephone services in SOAC.
- c. On a monthly basis or longer, services identified in "a" above, plus assignment of "Desk-N-File" units in SOAC.
- d. On a quarterly or annual basis, all of the services in "a" above, plus assignment of major office units, plus telephone services in SOAC.

2. Student Organization with Established Funding Sources  
(Student Fee Support)

Principally a student volunteer group. May or may not have a dues structure, but will include a broader base of financial support to include local, state or national branch/chapter or incidental fees support. The major thrust is not revenue spending.

3. University of Minnesota Department Staffed Offices

A University department or branch of a University department. Full-time paid staff (director, manager, coordinator) and/or part-time paid staff. Financial support through 0100 or 0500 funds. If a university department is affiliated with student organization. That portion of the student organization housed in department space shall be classified in category 1 or 2 as applicable.

4. Non-Profit Student Enterprise

Business or retail enterprise organized around and supervised by a governing board comprised principally of students and registered as a student organization. Major thrust is sales and services that are non-profit oriented.

5. Non-University Enterprise

Private business or retail enterprise. Major thrust being sales and service that is profit oriented. No University affiliation except through a lease contract for space rental.

Student Organization Activity Center/ Room 235

Provides administrative space for student enterprises, organizations, organization services, and committees.

1. The policy for space allocation in SOAC shall be based upon contribution to the quality of campus life.
2. In descending order, space will be granted to organizations utilizing a three priority system:
  - a. PRIORITY I: All-Campus Council and Governing Boards. Organizations whose operation and decisions affect many/most community members.
  - b. PRIORITY II: All-Campus Service/Enterprise Organizations. Organizations who provide a service or enterprise for many/most community members.
  - c. PRIORITY III: All Others. This will encompass Leadership/Recreation, Special Interest, Political/Social action, etc.
3. An organization's priority shall be based upon its classification by the Student Organization Development Center.

4. Student organizations having primary or substantial space elsewhere on the Twin-Cities campus will be ineligible for SOAC allocation.
5. Continued occupancy shall be granted from one year to the next if an organization has used the space adequately and according to the terms of its lease.

Major Occupants. A University department or branch of a University department supervised by University Administration or a voluntary membership organization supervised by a governing board or corporation with a strong affiliation to the University. This group differs from other building occupants in that it is responsible for equipping and operation of its space and in making a contribution to general building operations cost. Organized as a business or retail enterprise. Major thrust is sales and service that is non-profit-oriented. Employing fulltime staff (director, manager, coordinator) and other support staff and part-time staff - no voluntary staff. Corporation board membership with a strong affiliation to the University.

LEASE RATES FOR ORGANIZATION TYPES

Organization Grouping	% of Base
1	13%
2	33%
3	58%
4*	58%
5*	200%

The major occupants will be treated on an individual basis. The Union will seek to establish a uniform percentage of general building maintenance. The document "Cost To Maintain a Square Foot of Space in CMU" will form the base for the above lease rates.

\* Guideline for rate charge. Each contract would be negotiated separately for percentage of gross or a reasonable charge based upon the market.

6 January 1986 -- PASSED  
Coffman Memorial Union  
Board of Governors

*colbman*

Board of Governors

Committee of the Whole  
13 January 1986

Agenda

- |      |   |       |
|------|---|-------|
| I.   | Call to Order   | 12:10 |
| II.  | Student Activities Strategic Planning<br>Winter Leadership Retreat review<br>Goals/ Expectations<br>Outcomes<br>Continuing Process<br><br>Specific Concerns of the CMU Board<br>Role in planning/ process<br>Role in the future<br>Requested action by the CMUBOG<br><br>Integration into 1986-87 planning cycle<br>Content and timelines | 12:15 |
| III. | Announcements<br><del>20</del> January 1986 - Program Committee<br>21 January 1986 - MUCB<br>27 January 1986 - House & Finance Committee  | 12:50 |
| IV.  | Process   | 12:55 |
| V.   | Adjournment   | 1:00  |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS

Committee of the Whole Meeting January 13, 1986

Present: Scott Chesney Chair Henry Heupel V-Chair H&F  
Glen Lindgren CUPC John Wright V-Chair Program  
Peter Zeller CLA Marie Mac IT  
Ken Martin MN Alumni Barry Bridges CMUBOG Alumni  
Rufus Simmons CMU Bernie Molitor CMU

Absent: Brigetta Allen CHIP Stefano Romagnoli COGS  
Liz Anderson CMU Leslie Bowman Fd Service

Guests: Carl Nelson; Mark Allen; Vi Justice

The meeting was called to order at 12:05 by Vice Chair Henry Heupel. A quorum was present.

Student Activities Strategic Planning

Mr. Chesney reviewed the Winter Leadership Retreat happenings: Carl Nelson's memo to Dr. Wilderson and the Student Activities Boards was looked at; governance expectations were developed; strengths of the proposal as well as opportunities to strengthen the proposal were looked at. The MUCB XC will draft to the Boards a recommendation to Mr. Nelson's proposal.

Mr. Nelson and Mr. Allen gave further insight to retreat discussion.

A constitution drafting committee will be formed. Mr. Nelson indicated that this would be a working group under his direction, not a representative group from the Boards. Roles and responsibilities to be accurately and clearly defined in the constitution.

Mr. Chesney noted CMUBOG is concerned that information for this year is presented accurately. The overall goals of the organization have not changed. After July 1 the Board of Governors will not exist as the Board of Governors but as a "Department Advisory Committee," with the name to be determined.

Mr. Wright noted he is not clear where his input on the Board level is needed. Mr. Nelson noted the starting place is the "Basic policy on Student Activities" from the Assembly Committee on Student Affairs. Ongoing consultation of the department advisory committee with Twin Cities Campus Assembly (TCCA) who will make final decisions. The intent is to make communication effective as well as easy.

CBOG Minutes

1-13-86

Page 2

Announcements

Mr. Wright will get a letter out regarding changing the CMU Program Committee meeting date from January 20.

MUCB will meet January 21 in 346 CMU.

H&F will meet January 27.

Jeff Moser has resigned as MUCB Chair. He has taken a position as Regional Campaign Manager for a South Dakota Congressman running for the U.S. Senate. Mr. Chesney expressed his appreciation for all Mr. Moser has done for the Minnesota Union. In line with the resignation, Mr. Chesney will be assuming increased MU duties while Mr. Heupel and Mr. Wright will have increased activities with the CMU Board.

Student Activities general meeting at 3:15 Wednesday in the Campus Club. Carl will talk about the strategic document.

Process - No comment.

The meeting adjourned at 1:00 p.m.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

13 January 1986

To: Carl Nelson, Director,  
Office of Student Activities  
University Of Minnesota

Fr: Scott Chesney, Chairman

Re: Minnesota Union Governors' Response,  
Student Activities Governance Proposal

As you recall from the 1986 Minnesota Union Winter Leadership Retreat, the Board Chairs of the Minnesota Union began a deliberate discussion of your proposal for the future of Student Activities governance. This debate produced two statements that became a framework for further discussion by a group of governors and directors from throughout the Minnesota Union. Those present subsequently produced a series of comments and recommendations for your consideration.

I speak for the Board Chairs who were present, in summarizing the endorsements and the concerns of both groups. The Board Chairs, Randy Peterson, SPSC; Jeff Moser, MUCB; and myself, agreed on the statements below. These became guides in the ensuing discussions. The comments are:

The Board Chairs agree that the basic plan provides a framework for effective influence of Student Activities plans and directions.

The Board Chairs agree that the plan provides direction for the clarification of roles and responsibilities of all participants in the Student Activities area.

Comments and recommendations from the total group are on the following pages. They are categorized as "Strengths" of the proposed plan and as "Opportunities" to further strengthen the plan. In each category the comments are listed by topic.

This critique should be considered as representing a range of experience and knowledge in the Minnesota Union from novice to expert, however, it should also be noted that there was no student participation from the West Bank Union. The Chairs recommend that every possible opportunity be explored to solicit feedback from this part of the Minnesota Union.

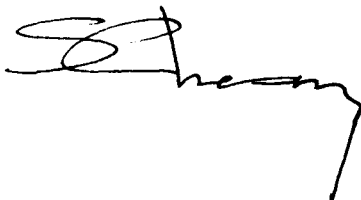
Nelson/ Governors' Critique

13 January 1986

Pg. 2

The 1986 Minnesota Union Winter Leadership Retreat offered a comfortable forum for the free exchange of ideas. I believe that the governors who were able to participate gained from the experience and will be able to more effectively contribute to planning for the success of the Minnesota Union in the future. Clearly, the partnership of students and staff works to the benefit of all of us in the Minnesota Union.

Thank you for your time,

A handwritten signature in black ink, appearing to be "S. Nelson", written in a cursive style.

pc: Minnesota Union Coordinating Board  
Coffman Memorial Union Board of Governors  
St. Paul Student Center Board of Governors  
West Bank Union Board of Governors  
Council of Board Chairs



## Feedback Topics/ STRENGTHS

### *Mission*

Traditional mission of the Student Activities area has been retained with enhanced clarity and more precise focus.

### *Representation*

The proposed plan provides for representation of the University community in a manner reflective of a pluralistic society.

More students from diverse constituencies will be able to participate in various levels of involvement.

### *Roles and Responsibilities*

Clarification of roles and responsibilities:

Department Advisory Committees.  
SA Area Directors.

The proposed plan should simplify the decision making process by allowing decisions to be made at the level closest to the impact of the decision.

Quality of, and commitment to, decisions, both individual and organizational, will be maximized due to increased confidence that decisions made at one level will be respected by other levels.

An appropriate system of "checks and balances" will evolve as confidence of roles and responsibilities develops.

Communication will be more effective and efficient with increased clarity of the role and responsibility of each organization or area.

### *Partnership*

The tradition and value of the student/ staff partnership, a foundation of the Minnesota Union, can be exported to the Student Activities area as well as the University governing system.

Commitment to the partnership allows for the maximum flexibility for both student influence and development in the decision making process.

### *Integration with U of M*

The proposed plan provides an opportunity for effective integration of the Student Activities area planning with that of Student Affairs and the University of Minnesota.

The University experience for students will be more rewarding as co-curricular participation becomes an accepted and pursued part of a university education.

## **Feedback Topics/ OPPORTUNITIES**

### **Representation**

Representation should explicitly address the mandates and advantages of affirmative, culturally pluralistic participation; the University's statement on equal access should be used prominently.

### **Roles and Responsibilities**

Clarification of roles and responsibilities:

- Student Activities Council.
- Student Activities Committee.
- Relationship of SA Council to SA Committee.
- Relationship of SA Committee to ACSA/ TCCA.
- Department Advisory Committees.
- Relationship of DAC to Area Director.
- Relationship of DAC to SA Council.
- Relationship of DAC to SA Committee.
- Student Leaders/ Key Officers.
- Student Volunteers.

Names for proposed governance or advisory groups should be chosen for maximum recruiting potential with a positive, accurate image of their role.

### **Partnership**

The nature and expectations of the student/ staff partnership must be explicitly stated within the primary governing documents of the Student Activities area.

Concerns include:

- Time required for effective relationship.
- Defining various levels of the partnership.
- Personalizing the partnership.
  - Insure a satisfactory and educational experience.
  - Minimize frustration.

### **Process**

The Student Activities area must insure that all involved organizational entities are involved in, and understand, the process to be used throughout implementation of the proposed plans.

Groups included:

- Members of the organization.
- Stakeholders within the University Community.
- Other community members.

The Student Activities area should encourage active participation in the development and implementation of the proposed plan by all stakeholders.

The process for implementation should be as simple as possible.

*collman*

Board of Governors

3 February 1986

Agenda

- |       |  |       |
|-------|--|-------|
| I.    | Call to Order  | 12:10 |
| II.   | Approval of Minutes<br>6 January 1986 - Board of Governors<br>13 January 1986 - Committee of the Whole   | 12:10 |
| III.  | Unfinished Business  | 12:15 |
| IV.   | New Business<br>Minnesota Union Planning<br>First-half project evaluations<br>Introduction and Discussion  | 12:15 |
| V.    | Reports<br>Chairman/ Executive Committee<br>Director   | 12:45 |
| VI.   | Announcements<br>10 February 1986 - Program Committee<br>17 February 1986 - House & Finance Committee<br>24 February 1986 - House & Finance Committee<br>3 March 1986 - Board of Governors | 12:50 |
| VII.  | Process  | 12:55 |
| VIII. | Adjournment  | 1:00  |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Meeting February 3, 1986

Present: Scott Chesney Chair Henry Heupel V Chair H&F  
John Wright V Chair Program Glen Lindgren CUPC  
Brigetta Allen CHIP Peter Zeller CLA  
Marie Mac IT Ken Martin MN Alumni  
Barry Bridges UBOG Alumni Leslie Bowman Fd Service  
Elizabeth Andersen CMU Bernie Molitor CMU

Absent: Rufus Simmons CMU (exc) Stefano Romagnoli COGS

Guest: Vi Justice

The meeting was called to order at 12:15 by Chair Scott Chesney.

The Board of Governor minutes of January 6 were approved as published.

The Committee of the Whole minutes of January 13 were approved as published.

UNFINISHED BUSINESS - none

NEW BUSINESS

Project Evaluation Mid-year Reports were distributed. It was suggested that Board members refer to the report of 1985-86 Strategy and Intended Outcomes while looking over the Project Evaluation document and formulate questions when reading the reports side by side.

Mr. Molitor stated the project evaluations are compressed summaries of year-to-date accomplishments. He thought there was a good synopsis of the activities areas.

Mr. Chesney stated the Board needs to focus on desired quality of outcomes. He noted the evaluations had been referred to an appropriate committee: Service and Facilities evaluations to H&F; Activities to the Program Committee and Administration to XC. The committees will make recommendations to the Board (approval as published, proposed changes, parts approved, etc.) and the Board will approve or reject any part or all of it. Recommendations to the Board should be documented. Committees are responsible to bring recommendations forward when ready. Mr. Chesney would like the Board to act on the evaluations at the March 3 meeting. Copies of the 85-86 Project Strategy Report are available in the Board office.

Ms. Andersen noted the service areas are doing a good job to accomplish outcomes.

## REPORTS

Chair. Mr. Chesney noted Board members were sent a copy of memo he wrote to Carl Nelson (on behalf of the MU Board Chairs) giving synopsis of what happened at the Governance Retreat. The Student Activities constitution should be out February 17. A 2/3 majority vote from all units of Student Activities is required for approval. The corrected House Policies have been duplicated and distributed.

Director. Mr. Molitor reported the anticipated changes thru strategic planning are contributing to an intense quarter. The shift of activities to the co-curriculum will have an impact on staff throughout the organization. Ms. Andersen asked if the co-curriculum backs up what CUPC and advisors are doing now. Mr. Molitor said it does. Mr. Chesney asked how the telephone system will be maintained during the transition. It was noted changes will not take place, for the most part, until July 1. Mr. Andersen noted Coffman's telephone system is not scheduled to change over until June 20th. A supplemental directory is coming out for staff and students. There will be an interceptor number to give out new numbers, others will go to university information for direction.

House and Finance. Mr. Heupel reported House and Finance will be reviewing project evaluations, the Student Activities constitution, and old business at meetings on February 17 and 24. H&F will meet 12:15-1:30 in Room 346 CMU. Committee members were asked to read the Project Evaluations before the February 17th meeting.

Program Committee. Mr. Wright reported the Program Committee will meet Monday, February 10 at 12:15 in Room 346 CMU. First quarter fall and summer project evaluation planning cycle

## CONSTITUENCY REPORTS

CHIP. Ms. Allen reported CHIP sponsored an excellent alcohol and drug abuse retreat. Physicians from all over the country attended the retreat at Annandale. An open house for the new University Hospital is scheduled for February 16-17; Governors are invited. Noon-hour lectures are available to the university community.

CUPC. Mr. Lindgren reported the Program Council has been discussing the organizational change for next year and are looking at the project evaluations. Programming in February is focused on Black History Month. Marie Mac asked what plans have been made for Chinese New Year. Mr. Lindgren will get information from the area coordinator in regard to the New Year plans.

CLA. Mr. Zeller will report at the next meeting. Mr. Heupel noted CLA Board is doing a student evaluation of instructors.

Food Service. Ms. Bowman reported Food Service is working on the remodeling plans. An outside architectural firm will be used. Mr. Chesney asked about cooperative agreement with the Union and Director to address remodeling issues in food service area. Mr. Chesney stated that the Union must be involved in any alteration of its facilities, food service areas included. No alternation/renovation may begin until the Board is satisfied that the alteration/renovation serves the mission of the organization. The Chair will confirm with the Director for an update of the project and report back to the Board. The Humphrey Institute food service has opened.

Alumni Association. Mr. Martin reported the Alumni Association is trying to increase membership thru a nationwide alumni network which will provide a broad range of national benefits.

UBOG Alumni. No report.

IT. Ms. Mac reported the IT Student Board is now getting organized. The Board is doing an evaluation of staff and rewriting its constitution.

#### ANNOUNCEMENTS

- 10 February 1986 - Program Committee
- 17 February 1986 - House & Finance Committee
- 24 February 1986 - House & Finance Committee
- 3 March 1986 - Board of Governors

The meeting adjourned at 1:05.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

1 February 1986

TO: Carl Nelson  
FR: Scott Chesney  
RE: Homecoming

The 1986 Homecoming committee has written me with their request. I am enclosing their memo for your information and files.

I believe that homecoming can be a significant event for the achievement of Minnesota Union goals; I enclose an earlier memo to Rufus to illustrate my position.

The Minnesota Union, as indicated in the proposed student activities reorganization plan, will take responsibility for campus programs, among them, Homecoming. It seems that moving ahead, positively, on this request is consistent with our mission and future plans.

Thus, I recommend we act to approve this request for financial support in the amount of \$5000.00 in an appropriate manner to be decided upon by your office. I further recommend we move to offer other resources, as available, to assist the homecoming committee in the achievement of its objectives. This could use, as a precedent, the model we created for the Cultural Activities Fund; ie., along with our money comes human resource support.

If this support is to come from MU reserves, I shall prepare an agenda item request for the MUCB for action. I will also draft a response to the homecoming committee indicating our action.

Please advise.

Thanks for your time,

Scott Chesney, Chair

pc: A. Isaacson  
R. Simmons

encl.

*Coffman*

Board of Governors

1 November 1985

To: Rufus Simmons, Director  
From: Scott Chesney, Chairman  
Re: Role of the College Union

"The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college."

I'm sure you recognize the statement above as part of the role statement from ACU-I. I'm equally sure that we're not doing enough to satisfy this part of our mission.

My assertion is partly based on the involvement of the Minnesota Union in the traditional homecoming celebration; perhaps more accurately the lack of involvement. Homecoming is again an accepted and anticipated event in the fall calendar of the University but the Minnesota Union is not a part of it. For example:

The royalty were crowned on a flatbed hay wagon in a field next to a dorm, and although this may be a visual reinforcement of President Keller's focus on our role as a land grant institution it clearly does not stimulate the reminiscence of the alumni as would the same event taking place on the Coffman Mall Terrace.

The bonfire was in the same, remote field. Why not have it on the Union's front lawn? Since the Minneapolis Fire Department supervises the event there should be no problem.

Saturday's parade was entertaining and a great way to start a football Saturday. However, instead of a six block detour through Dinkytown, why not parade from Memorial Stadium along University and then down the Mall to Coffman Memorial Union. Surely, if University service vehicles can drive on the sidewalks a parade can as well.

Finally, what better place to hold the pep fest than the Union. Fifty years ago, President Lotus Coffman wrote to the alumni, ". . . Someday the University of Minnesota will have a Student Union as the center of its social life." Indeed, Coffman Memorial Union was dedicated on Homecoming Day, October 25, 1940.



The Minnesota Union can honor the memory of a president that believed in the co-curricular experience and uphold a significant part of our mission by being the perpetual host of the homecoming celebration for the University of Minnesota.

Have we become so enamored by our role as educators that we've forgotten to have good, creative fun along the way? I would find it difficult for any of us to pass under President Coffman's patient vigil and deny the value of this socialization for all of the University of Minnesota.

I would seriously recommend that we plan for this in 1986 and after as a part of our socialization/hospitality project, since this fits so clearly into the Mission of the Minnesota Union. 1986 makes the fiftieth year since President Coffman's idea began. I believe it's appropriate for us to return Homecoming to its proper place at the University of Minnesota; Coffman Memorial Union.

Ski-U-Mah

pc: Carl Nelson  
Frank Wilderson  
Jeff Moser



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

24 January 1986

Mr. Rufus Simmons, Director  
Coffman Memorial Union  
University of Minnesota

Dear Rufus,

I wish to comment on handling of the recent (11 January 1986) incident in the whole.

The Board of Governors is confident that current University and Union policies provide for the establishment of prudent and responsible procedures to insure the health and safety of University community members and guests when they use the facilities and services of the Union.

The Board, in its deliberations of roles and responsibilities, has made a clear statement about the separation of approval and enforcement of Union policy. Since timing is often an important part of effective and efficient enforcement, it is essential that the Director and delegated staff have the knowledge of current policy and the authority to carry out this enforcement judiciously.

The Board, therefore, also supports the intent of the Regents' resolution of 1970 which explicitly charges the Director of the Union with insuring the health and safety of our members and guests.

While it is unfortunate when any accident occurs at the University of Minnesota, it is important for the University and the Union to take proactive measures in both policy and procedure to minimize the possibility of incidents that result in injury. I believe the Union Board of Governors and the Office of the Director have acted responsibly, with the best interest of the University in mind, to provide for an enjoyable and educational participative experience while minimizing the risk of accidents.

Sincerely,

Scott Chesney, Chairman

pc: Governors  
C. Nelson, OSA



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Union  
340 Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455

(612) 376-1685

February 2, 1986

TO: Minnesota Union Coordinating Board  
Constituent Union Boards

FR: Carl E. Nelson, Jr.

RE: Mid-year Report

Minnesota Union contributes to the campus community through a variety of programs, facilities, and services. It encourages informal associations which will foster knowing, understanding, and caring. It supports the educational purposes of the University by providing co-curricular activities and creating environments congenial to these purposes.

This is a report of accomplishments as well as shortcomings relative to the plans for 1985-86 which were designed to contribute to accomplishment of these goals.

I.

Minnesota Union Activities are to support the educational mission of the University of Minnesota by providing members of that multi-cultural community with opportunities to express, discuss, and consider ideas; to experience and develop an appreciation for the arts; to develop lifelong leisure skills and interests; to experience entertainment and other enrichments to campus life; and to develop personal and organizational life skills.

A.

Cultural Activities provide members of the University community and the community at-large with opportunities to experience and appreciate the visual, performing, literary and film arts; to increase their knowledge and understanding of these arts; and for expression through these arts.

The visual arts project experienced, in some respects, a difficult summer and fall with the implementation of coordinated staffing in Nash and Coffman and some confusion over staff roles and assignments. The exhibit and educational program did make some advances with a co-sponsored educational film series, "The Shock of the New," and a number of outstanding exhibits in all three gallery spaces.

The strongest programming within performing arts included a major residency in St. Paul by the Music Theatre Ensemble of Wales, cosponsored with the Department of Music. A successful guitar series and several jazz, choral, and ensemble groups rounded out the program in Coffman and West Bank Union. The "drop-in" programs and music in the concourse were particularly successful at West Bank. The development of the jazz workshop concept and the redirection of the Whole are significant areas of difficulty and challenge.

The literary arts project did particularly well in meeting its goals regarding diversity of genres presented and cultural diversity. Afro-American novelist Ernest Gaines and gay Japanese poet Mutsuo Takahashi gave readings and participated in workshops. The objective of developing literary programming on the St. Paul campus was not met, and must be addressed this quarter.

The film art project attempted to meet educational goals with a Welcome Week discussion featuring Professor Tom Conley, an African and Reggae Music series at Coffman, and a discussion of Hitchcock's Psycho with Thomas Russell. Other film programming included an "experimental film" series that attempted to introduce the campus audience to "film art" in perhaps its purest sense. These events were not well attended, though 60% of the audience were students.

Volunteer participation remains a problem in the visual arts. The film and literary projects have strong volunteer staff generally, performing arts in West Bank has a severe problem with volunteer recruitment. Training and development remain very unsophisticated in nearly all projects.

B.

Educational Activities provide programs which encourage serious reflection on public affairs, science, arts, and humanities; and create informal, out-of-class discussions of knowledge, opinions, and values among students, staff, faculty and off-campus community members.

During summer/fall of 1985 program content emphasized major public affairs issues and topics related to cultural pluralism, interpersonal relations, and international and feminist perspectives. Highlights included a major series on the Strategic Defense Initiative, a Minnesota Union series on the agricultural crisis, programs on alcohol awareness and sexual harassment on campus. These events were intended to accomplish goals related to the illumination of political, social and economic conditions and to the development of multicultural perspectives. The focus was clearly on public affairs and current events.

There was insufficient attention given to topics of enduring interest within the humanistic disciplines. The issues and ideas project continues to have too great a focus on what is current within the political and social realms, while ignoring important interdisciplinary topics in other core liberal arts areas. This imbalance must be addressed.

Volunteer recruitment, placement and training in this project were far from satisfactory. Much work needs to be done. There was too small a volunteer staff for the scope of the program offered.

C.

Ethnic Cultural Activities provide all members of the University community the opportunity to experience cultural diversities within the larger pluralistic society, members of minority groups a means to display points of unity and diversity of purpose and cultural expression, and the opportunity to acquire life skills through participation in co-curricular activities.

The ethnic cultural area utilized a variety of program formats to achieve the intended outcomes of celebration, understanding, and affirmation of cultural pluralism. Music, dance, theatre, poetry, educational film, and discussions were modes of expression during summer and fall.

Relationship building between MU and The Learning Resource Centers and Student Cultural Centers progressed nicely. While we lack a grand plan, a unified vision, we have become closer, and work together more effectively than ever before. Collaboration among MU program areas has continued to flourish, most especially in Performing and Literary Arts, as well as Issues and Ideas.

A major concern has been organizational complexity and multiple staff assignments in the ethnic cultural area. Plans for consolidation and focus of staff resources are underway and should give us better results in achieving our outcomes in the community.

D.

Recreational and Social/Hospitality Activities provide opportunities to develop and experience stimulating activities with an emphasis on recreation, creativity, relaxation, entertainment, and appreciation for the natural environment.

Highlights for the Recreation Skills and Knowledge project included the Will Steiger North Pole Expedition program, a visit by DNR Commissioner, Alexander and the annual Ski Swap. The latter program is in need of review and revision specifically in regard to staffing. A number of the recreation programs presented at Coffman showed the project there to be off target relative to its objectives. Redirection of their focus will be accomplished winter and spring. Financial resources appear to be adequate for the year's needs.

As a whole the Union games rooms have experienced higher than projected patronage in billiards, amusement games, table tennis and merchandise vending. Bowling is slightly below expectation with league play showing the most significant drop. Totally games operations are running ahead of last year and at or above this year's projections. Efforts to increase bowling league participation in winter should boost that area.

The Artcraft Studio was remodelled this summer as part of an overall revitalization effort that also includes other image enhancements and targeted promotions. Advertising efforts were made later than planned in the fall; however those efforts have followed established marketing strategies.

The picture framing is not yet open which has contributed to an overall shortfall in revenue; the summer closing also contributed to that shortfall. Customer counts with a new cash register will enable the studio to more accurately measure usage.

College Bowl participation was low in the summer and fall with most efforts directed towards solidifying the committee. Winter and spring will be much busier times for all involved.

Program offerings in the Social/Hospitality project attempted to foster the gathering of people in a warm and hospitable environment. Unique approaches included a non-perishable food drive and refreshments for specific departments at Games Room open houses. Sharpening of focus on objectives should come with continued experiences. The adequacy of current financial resources has been questioned.

E.

Volunteer Development intends to encourage volunteer involvement in MU governance and activities, to provide volunteers with opportunities for personal growth through acquisition of organizational and leadership skills, and to recognize MU volunteers for their contributions to the University community.

The highlight of summer and fall was the completion of a draft of our curriculum. The document sets forth seven major intended outcomes for our volunteers, including Other-Centeredness, Moral Reasoning, Commitment to Values, Intellectual Competence, Interpersonal Competence, Integration of Knowledge, and Autonomy. In addition, The Curriculum describes program production skills, learning opportunities and methods, lifeskills, and environmental conditions conducive to the achievement of the intended outcomes.

The curriculum was reviewed and critiqued by MU professional program staff, Directors, and by volunteers at our first annual Programmer's Retreat held in October. A final draft is to be written and recommended for formal adoption by MUCB and The Department of The Co-curriculum early Spring Quarter. This will provide a solid foundation for fulfilling our educational commitment to our volunteers.

In the short term, the transition to the Department of the Co-curriculum has superceded our ability to offer a comprehensive, consistent program of development in 85-86. Within the constituent unions program has been made, perhaps most noticeably by the recommended change in project plans is to complete the transition to the Department of The Co-curriculum which will provide appropriate and desired commitment to volunteers.

The SPSC's aggressive campaign is to engage more volunteers in program productions. However, our ability to orchestrate the system comprehensively has been limited by the demands of a period of intense organizational transition, and compounded by the departure of key program staff.

## II.

Minnesota Union Services provide amenities which uniquely contribute to the quality of campus life.

### A.

Activities and Conference Support Services provide University organizations and departments, as well as external groups, with physical space and related operations support to carry out events and activities of value to the University community.

The Reservations project has met or exceeded intended outcomes with the exception that West Bank Union has not begun the computer system installation. The absence of computer support in all unions has limited or diminished quality and efficiency of operations.

Food Service, Comm/Media, and Custodial have been very responsive to collaboration on program facilitation.



Referrals to alternative facilities in other constituent unions are being made. Charges to departments for use of conference rooms have been discontinued at CMU. St. Paul Student Center self-service set-ups average two per week; CMU has not instituted this arrangement.

Wedding and conference scheduling at "down times" has increased in SPSC as a result of advertising. Advertising for other MU facilities has not been done.

The CMU Master Calendar system is working exceedingly well.

The breadth and quality of Communications/Media support services are excellent in CMU and SPSC. West Bank Union does not have equipment or access to equipment commensurate with the level of conferences and programs being scheduled on the West Bank.

B.

Amenities and Conveniences provide necessary services, products, and information to University community members and their guests.

An intended network to support the information service has not been developed.

Product lines are being evaluated in relation to organizational goals and values. Currently the review is of tobacco.

Level of earnings at concession areas is in line with budgeted projections.

Outdoor Store Sales and Equipment Rentals activity is 20% ahead of last year; 25% ahead in rentals and 17% ahead in sales. Customer satisfaction with operations and layout of the store are very positive.

C.

Student Organization Support is provided in the form of physical space and services to assist with organizational functions.

SOAC provides a dynamic, "open" office arrangement which facilitates free flow of ideas among groups as well as space for separate group work.

Housekeeping in the SOAC area is at a higher level of quality.

Time from staff in SOAC to take messages and support communication has been reduced from previous years.

The St. Paul Student Center has sold support services to SODC Bank to increase level of that service in St. Paul.

Convenience in access to the Graphics Communication Center has increased for Minneapolis organizations through an order desk operation in CMU. The order desk is also intended to increase volume of business from student organizations and individuals. There has not been enough experience to project actual results in volume level this year.

Staffing changes have produced short-term disruptions but built long-term quality.

### III.

Minnesota Union facilities contribute to the University campus environment and support Minnesota Union Activities and Services.

#### A.

The intended outcomes for Housekeeping and Room Set-ups in 1985-86 are:

1. Provide Twin Cities campus community with clean healthful and inviting Union facilities throughout the year.
2. Maintain adjoining grounds in a safe and visual appealing manner.
3. Maintain energy conservation as an important aspect of facilities management while meeting the comfort needs of clientele.
4. Assure that room set-ups meet the required needs of programs and events and are provided in a timely fashion.

5. Establish and evaluate systems of set-up "self-help" in CMU and WBU; continue existing program in SPSC.
6. Assure that the Union facilities are maintained as examples of good housekeeping on campus.

CMU has made significant overall improvement in general housekeeping and room set-ups. Visual images are not yet satisfactory but there has been significant improvement. Two major areas need strengthening, the Gopher Court and maintenance on the first floor from noon to 2:00 p.m.

St. Paul slipped some during early fall because of staff shift/turnover and required training of supervisor replacement. The quality is coming back up with skill development in staff. Set-ups were performed exceedingly well to meet needs of clientele.

The University portion of maintenance in public space on West Bank failed miserably. Space for which West Bank Union has direct control is maintained with high level of cleaning and support for set-ups.

B.

The intended outcomes for Maintenance in 1985-86 are:

1. To maintain buildings and equipment at a level which assures attaining the intended life cycles.
2. To protect the communities investment in plant and equipment through effective maintenance programs.
3. To support the activities and services of the Union with properly functioning plans and equipment.
4. To maintain a schedule of maintenance checks which insure the safety and security of building occupants and patrons.
5. Maintain University energy guidelines.

This is a strong area overall at Coffman Memorial Union with exceptional quality and good service. There is a need to strengthen computer base recordkeeping system for reserve accounts.

St. Paul completed major projects this summer with renovation of second floor meeting rooms, ceiling and wall work and furnishing for ballroom, and outside plantation. This was completed within budget allocation.

West Bank's maintenance program has been strengthened. Decisions on capital expenditures will be made after reserve account status is determined.

#### IV.

Administrative functions are conducted to provide leadership and support that contribute to achievement of the highest level of Union purposes.

Governance, in 1985, has been characterized by solid quality in leadership, cooperation and collaboration among the Board Chairs, and involvement in development and service activities - including ACU-I, Siggelkow Retreat; Board Orientation retreats, and the "buddy" system.

Planning has been undertaken within the context of the Student Activities area. Strategies for outreach and inclusion involvement have been recommended. Planning Office contributions have included development of Scanning Reports, "Directions," and Friday Forums as well as support to the Strategic Planning Process.

The Center for Operations and Management Support has continued installation of computer support to financial, reservations, and word processing systems. Payroll systems and networking systems developments have begun.

Mid-year Report  
page 11

A Public Relations and Marketing Center has been established. It has published "News & Views" and a Resource Guide. A public relations program will be developed as recommended by the Student Activities strategies.

An outstanding staff retreat was the major special staff development program. Feedback and direction from supervisors is the ongoing Strategy for helping staff grow professionally.

CEN:decn

January 8, 1986

To: Frank B. Wilderson, Jr., Vice President for Student  
Affairs  
Coffman Memorial Union Board of Governors  
Minnesota Union Coordinating Board  
Recreational Sports Board of Governors  
St. Paul Student Center Board of Governors  
Student Organization Development Center Advisory Board  
University Student Legal Service Board  
West Bank Union Board

Fr: Carl E. Nelson, Jr.

Re: Proposal Framework for Formulating Recommendations and  
Decisions on Student Activities Policies, Plans, and  
Budgets.

This proposal is submitted for critique and discussion. It includes recommendations for processes and for organizational entities and arrangements. Concurrent with that discussion, a constitution will be developed by a constitution committee.

The proposal was developed after study and discussion of a recommendation submitted by the Strategic Planning Task Force on Governance. A paper which describes the strategic plans accepted by me, Strategies for Educational Excellence, is attached.

It is my recommendation that:

Framework for Student Activities decision-making be integrated with the Twin Cities Campus Assemble to assure that the Student Activities educational program is an integral part of the total education program of the University.

Integration within Student Activities be achieved through administrative structures and through openness of information and of communication.

Effective student influence on decisions be assured through advisory process. The influence of the advice will be strengthened by a structure for close working consultations between directors and advisory committees, by structures and provisions for recording and communicating recommendations and by stipulations requiring, in some instances, advisory concurrence.

The following structures are recommended to provide for Representatives of students, faculty and staff in the decision-making system. The Twin Cities Campus Assembly and the Assembly Committee on Student Affairs are in existence as described:

1. Twin Cities Campus Assembly

The Twin Cities Campus Assembly is the elected governing body of the Twin Cities Campus of the University of Minnesota. The Assembly exercises the general legislative authority and responsibility over educational matters concerning the Twin Cities campus.

The Assembly has responsibility for final decision on the Basic Policy for Student Activities.

2. Assembly Committee on Student Activities (ACSA)

ACSA has duties and responsibilities to formulate and recommend to the Assembly policies pertaining to all student affairs - including the Basic Policy on Student Activities.

ACSA also serves to communicate reports from operations committee.

3. Student Activities Committee, an operations committee of the Twin Cities Campus Assembly. This committee does not exist. It can be established by a majority vote of the Twin Cities Campus Assembly. Assembly Operations Committees advise Administrative offices and report items to ACSA if further consultation is required. When appropriate the items can be transmitted to the Educational Policy Committee which serves as a deliberative body in matters pertaining to educational policy.

4. Student Activities Council

The Council will provide a forum for open communication and discussion among all Student Activities staff, volunteers, faculty, and advisory committees members. On designated matters a Council note will be taken and recorded as an advisory opinion.

5. Student Activities Planning Advisory Committee.

The P.A.C. will consult with the Director of Student Activities on Program Prospectuses and Area Plans. PAC recommendations will be forwarded information to the Student Activities Committee.

6. Student Activities Finance Advisory Committee.

The F.A.C. will consult with the Director of Student Activities on Fee Requests and on allocation of resources to departments in accordance with the Area Plan. Recommendations will be recorded. - -

7. Department Advisory Committees.

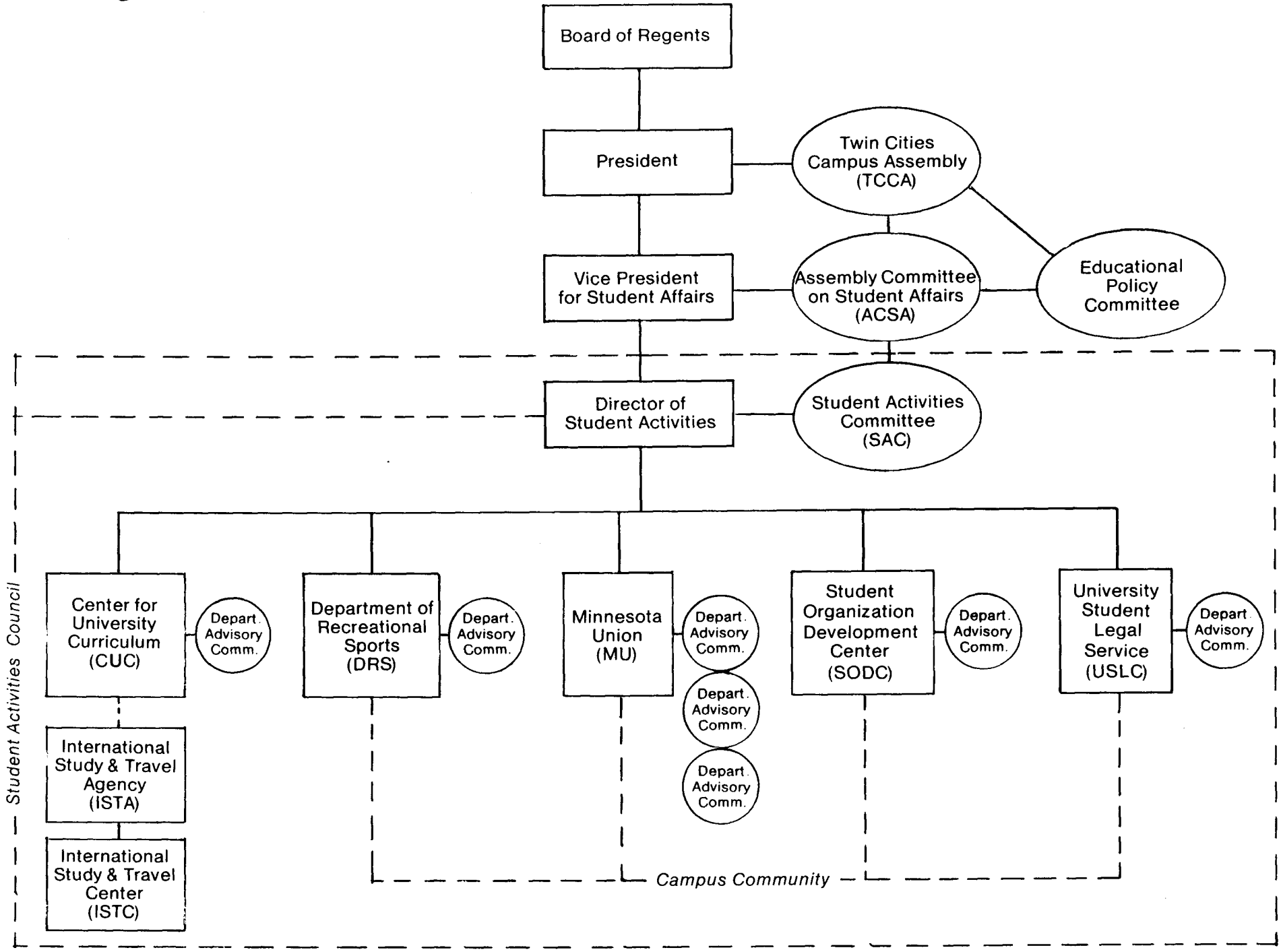
The following committees will be proposed:

- A. Center for Co-curriculum Advisory Committee
- B. Department of Recreational Sports Advisory Committee
- C. Minnesota Union Advisory Committee-CMU
- D. Minnesota Union Advisory Committee-SPSC
- E. Minnesota Union Advisory Committee-WBU
- F. Minnesota Union Advisory Caucus (Chairs of three Advisory Committees)
- G. Student Organization Development Center Advisory Committee
- H. University Student Legal Service Advisory Committee

The committees and directors should meet frequently for consultation on department programs and operations, excluding personnel matters. Consultations and formal recommendations will be required on department proposals for major program changes, fee requests, project plans and budgets, and facilities capitalization and long-term assignment. Formal recommendations on the Area Plan will also be required. Concurrence will be necessary on USLS Schedule of Benefits, Fee Requests, and facilities capitalization and long term assignments.

The following organizational chart displays the proposed groups and relationships.





Student Activities Council

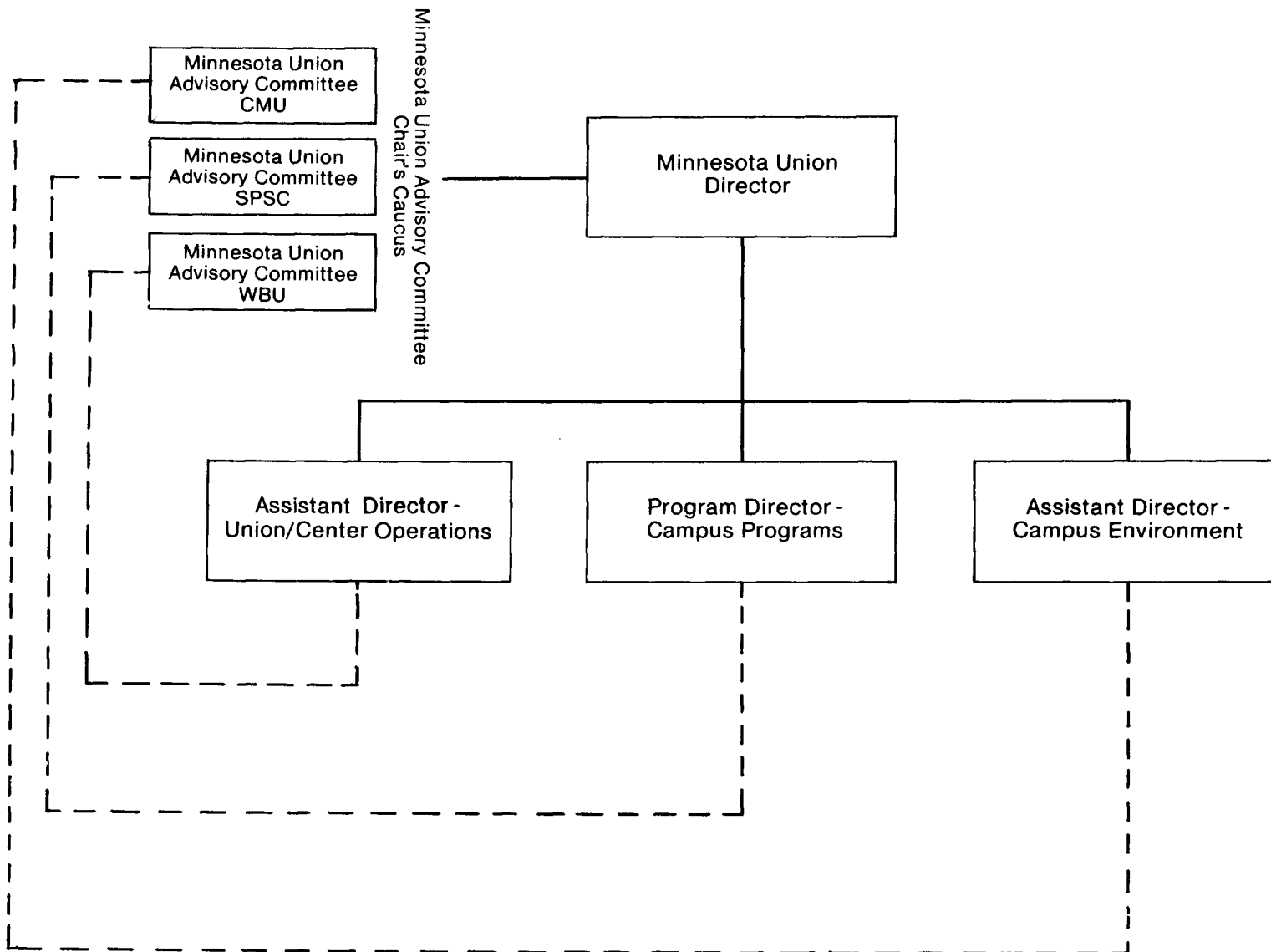
Campus Community

Decisions that provide directions for Student Activities, set priorities, and inter-relate all aspects of the educational plan for the University and within Student Activities are important. Even more important for the quality and content of educational experiences and the day-to-day operational decisions in departments. Professional and volunteer staff have authority and responsibility for those operations. Advice at that level from other students, faculty, and staff is extremely valuable to draw in information and creative ideas to improve and enhance operations. Department Directors and Department Advisory Committees will be mandated to consult frequently. They may decide to form additional advisory groups at the department level.

Decentralization of authority responsibility, and consultation can be reconciled with integration through administrative structure and planning processes.

Administrative structures that facilitate integration are:

1. Direct lines of authority through administrative channels.
2. Department Director inclusion on P.A.C. and F.A.C.
3. Communication and discussion in Student Activities Council.
4. An Administrative Committee of Directors of Department and Student Activities Area to guide area support services.
5. Coordination of plans and programs to develop educational environment in Campus Community among directors of Minnesota Union, Recreational Sports, Student Organization Development Center and University Student Legal Service.
6. A unified operations administration in Minnesota Union. The following is a chart of the proposed organization.



Dotted lines are channels of direct, on-site information flow and committee assistance. Advice is to the director.

Four policy and planning documents will provide the guidelines for decentralized operations:

1. The Basic Policy on Student Activities which establishes purposes, rights and responsibilities, and basic relationships. The Twin Cities Campus Assembly has authority to establish this policy.

2. Program Mandates proposed in a prospectus developed in departments with recommendations from the ~~department advisory committee~~ and approved by the Vice President for Student Affairs after recommendation from the Director of Student Activities who is advised by the P.A.C., Student Activities Council and Student Activities Committee. The prospectus and mandate will describe outcomes intended, general plan of operations, and privileges and requirements for access to the program.

3. The Area Plan which describes the general organization for fulfilling mandates, priorities among them, resource allocations to them, and strategies for general direction of future developments. The Area Plan will be developed by the Director of Student Activities in Consultation with P.A.C. and be approved by the Vice President for student affairs after receiving recommendation of Department Advisory Committees, Student Activities Council, Student Activities Committee, and Assembly committee or Student Affairs.

4. Fee Requests will be developed by Department Directors and forwarded with concurrence of Department Advisory Committees. The Director of Student Activities will forward an overall recommendation developed in consultation with the F.A.C.

Within these policies, plans, and resource constraints, departments will develop project plans and budgets in consultation with Department Advisory Committees.

The plans and budgets will be reviewed by the F.A.C. and Directors of Student Activities.

I will ask a small group of people to work as a Constitution Drafting Committee. The change to the The change to the group will be to use the college constitutions as a model, to incorporate the provisions for committees and processes listed above, and to recommend guidelines for membership and constitutions of Advisory Committees. I suggest that the authority for approval of Advisory Committee constitutions be given to the Student Activities Committee, that at-large members be appointed by the Assembly committee on committees, and that 2/3 of the members on the Student Activities Committee and Department Advisory Committees be students.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

West Bank Union  
130 WBU Skyway  
271 19th Avenue South  
Minneapolis, Minnesota 55455

November 14, 1985

MEMORANDUM

TO: Bruce Anderson  
Marcia Hammond  
Esther Neely  
Jim Sleezer  
Brenda Tracy

FROM: Richard C. Melton

RE: Final, Final Report: A Strategy for Student Activities  
Governance

Here, in somewhat more succinct form, is the final version of our strategy recommendation for Student Activities Governance. (Ben Weber, USLS Board, dissented from the recommendation; other task force members endorsed it)

Elements of Proposed Structure:

1. A single Student Activities Board of Governors (disestablishing all other currently existing SA governing boards)
2. A Standing Committee of the SA Board attached to each SA unit (Student Organization Development Center, Center for the University Co-curriculum, The Department of Campus Life (currently the services, facilities and outreach aspects of the Minnesota Union), University Student Legal Service, and The Department of Recreational Sports)\*

Functions, Powers and Authorities of Elements:

1. The SA Board of Governors has policy making authority to approve general directions, goals, plans, and budgets that achieve the overall Student Activities mission and the mandated purposes of the various Student Activities units.
2. The Director of Student Activities is to have veto power over any SA Board decision, especially any decision that might adversely affect fundamental University interests like campus health and safety, or might place the University in legal jeopardy.

\*We were guided generally by the view that any unit with an overall director would have a Standing Committee of the SA Board. The exact configuration of Campus Life (Minnesota Union?) governance remains to be determined; we did not take a position regarding the number of Committees to be attached to that department or area. ISTA is not included above because of its special relationship(s) to the University. For a more detailed account of that issue, see my November 4 report.

Note: The proposed veto power and any appeal process that might accompany it are to be spelled out formally in constitutional documents. The proposed veto authority and appeal provisions are similar to those found in the operations of the University Senate and other University governance bodies.

3. Each Standing Committee would formulate, review and recommend to the SA Board its unit's policies, plans and budgets. The SA Board would then reconcile and approve a total SA plan and budget for the Twin-Cities campus. forwarding fees requests to fees committees and reviewing and forwarding requests for non-fees funding, as appropriate.

4. Each Standing Committee of the Board could also serve as an "advisory" committee to its unit, with responsibility for unit operations resting ultimately with the unit's director. The extent of Committee involvement in operations remains to be determined, but the primary focus of the Committee's work should be on policy and purpose, not operational details.

Membership:

1. Students would constitute at least 51% of the membership on the SA Board. The Board would not necessarily be a registered student organization.

2. Significant membership would be drawn from other "stakeholder" groups, including University faculty and staff. (Specific percentages were not recommended, but involvement of these stakeholders was considered a priority.)

3. One or two members from each Committee would serve on the total SA Board.

4. Appointment and/or election to the SA Board and its Committees could be structured in a variety of ways, with some Committee members recruited from constituencies with special interest in that particular unit and others appointed from the total SA Board membership. We didn't get into details of appointment process for the SA Board.

Final Note: Considerable concern was expressed no task force resolution formulated regarding the Name of the overall Student Activities Board. It was argued quite

Page Three  
Final Report  
11-14-85

forcefully by one member that the SA Board be called the Minnesota Union Board of Governors, retaining the image and content of Minnesota Union, incorporating into that concept and structure the other existing SA units. Others on the task force thought that while an argument could be made along those lines, it might be a difficult notion to sell given the history and more comprehensive image of student activities at Minnesota.

cc: Mark Allen  
Tim McCarty  
Governance Task Force Members



UNIVERSITY OF MINNESOTA  
TWIN CITIES

November 4, 1985

West Bank Union  
130 WBU Skyway  
271 19th Avenue South  
Minneapolis, Minnesota 55455

MEMORANDUM

TO: Bruce Anderson  
Marcia Hammond  
Esther Neely  
Jim Sleezer  
Brenda Tracy

FROM: ✓ Richard Melton

RE: A Strategy for Student Activities Governance

On Saturday, November 2, the Governance Task Force completed its work and offers to the Planning Team the following strategy. I also include, for your information, our second and third choice strategies.

The task force agreed, with one dissent (see below), to recommend as its first strategy option a Student Activities Board of Governors with policy-making authority to approve general directions, goals, plans and budgets that achieve the overall Student Activities mission and the mandated purposes of the various student activities units.

We also agreed that the Director of Student Activities would have, at his or her discretion, the authority to exercise veto power over Board decisions, especially as they affect fundamental University interests like campus health or safety, or as they might place the University in legal jeopardy. The granting of such veto power is consistent with the 1970 Regents' policy on the authority of Minnesota Union Governing Boards. (The 1970 resolution is herein seen to extend to any governing body associated with a Student Activities Department or Program.)

We further agreed that it was necessary to spell out, formally and in writing, both the above veto authority and any appeal process that would accompany it (through ACSA--if that's a relevant body--or through administrative ranks and/or up to the ultimate University authority, the Board of Regents.)

Although the Student Activities Board of Governors would be the only "governing board" within Student Activities (see note on ISTA Board), "committees" would be created for each unit within Student Activities. The units would be (1) The Student Organization Development Center (2) The Center for



Governance Task Force Final Report

11-4-85

Page Two

the University Co-curriculum (3) The Department of Campus Life or Environment (currently the services, facilities and outreach aspects of the Minnesota Union) (4) The University Student Legal Service. We were not certain whether the Department of Recreational Sports was to be subsumed under the Co-curriculum and its Committee, constitute a separate Department and Committee, be part of the Department of Campus Environment or Life and its Committee, or some combination of the above.

IST Association, agency and center constituted, for us, a rather special problem owing to its (or their?) rather special relationship(s) to the University, as an independent student organization, a fee-receiving unit, a campus business enterprise. Its staff is on the University payroll and in an affiliate relationship to the University, but is not solely and strictly accountable up through administrative lines of the University. A number of memoranda of agreement apparently frame these relationships between ISTA, agency, and center and the University and its administration. In the final analysis, we did not believe that we could competently judge what their relationship could or should be to our proposed Student Activities governance structure.

Another matter of concern and discussion was the fate of the Minnesota Union name and concept. One suggestion was that we name the Student Activities Board of Governors the Minnesota Union Board of Governors. The argument was that the Minnesota Union (and the Union Idea) could be seen to embrace all of what is offered within Student Activities. The majority felt that "Minnesota Union" was not comprehensive enough an image to justify attaching its name to the proposed Board. There was some concern expressed about what would happen to the Minnesota Union and its rich history, since part of it would lie within the Co-Curriculum and another part (facilities, services, and association) with Campus Environment, each with its own Committee. There was no final disposition of this discussion.

The various Committees would be both Standing Committees of the SA Board and Advisory Committees to the units to which they are attached. As a Standing Committee each would recommend its unit's policies, plans and budgets to the SA Board, which would reconcile and approve a total Student Activities plan and budget for the Twin-Cities campus, forwarding fee requests to fees committees and reviewing and forwarding requests for non-fees funding, as appropriate.

A variety of representational schemes were discussed. Some committee members would possibly be recruited from constituencies with special interest in that particular unit; others would be appointed from the total SA Board membership. We thought there would be one or two representatives from each Committee serving on the total Board. The extent of involvement of each committee in the operational life of its unit remains to be determined. We agreed that responsibility for unit operations rests ultimately with the unit director,\* and that committees should probably focus on policy and purpose, formulating recommendations for review and decision by the total SA Board.

Some task force members expressed concern that the SA Board allow for a substantial membership drawn from faculty and staff of the University, and that we not be bound by the current student organization status of our governing boards. Although we agreed that at least 51% of the Board members should be students, it seemed clear that the other stakeholders have an important interest in the purposes and plans of Student Activities. We also believed that a single SA Board would tie us in more visibly and effectively with other decision-making entities within the University.

We evaluated each of our strategies according to five major criteria: (1) efficiency: Does this particular strategy require the least possible expenditure of resources (time, energy, funds) to achieve the goal of representing the University community so as to enable students to most effectively advise and influence SA directions, goals, etc. (2) Representation of stakeholders--other than students: How well does the strategy provide an effective voice in SA for non-student stakeholders--faculty, administration, staff of the University. (3) Representation of student stakeholders: How well does this strategy provide an effective voice for student stakeholders. (4) Quality of Decision making (effectiveness): Does this strategy provide for the best possible decisions under the circumstances, taking into account environmental constraints beyond our control (e.g. the constraints of student life--time (work, classes), multiple commitments, duration of commitment) (5) Political acceptability or feasibility: How likely is it that this strategy will be implemented given the current political climate within or outside SA. How difficult will it be to sell the strategy to those who must make the decisions to implement (primarily, that is, to the current governing boards.)

Governance Task Force Report

11-4-85

Page Four

Using a scale of (1) Poor (2) OK (3) good, we ranked our strategies according to the preceding criteria (see matrix for detailed breakdown). We did not weight all criteria the same. Since each rating was within three points of every other rating, following further discussion and analysis we did a second preference rating, the results of which are reflected below:

1st. SABoard and Committees (described in the preceding sections of this report)

2nd. SABoard + All existing Boards + A Board for the Co-Curriculum: This strategy adds to existing governing structures a SA Governing Board with representation from existing boards. It also adds a governing board for the University Co-curriculum. The powers and authorities of all existing boards would remain unaltered.

3rd. This strategy proposes to create "advisory" boards for each unit within Student Activities and an overall "advisory" board for SA central administration, with representation on the overall board drawn from the units, the campus at large, or both. Each board would advise its director on mission, goals, plans, programs, and the selection of key personnel. The director of each unit would be required to receive this advice, but would remain ultimately responsible for decision making within his or her unit.

As you can see from the attached matrix, we judged #1 to be twice as efficient as #2, very slightly more advantageous than #2 in "quality of decision" (there were some who saw #1 producing a significantly greater quality of decision), and significantly less politically acceptable than #2, though certainly no less popular than #3.

One task force member dissented, endorsing #2 as 1st choice; the other five task force members agreed on #1. I have invited the dissenting member to issue a minority report to the planning team.

In the end, a majority of the task force members preferred the 1st strategy because it was deemed to be more efficient, creating fewer layers of decision making, avoiding duplication in decision making process, making better use of volunteer time than #2. Although it was argued that

Governance Task Force Report

11-4-85

Page Five

#3(advisory) was clearly more efficient than the other two strategies and only marginally less effective(i.e. quality of decisions),it was felt that #3 was not acceptable in that it seemed to violate the history and tradition of policy making governing boards within Student Activities, certainly within the Minnesota Union. It was further argued, implicitly if not explicitly, that it would be difficult to recruit students to an "advisory board" because there would be no real decision making authority or power on such a body. (It was noted, however, that a partnership of trust and respect between director and advisory board members would do much to alleviate the above problem. If the members felt that they were being listened to, it wouldn't matter where the real ultimate decision making power lay). In the end, however, it was agreed that it was important that students and members of the University community have real decision making authority, however circumscribed it might be.

The principal argument for a SA Board of Governors with related Standing Committees was that such an arrangement best serves to integrate the various units within SA and bring them together for decision making that is both comprehensive and balanced.

\*We did not reach resolution on whether or not there would be committees for each of the current constituent unions(whose services and facilities component would be part of the new Campus Life or Environment Department, presumably under a single director, and whose Activities component would be part of the Co-curriculum, presumably under its director). We did discuss the guideline of assigning a "Committee" to any unit with a director.

cc: Mark Allen  
Tim McCarty

Encl. Rating Matrix



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Union  
107 Temporary North of Appleby  
122 Pleasant Street S.E.  
Minneapolis, Minnesota 55455  
(612) 373-5965

January 22, 1985

TO: Ron Krumm                      Bernie Molitor  
    Tim McCarty                    Charles Rausch  
    Richard Melton                Rufus Simmons

FR: Carl Nelson

RE: Minnesota Union Governance Information Flow

Below are precedures which you should use as information in advising MUCB Committees and Constituent Union representatives to MUCB. The procedures also imply the need for administrative work in preparing fully documented proposals for MUCB and Constituent Union Board actions.

MUCB Business Procedure

MUCB Executive Committee will steer all MUCB business.

All businesss submitted to MUCB will first be reviewed by the Executive Committee.

The Executive Committee may decide:

1. The business is not germaine to Minnesota Union. No further action.
2. The business is not timely. Table.
3. The business is not adequately prepared for consideration. Refer back to developer.
4. The business is a management matter. Refer to management.
5. The business is a constituent union matter. Refer to constituent union.
6. The business is procedural and to MUCB (e.g. proposed member to fill vacancy; meeting time). Executive Committee recommendation to MUCB.
7. The business is substantive, timely, fully prepared, and within the jurisdiction of MUCB. The Executive Committee will:
  - establish a time-line for the business
  - forward to constituent union's for information
  - refer to committee for study and recommendation back to MUCB

MU Governance  
Jan. 22, 85  
page 2

Example  
1985-87 Plans and Budget

The plan and budget will be contain:

- MUCB goals
- MUCB general guidelines
- Statement of general operations strategies to meet goals and guidelines
- Proposed changes to goals and guidelines
- 1985-86 budget with fee support balanced to estimated fee income
- 1986-87 proposed changes in fee support

The suggested timeline is:

April 2nd submission to Executive Committee  
April 2nd to 30th - Consideration by Constituent unions  
Study and discussion by MUCB Committees  
May 1st - Deadline for constituent Union actions  
May 2nd to May 13th - MUCB Committee Action  
May 14th - MUCB action

Information Clearing House

The Executive Committee membership (Four Board Chairs, 2 MUCB Standing Committee Chairs, MU Director) presents an excellent opportunity for the committee to serve as an information clearing house.

The MUCB business procedures described above include information sharing through the committee.

Constituent Union business information could be shared by the Chairs.

Operations information could be shared by the Director.

Committee information could be shared by the committee chairs.

CEN:pw  
CC: MUCB Executive Committee

*coffman*

Board of Governors

---

Committee of the Whole  
24 February 1986

Agenda

- |      |   |       |
|------|---|-------|
| I.   | Call to Order<br>Scott R. Chesney, Presiding                                    | 12:10 |
| II.  | Minnesota Union Mid Year Evaluations<br>Discussion<br>Recommendation for action | 12:10 |
| III. | Coffman Memorial Union Tobacco Policy<br>Discussion                             | 12:35 |
| IV.  | Student Activities Constitution<br>Discussion                                   | 12:45 |
| V.   | Announcements<br>3 March 1986 -- Board of Governors                             | 12:55 |
| VI.  | Process   | 12:55 |
| VII. | Adjournment   | 1:00  |



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

11 February 1986

Mr. Carl Nelson  
Director of Student Activities  
340 Coffman Memorial Union  
University of Minnesota

Dear Carl,

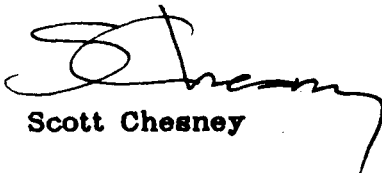
The constitution drafting work-group has finished its task. The document presented to you represents an effort to interpret a vision for student involvement and influence put forth by you in several previous documents.

Susan Law, Hank Heupel, Mark Allen, and myself take satisfaction in the product of our effort.

There are several areas that require specific attention from you. These are the sections of bylaws regarding; the director and appropriate responsibilities and authorities, and specific responsibilities of the Student Activities Committee.

If this group can be of service to you before the 17th deadline, please do not hesitate to contact us.

For the group,



Scott Chesney

pc: S. Law  
H. Heupel  
M. Allen





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455

(612) 373-2555

18 February 1986

To: Steve Florman, Speaker, MSA  
Andy Seitel, President, MSA

Fr: Scott Chesney, Chairman

Re: Student Activities Constitution

As promised I've enclosed the initial proposal for a student activities constitution. The cover letter from Carl indicates the process we will be following toward ratification.

I'll keep you informed of our progress.

Please contact me if I can provide further assistance.

Thanks.

A handwritten signature in cursive, appearing to read 'S. Florman'.

pc: C. Nelson  
F. Wilderson

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
COMMITTEE OF THE WHOLE  
Meeting February 24, 1986

Present: Scott Chesney Chair Marie Mac IT  
Henry Heupel, V-Chair/H&F Ken Martin MN Alumni  
Peter Zeller CLA Barry Bridges UBOG Alumni  
Rufus Simmons CMU

Absent: Glen Lindgren CUPC John Wright V-Chair/ Program  
Brigetta Allen CHIP Stefano Romagnoli COGS (exc)  
Leslie Bowman Fd Service Bernie Molitor CMU (exc)  
Liz Andersen CMU (exc)

Guests: Chris Smith, Minnesota Daily; Vi Justice, Secy

The meeting was called to order at 12:25 by Chair Scott Chesney.  
A quorum was present.

Mr. Chesney introduced Chris Smith from the Minnesota Daily.

Mid-Year Evaluations

Mr. Chesney asked Board members for their advice/opinions regarding the evaluations so he can draft a report to be acted on by UBOG one week from today.

Mr. Bridges asked, are we comfortable in discussing the evaluations as a whole?

Mr. Heupel suggested that the Board 1) discuss the document as a whole and make recommendations of the document as a whole and 2) indicate what the document lacks and what it should have in it.

Mr. Chesney suggested reviewing the document by area: activities, services, and facilities.

Mr. Martin called attention to the paragraph about volunteer participants (cultural activities) being a problem and recruitment being a problem. Did volunteer participation directly affect how programs were carried out? Does it address how volunteer level of participation affects outcomes?

Mr. Simmons asked what outcomes are not being well served as a result of lack of volunteers?

Mr. Chesney said Bernie Molitor was asked to produce information on student/staff relationship. It is important to know how well volunteers have been used.

Mr. Simmons said volunteers are important; service and outcomes are a priority.

Mr. Chesney expressed disappointment that Mr. Lindgren was not present to address this issue.

Mr. Heupel suggested evaluating report in light of outcomes. Did we do what we said we would in service outcomes; in student/staff relationship?

It was noted the content of the program is of a higher priority than the development of volunteers putting them on. Anyone having a concern in this area should get in touch with Scott early this week.

### Tobacco Policy

The Committee of The Whole will next meet on March 24. The Tobacco Policy will be the main agenda item. CMU will prepare a recommendation to the MUCB. The Tobacco Policy is now on the agenda of the Minnesota Union Service and Facilities Committee.

Mr. Simmons expressed concern about criteria used in forming a decision. He did not think there is sufficient time.

Mr. Chesney agreed that the Board needs a solid foundation for recommending action. He noted the policy has been an agenda item since September 4th and feels there has been time for consideration. He is not necessarily asking for "yes" or "no" but is desirous of the Board taking some action/dispensation of the item within the next five weeks.

Mr. Bridges asked, are there areas where smoking is a problem in CMU? How big a population of users will be offended if they cannot smoke in the building? How does it affect our employees who smoke and who are expected to be in the building and on the job? Will this create more problems than it solves? (Mr. Simmons will bring forth information regarding the preceding questions.)

Other questions were raised relative to problems of enforcement, who would enforce, loss of revenue.

Peter Zeller - A decision needs to be made.

Marie Mac - It would help those who want to quit smoking to have a place where there is no smoking.

Ken Martin - Promotion and use are not a congruent base. Are we looking at the issue overall or as separate issues?

Scott Chesney - It should be considered as a package.

Rufus Simmons - There is only one hospital in the country that has no smoking. There will be some financial consequences.

### Announcements

Smoking Policy will be an agenda item next Monday and March 24. Constitution process will be discussed in all committees. Give any amendments to Scott Chesney.

The meeting adjourned at 1:10.

Respectfully submitted,  
Rufus L. Simmons  
Recording Secretary



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

24 February 1986

To: Andy Seitel, President, MSA  
Fr: Scott Chesney, Chairman  
Re: Student Activities Planning and Process

Dr. Wilderson, at a meeting of the board chairs of the student activities area last week, indicated that you had several concerns relating to the proposed reorganization of the student activities area. While I indicated to Don Zander that the Council of Board Chairs was created to serve as a forum for these discussions, I am aware of the role of the student association in the proposed plans. With this in mind, I am enclosing several documents that have been the foundation for the drafting of the proposed student activities constitution. I will see that you receive a copy of the proposed constitution as it is made available. The documents included are:

Strategies for Educational Excellence, the final version by Carl Nelson.

Memo to Wilderson and the Student Activities Boards regarding the governance system and its development.

Memo of 23 January regarding the campus environment.

Memo of 23 January describing the process of the next six months.

Andy, given the proximity of our offices, there is no reason for a lack of information to cause concern from either of our organizations, clearly we should be able to address our concerns quickly and effectively. Please contact me if I can provide any further information or if I can answer questions.

I hope these documents are able to bring you up to date with the processes and content of the deliberations in the student activities area.

Thanks,

pc: S. Florman  
C. Nelson



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

24 February 1986

To: Steve Florman, Speaker, MSA Forum  
Fr: Scott Chesney, Chairman  
Re: Student Activities Planning and Process

In view of the concerns you expressed at last week's meeting in Dr. Wilderson's office, I am enclosing several documents that have been the foundation for the drafting of the proposed student activities constitution. I will see that you receive a copy of the proposed constitution as it is made available. The documents included are:

Strategies for Educational Excellence, the final version by Carl Nelson.

Memo to Wilderson and the Student Activities Boards regarding the governance system and its development.

Memo of 23 January regarding the campus environment.

Memo of 23 January describing the process of the next six months.

I hope these documents are able to bring you up to date with the processes and content of the deliberations in the student activities area.

Please contact me if I can provide any further information or if I can answer questions.

Thanks,

A handwritten signature in black ink, appearing to be 'S. Florman'.

pc: A. Seitel  
C. Nelson

*collman*

Board of Governors

3 March 1986

**Agenda**

- |       |   |       |
|-------|---|-------|
| I.    | Call to Order<br>John H. Wright, Presiding  | 12:10 |
| II.   | Approval of Minutes<br>3 February 1986<br>24 February 1986  | 12:10 |
| III.  | Unfinished Business<br>Minnesota Union Planning<br>Mid year reports<br>Action<br>Student Activities Constitution<br>Discussion  | 12:15 |
| IV.   | New Business<br>Program Prospectus 1986-87<br>Introduction and referral   | 12:40 |
| V.    | Reports<br>Chairman/ Executive Committee<br>V Chair/ Program Committee<br>V Chair/ House & Finance Committee<br>Director  | 12:45 |
| VI.   | Announcements<br>10 March 1986 - Program Committee<br>17 March 1986 - House & Finance Committee<br>24 March 1986 - Committee of the Whole<br>31 March 1986 - Board of Governors | 12:55 |
| VII.  | Process   | 1:00  |
| VIII. | Adjournment   | 1:10  |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Board Meeting March 3, 1986

Present: Scott Chesney Chair                      John Wright V-Chair/Program  
          Glen Lindgren CUPC                      Peter Zeller CLA  
          Stefano Romagnoli COGS                Marie Mac IT  
          Ken Martin MN Alumni                Barry Bridges UBOG Alumni  
          Rufus Simmons CMU                    Leslie Bowman Fd Service

Absent: Liz Andersen CMU (exc)                Henry Heupel V-Chair/H&F (exc)  
          Bernie Molitor CMU (exc)             Brigetta Allen CHIP (exc)

Guests: Dan Erickson, MUCB; Ann Johnson, SPSC; Aron Pilhofer, CUPC;  
          Carl Nelson, OSA; Vi Justice, CMU

The meeting was called to order at 12:10 by V-Chair/Program, John Wright. A quorum was present.

The minutes of February 3 and February 24 were approved as read.

Mid Year Report

Carl Nelson noted the mid year report summarized the accomplishments and shortcomings of 1985-86 plans designed to accomplish stated goals.

Scott Chesney presented a synopsis of comments and concerns of governors, the Exec Committee and himself in response to the mid year report. He noted there were two major things the report did not provide: it did not provide information this Board needs to assess the overall mid year status of the organization and it did not address student/staff partnership.

Glen Lindgren said he agreed with Mr. Chesney's response to the mid year report except for the last paragraph which states "Coffman Union Board of Governors reject the mid year report as inconclusive." He suggested charging the directors to give the Board more information.

Mr. Chesney agreed that there is a positive side to the report but feels the report is inconclusive to the Board.

Mr. Simmons noted the process was not clearly defined and perhaps staff time would be better served by fleshing out the outcomes.

Dan Erickson asked Carl how the organization can respond to shortcomings of Coffman Union.

Mr. Nelson noted the work to be done now is by the people involved in the projects. This is now being done. Projects, where deficient, are being corrected. The Board can accept the assurance of management or it can redefine its role and work with management.

Mr. Simmons said resources are mobilized according to planned outcomes. Student/staff outcomes are not specifically stated.

Mr. Bridges said we can accept the report as it is with the stipulation that information requested be provided in the end report.

Mr. Lindgren suggested making a dual motion to accept the report and to charge the directors with providing further answers to the specific questions in Mr. Chesney's report by the next Board meeting.

Mr. Chesney said the organization will not be well served by asking the directors to rewrite the report or to answer the questions requested. It is too late in the planning cycle. The questions posed are sufficient for the year-end report.

MOTION 86-9 (Chesney/Martin) I recommend that the Coffman Memorial Union Board of Governors reject this mid year report as inconclusive. I further recommend that this board charge the director with the responsibility to produce a report that specifically examines our volunteer efforts and a commitment to the student staff partnership, using the questions posed at the beginning of this document as a guide. This report should be distributed for discussion at the 31 March meeting.

AMENDMENT (Lindgren/Bridges) Substitute motion to read: "The Board accept the Coffman Mid-Year Report."  
The amendment passed.  
Mr. Chesney recorded a nay vote and objection.

A friendly amendment was added to charge the directors to produce a report that examines our volunteer efforts and a commitment to the student staff partnership, using the questions posed at the beginning of the document as a guide. The report to be distributed for discussion at the 31 March meeting.

The motion as amended carried.  
Mr. Chesney recorded a nay vote.

#### Student Activities Constitution

It was noted an individual can make amendments to the constitution. The Board the individual is involved with must approve the amendment by a 2/3 vote. It is then distributed to other Boards for information.

Mr. Bridges noted on page 1 the student is clearly defined, however staff can be anyone. Mr. Chesney noted the definition of students is taken from the University Senate Constitution. The Senate does not provide a definition for staff.



MOTION 86-10 (Bridges/Chesney) Amend By-Laws, Article I, Sec. 2.C of the constitution to read: "Staff shall be those members of the community holding regular, non-academic appointments to the University."

A roll call vote was taken. The amendment passed unanimously.

MOTION 86-11 (Martin/Lindgren) Amend By-Laws, Article I, Sec. 2.D of the constitution to read: "Alumni shall be those members of the community who are members of the Minnesota Alumni Association or have graduated from the University of Minnesota."

A roll call vote was taken. The amendment passed unanimously.

Mr. Lindgren said he would like to see a commitment to partnership in the final copy of the constitution.

Mr. Bridges noted re officers, that the Chair shall be from among qualified student members and the Vice Chair shall be a qualified member. Mr. Chesney said this was written deliberately. It was intended the Chair should be a student member. The Vice Chair would move up only to call another Chair or to serve pro tem.

Discussion of the constitution was discontinued due to the lateness of the hour. Mr. Nelson suggested facilitating introduction of ideas via the Exec Committee, to be published prior to the next meeting.

It was noted the constitution will design the future Student Activities structure. Board members were asked to take the time to evaluate.

#### Announcements

- 10 March 1986 - Program Committee
- 17 March 1986 - House & Finance Committee
- 24 March 1986 - Committee of the Whole
- 31 March 1986 - Board of Governors

The meeting adjourned at 1:00.

Respectfully submitted,


Rufus L. Simmons  
Recording Secretary

UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

1 March 1986

TO: Art Isaacson, MUCB  
FR: Scott Chesney, Chairman  
RE: Memo & Documents of the 28th



I do not understand your intent in providing this information to the board. Information from our past can be useful to discover a pattern of deliberation of an issue; it does not, in this case, provide any help in the intended outcomes of a decision.

These documents merely reinforce the obvious; Carl's consistency in planning to make the Minnesota Union more effective in the achievement of our mission, and the continuing short sightedness of the student center board in looking toward the future.

It seems to me that as leader of the coordinating board your efforts could be focused in a way to bridge the concerns of the constituencies, not replay past events that will only serve to reinforce current behavior.

Art, you assert, in your cover letter, that; "It might serve us well to reflect back on how our predecessors dealt with similar issues", and that questions posed in this information "must be fully answered" before a decision can be made.

To reinforce what I noted earlier, it will not serve us well to reflect on this information for several reasons, it presents only one constituent perspective on the issue, it does not have timely relevance to the present situation, and it does not even indicate a result of the issues presented in 1980 - it's simply incomplete. Also, it seems to be irresponsible of us as leaders of the Minnesota Union to spend time answering questions in a six year old document when we have a more pressing need to deal with the Minnesota Union of 1986 and beyond.

I would strongly encourage you to put this in a context of minimal significance at the next MUCB meeting, (personally, I think you should tell the members to throw it out!). This information can only slow down an already complicated discussion by distracting and confusing the members of the Minnesota Union governing system.

Respectfully,

pc: MU Exec  
C. Nelson

DEPARTMENT OF THE MINNESOTA UNION

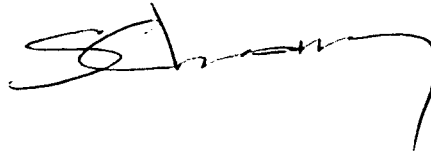
*collman*

Board of Governors

3 March 1986

TO: Governor Brigetta Allen, CHIP  
Governor Leslie Bowman, UFS  
Governor Barry Bridges, CMUBOG Alumni  
Governor Henry Heupel, V. Chair/ H&F  
Governor Glen Lindgren, CUPC  
Governor Marie Mac, IT  
Governor Ken Martin, MAA  
Governor Stefano Romagnoli, COGS  
Governor John Wright, V. Chair/ Program  
Governor Peter Zeller, CLA

FR: Scott Chesney, Chairman



RE: Mid year report

The status report presented to the board by Carl Nelson, 2 February 1986, represents an effort, that this board and its predecessors have requested, to evaluate the mid year status of the goals for 1985-86.

While I respect the effort that went into the production of this report it does not address issues of governmental significance with either the information required or the level of detail needed for effective deliberation by this board. In short it does not give an accurate synopsis of our union to date.

Significant information not evaluated in the report includes:

Commitment to the student staff partnership - How are students involved in those projects that enjoy traditional volunteer efforts?

What efforts are made to encourage student input and feedback in each project?

What roles have students been given in the achievement of the intended outcomes of the project?

How effective is each partnership in achieving both the project outcomes and individual development of the participants?

There is, also, no comment on overall union achievement, shortcomings, or even a coordinated effort among the many projects listed.

Each project is treated as if it exists independent of all others as well as the total organization; except for superficial mention of collaboration between ethnic cultural and cultural areas.

Generally, the information presented for each project is incomplete or in some cases simply useless.

Visual Arts - What is a "difficult summer and fall"? What was the confusion in the staff? Why did it occur? What was done to alleviate it? What were the "outstanding exhibits" and how did they relate to the project outcomes?

Performing Arts - How did the residency at SPSC specifically affect the outcomes? How will the "whole" be redirected?

Literary Arts - Specifically, how did the project meet, "particularly well", its goals?

Film Arts - The "other" programming appears to be the only efforts that specifically deal with film art. Why did this effort fail? What can be done to bring it up to its goals?

Issues & Ideas - This area does not indicate a level of success for any of the topics mentioned. There is no focus or criteria for the selection of topics, rather a 'grab bag' of fashionable topics. How can an Issues and Ideas project have too great an emphasis on current political and social topics? This project is clearly the heart and soul of the Union. It should be the core with which we build a topical activities area. In my opinion, this project fails to meet any of its obligations in the mission as it is, to date.

Ethnic Cultural Projects - This is the best example of a non-evaluation in the activities area. The issues and ideas synopsis addresses ethnic cultural topics with more specificity than is given here. The synopsis ends with an excuse for the lack of accomplishment in any of the projects.

Recreation Skills & Knowledge - How is the project "off target" at CMU? Games and bowling information need specific information on useage.

Crafts - Specific information needed on ACS changes - What was done? How will it help the project? Long term trends in crafts projects. Why is framing service not open? When will it be? Did we spend \$1200 on a new cash register because ACS employees cannot count patrons?

College Bowl - What is "solidifying the committee"? What will be the efforts in winter and spring?

Social/Hospitality - This project does not appear to have a direction. What are we trying to achieve with food drives and free food/games?

Volunteer Development - Has the writing of the curriculum taken precedence over volunteer development efforts with present student volunteers? What are the "recommended changes in project plans"? Who authorized this? SPSC efforts are laudable, however, the rest of the paragraph is incomprehensible.

Reservations - Has "met or exceeded intended outcomes...with limited or diminished quality". What has reservations actually done for six months?

Information - What has prevented MU Info network from development?

Outdoor Store - Good evaluative synopsis of activity. Does not address impact of one location service.

SOAC - Many inconsistencies here. There is no "facilitation of free flowing ideas between groups". Staff efforts to provide service to SOAC tenants is not effective. "Staffing changes have produced short-term disruptions but built long-term quality." To what does this refer?

Housekeeping & Maintenance - Good evaluation.

Governance - Is characterized by paranoia, competition, and general distrust. The buddy system was not effective.

Central Office - Good evaluation.

Public Relations - No mention of MU Public Relations policy as proposed by MUCB, January 1985.

The union is obviously in a period of transition. This does not preclude the achievement of intended outcomes for 1985-86. Unlike permanent staff, the students of the university community, both volunteers and patrons do not have the luxury of waiting for "next year". I believe we have seriously damaged our reputation with the current generation of students.

With all due respect to the directors, I recommend that the Coffman Memorial Union Board of Governors reject this mid year report as inconclusive. I further recommend that this board charge the director with the responsibility to produce a report that specifically examines our volunteer efforts and a commitment to the student staff partnership, using the questions posed at the beginning of this document as a guide. This report should be distributed for discussion at the 31 March meeting.

Respectfully,

pc: Coffman Directors  
C. Nelson  
A. Isaacson  
R. Peterson  
S. Polson

Coffman Memorial Union  
Board of Governors

Program Committee  
10 February 1986

Present: Scott Chesney, Henry Heupel, Glen Lindgren,  
Marie Mac, Barry Bridges, Bernie Molitor

Absent: Brigetta Allen, Stefano Romagnoli, Ken Martin,  
Leslie Bowman, Peter Zeller, John Wright (ex)

I. Meeting was called to order at 12:20 p.m. by Vice  
Chair Hank Heupel.

II. There were no minutes for approval.

III. Unfinished Business

Project Evaluations - Mr. Heupel felt that a complete  
job was not done on the evaluations, that there is not  
enough information to make a evaluation.

Mr. Chesney suggested that further information may be  
needed. And expressed appreciation for the effort that  
was made in preparing this years reports, that last  
years were very poorly done and it was a marked  
improvement.

Mr. Chesney's major concern was that the reports did not  
address the student/staff partnership idea.

Mr. Heupel did not feel reports were specific as he  
would like. He would like to know to what degree goals  
were met. Were goals completed or not. Intended  
outcomes seem fuzzy.

Two points were made by Mr. Molitor. If additional  
information is needed by the committee the request  
should be made to the directors. Intended outcomes vary  
because quality indexes were not used MU wide. There is  
not a standard measuring function.

It was felt that the committee needed to know what the  
problems or short comings are.

Question of level of detail that is desired was raised.

Mr. Molitor suggested documentation of what is further  
needed and suggestions should be brought to Mr. Simmons  
and go on to Carl Nelson.

Mr. Heupel questioned if intended outcomes are being  
met. If not, shortcomings should be identified by  
project.

Page 2

2/10/86 - Program Committee Meeting

Mr. Molitor said that the report is a Minnesota Union report and not specific to Coffman's position. If a better focus is needed the degree and quality level should be decided and brought to Carl Nelson.

Mr. Chesney said that Exec would be discussing further and decide on level of detail needed.

IV. Adjournment

Meeting was adjourned at 1:00 p.m.



*coffman*

Board of Governors

5 March 1986

TO: Carl Nelson, Director of Student Activities

FR: Scott Chesney, Chairman ✓

RE: Proposed Amendments to SA Constitution

The Coffman Memorial Union Board of Governors endorses the following amendments to the Student Activities Constitution.

MOTION 86-10 (Bridges/Chesney) Amend By-Laws, Article I, Sec. 2.C of the constitution to read: "Staff shall be those members of the community holding regular, non-academic appointments to the University."

MOTION 86-11 (Martin/Lindgren) Amend By-Laws, Article I, Sec. 2.D of the constitution to read: "Alumni shall be those members of the community who are members of the Minnesota Alumni Association or have graduated from the University of Minnesota."

Approved by the Union Board of Governors 3 March 1986.

Respectfully,

pc: CMU Executive Committee

*colfman*

Board of Governors

Committee of the Whole  
10 March 1986

Agenda

- |      |  |       |
|------|--|-------|
| I.   | Call to Order<br>Scott R. Chesney, Presiding   | 12:10 |
| II.  | Tobacco Policy<br>Discussion and recommendation for action   | 12:15 |
| III. | Student Activities Constitution<br>Discussion<br>Proposed amendments<br>Ratification timeline<br>Executive action in the name of the Board | 12:30 |
| IV.  | Announcements<br>Constitutional consultation<br>Office hours for questions and amendments<br>31 March 1986 - Board of Governors            | 12:55 |
| V.   | Process  | 1:00  |
| VI.  | Adjournment  | 1:10  |

Student Activities Constitutional Ratification Timeline

11 April - Amendments due to planning office  
14-25 April - UBOG review of all amendments  
21 April - UBOG Committee of the Whole meeting  
28 April - UBOG meeting  
3-4 May - SA Constitutional Convention  
2-6 June - Voting by all governors

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
COMMITTEE OF THE WHOLE  
Meeting March 10, 1986

Present: Scott Chesney Chair Ken Martin MN Alumni  
John Wright V Chair/Program Bernie Molitor CMU  
Henry Heupel V Chair/H&F Rufus Simmons CMU  
Barry Bridges CMUBOG Alumni Glen Lindgren CUPC  
Marie Mac IT

Absent: Liz Andersen CMU (exc) Peter Zeller CLA  
Stefano Romagnoli COGS Brigetta Allen CHIP  
Leslie Bowman Fd Service (exc)

Guests: Dan Erickson, MUCB; Bryce Whitwam, WBU;  
Vi Justice, Secy

The meeting was called to order at 12:15 by Chair Scott Chesney.  
A quorum was present.

Tobacco Policy

The following motion was submitted by Scott Chesney for  
discussion:

MOTION 86-12: (Chesney-UBOG)

"The Coffman Memorial Union Board of Governors hereby designates  
the facilities of CMU to be non smoking in their entirety.

1. Smoking in all previously designated "smoking permitted" areas will be prohibited beginning no later than 1 July 1987.
2. All tobacco products shall be removed, and further prohibited for future sales, at Union concessions areas no later than 1 July 1986.
3. All tobacco vending machines shall be removed from CMU no later than 1 July 1986.
4. An appropriate and effective public information effort shall be made to inform the University of Minnesota community of this change.
5. Plans for implementation and enforcement of this policy shall be brought to the Board for approval no later than 15 June 1986."

Mr. Chesney noted the timelines, and the mandate that smoking will be prohibited in its entirety

Mr. Bridges asked if any of the questions raised at the last Board meeting had been researched/answered.

Mr. Simmons said no formal effort has been made to ascertain answers to the questions raised.

Dan Erickson suggested the dates should be adjusted if public opinion would be sought.

Mr. Chesney noted the Board would not seek further public opinion.

Mr. Heupel asked if this policy would be possible.

Mr. Simmons said it would be possible however the issue is at what cost and with what outcome? Do we want to fund the impact of loss of sales/smoke-free environment.

AMENDMENT (Bridges-Heupel) Move for division of the  
MOTION 86-12A question. Consider the first four items as a main motion and consider item five separately.

Mr. Bridges said he was not comfortable voting on the main motion without information requested regarding implementation and enforcement of the policy (item 5).

Mr. Chesney spoke against the amendment, stating the Board should take action now. He was concerned that the policy would become an ongoing agenda item. The extended timeline for implementation assures a continuing discussion as plans and strategies are presented to the Board for approval. Mr. Chesney also informed the Board that other significant items of higher priority need to be discussed and acted on by this Board. Time should be a factor when asking for more information before making a decision.

Mr. Wright said the Board should get the information requested before moving on the motion.

Mr. Bridges said he would like answers to:

- What is the level of the problem? Is there too much smoking throughout the building or is it with separate smoking areas?
- What policy changes would be required as to enforcement?
- What staff changes would be required as to enforcement?
- What is likelihood of enforcement?
- How would revenue loss be compensated by having a cleaner building?
- What kind of ventilation changes could be made to create smoking islands in the building?

Mr. Simmons asked, are the principles that undergird the policy educational or repressive?

Mr. Simmons was asked to produce answers to the questions before the March 31 Board meeting. He agreed to do so.

Mr. Bridges asked that the Board approve the divided question and table the main motion until June 15th. The Chair ruled Mr. Bridges' motion out of order.

MOTION 86-12B (Wright/Heupel) Move to defer discussion on the motion until the Board of Governors meets, Monday, March 31. Carried

Student Activities Constitution

Mr. Chesney brought the following motions to the Board for approval:

MOTION 86-13: (Wright/Martin) Table constitutional motions until March 31. Motion failed.

MOTION 86-14: (Chesney/Lindgren) Constitution, Preamble Fifth sentence, replace "advise" with "provide, in partnership with"; change "administrative leaders" to "administrators"; add after "administrators", "direction and leadership for the program of the student activities areas."; replace "and" with "The councils and committees will also".

Carried

MOTION 86-15: (Chesney/Martin) TCCA Constitution, Article IV, Sec. 3.A; SA Constitution, Article III, Sec. 2. Insert, between faculty appointments and student appointments, "Civil Service members shall be appointed by the committee on committees with approval of the assembly."

Carried

MOTION 86-16: (Chesney/Martin) Constitution, Article IV, Sec. 3 First sentence, replace "advising" with "the effectiveness and efficiency of specific". Second sentence, replace "such matters as are brought before it." with "the quality of these intended outcomes."

Carried

MOTION 86-17: (Chesney/Lindgren) The Coffman Memorial Union Board of Governors authorizes and empowers the Coffman Executive Committee to act in the name of the Board on proposed amendments and cause those amendments approved by a 3/4 vote of the Executive Committee to be referred to the Student Activities Planning Office.

This order shall be in effect from 1:00 pm, 31 March 1986, through 5:30 pm, 11 April 1986.

All action taken in the name of the Board shall be reported to the governors at the 28 April 1986 UBOG meeting.

Carried

Board members were asked to bring proposals for amendments to the constitution to the March 31 Board meeting, and if possible, to submit them ahead of time.

Mr. Heupel abstained from voting on motions 86-15 thru 18 because he was a member of the constitution committee.

The Chair noted that all action of UBOG committees must be approved by the full Board.

#### Constitution Ratification Timeline

11 April	Amendments due to planning office
14-25 April	UBOG review of all amendments
21 April	UBOG Committee of the Whole meeting
28 April	UBOG meeting
3-4 May	SA Constitutional Convention
2-6 June	Voting by all governors

#### Announcements

Constitutional Consultation hours are set for:

12 March, Wednesday, 11:00-2:00

17 March, Monday, 11:00-2:00

19 March, Wednesday, 11:00-2:00

24 March, Monday, 11:00-2:00

26 March, Wednesday, 11:00-2:00

All meetings will be in 346 Coffman.

Agenda items for March 31 meeting include tobacco policy, constitution and 86-87 program planning prospectus.

Bryce Whitwam announced WBUBOG Task Force on Governance will meet Friday, March 14 at 4:00 pm in WBU Conference Room.

Dan Erickson announced a committee is forming to write a bill of rights. Anyone interested in serving on the committee should let him know.

#### Process

Dan Erickson - Was it a tactical move to rule Barry's motion out of order?

Rufus Simmons - It would be useful to have information on the front side. Some felt rushed through.

Bernie Molitor - Set expectations so people don't feel rushed. The Board is proceeding in heads up fashion.

Glen Lindgren - The Board needs patience re the tobacco policy. There are big ramifications.

CMUBOG Committee of Whole

3-10-86

Page 5

Henry Heupel - Good discussion. . Can't rationalize some things that were discussed today. Some decisions need to be made based on personal values.

John Wright - I agree with Hank.

Marie Mac - I had the same question as Dan.

Bryce Whitwam - Glad I came. What impact would tobacco policy have on MUCB?

Scott Chesney - No direct affect on MUCB. If MU accepts it it would be unilateral. Glad people are asking questions and demanding answers before making decisions. Disappointed we are still asking questions on policy which has been before us since mid-September.

The meeting adjourned at 1:00.

Respectfully submitted,

Rufus L. Simmons

Recording Secretary



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455

(612) 373-2555

5 March 1986

TO: John Blood, Bookswap Coordinator

FR: Scott Chesney, Chairman

RE: CMU Participation in Bookswap '86

Coffman Memorial Union must decline your offers to cosponsor or participate in the upcoming bookswap event.

We considered many factors before making this decision; among them the possible conflict with the University bookstores, the similarities in this funding request to that of others e.g. the Siggelkow retreat, the likelihood of this as an ongoing activity rather than a one-time effort, and the proposed budget information provided by you.

The major concerns were in the proposed stipends to the coordinator and assistants, and the intent to make this an ongoing event.

Stipends, in the opinion of the union detract from the spirit of volunteerism that drives our organization. We have continually rejected stipends for our governors or officers and feel it would be difficult for us to contribute to an effort where part of that contribution would go toward a stipend.

Our other concern is driven by the intent of current bookswap organizers to make the bookswap a periodic event. We maintain that any event of an ongoing nature should be evaluated, and if found to be desirable, funded up front through an approved budgeting process, i.e. you should not have to go around "hat in hand" to find operating expenses. Last year MSA approached me with a proposal for the Union to take on bookswap as a part of our services projects. The proposal stated that MSA felt that a bookswap was not part of its organizational emphasis and wanted to have another organization take it over. This year you've proposed to include it in future MSA budgets for continued funding. It is clear that MSA does not know what emphasis it should put on this type of service.



I would suggest that a careful and critical evaluation of bookswap be done, both internal to the current bookswap coalition, and within the organizational directions of MSA. If it can be determined that bookswap is indeed a valuable and valued service for students at the University, then funding should be sought through one of the typical methods.

I'm sorry that the union cannot act favorably on your request at this time. If I can clarify our position or help in any other way please contact me.

Sincerely,

pc: CMU Executive Committee  
L. Hartman, MSA

Proposed Amendment to the Bylaws of the TCCA

(add section 3, under Article IV, as below)

\*\*\*\*\*

Article IV                      Standing Committees

3.        Committees Reporting to the Assembly through the Student Affairs Committee.

A.        Student Activities

The Student Activities Committee represents University community interests in policies relating to development of a stimulating and supportive educational environment and providing for active learning experiences through co curricular programming.

**Membership**

The Student Activities Committee shall be composed of three (3) faculty/ academic professional members, two (2) Civil Service members, twelve (12) student members, and one (1) alumni representative. At least one of the faculty/ academic professional members and at least one of the student members shall be a member of the Assembly Committee on Student Affairs at the time of appointment. Student members shall comprise at least two-thirds of the total of voting members. Faculty/ Academic professional members shall be appointed by the Committee on Committees with approval of the Assembly. Student members shall be appointed as indicated in the Bylaws of the Student Activities Committee. The alumni member shall be appointed by the president in consultation with the director of alumni relations.

**Duties and Responsibilities**

- \*        To foster and promote a stimulating and supportive educational campus environment.
- \*        To promote active learning experiences
- \*        To submit an annual report to the Assembly through the Student Affairs Committee

\*\*\*\*\*

-draft-

University of Minnesota  
Student Activities  
Constitution

Preamble

The Student Activities area contributes significantly to the educational mission of the University of Minnesota. The purposes of Student Activities programs are to develop a stimulating and supportive educational environment and to provide active learning co-curricular experiences. Student Activities programs are, therefore, the concern of the entire campus. This constitution establishes committees and councils which provide for partnership in guiding the direction of Student Activities programs. The councils and committees will advise Student Activities administrative leaders and unite Student Activities with the general legislative authority over educational matters on the Twin Cities campus. The establishment of the committees and councils is explicit recognition of the role of the campus citizen -- student, faculty, and staff. The involvement of students is particularly important. Historically and philosophically, the Student Activities area has traditionally included students as a prerequisite for sound campus government, as a condition for wise departmental decision making, and as a part of the curriculum of citizenship.

**ARTICLE I. General Purposes and Philosophy**

1. The Student Activities area of the University of Minnesota is dedicated to the achievement of the goals put forth in the "Basic Policy on Student Activities" as approved by the Twin Cities Assembly.
  - A. The program of the Student Activities area of the University of Minnesota is integral to the total educational program of the University. The mission of Student Activities is the development of a stimulating and supportive educational environment that provides for active learning experiences.
  - B. The campus environment is the intellectual/ social/ cultural climate of the University as experienced by students, faculty, staff, and alumni. The campus environment includes the organizations, the structures, the space, the function, the people, and the relationships of each to all of the others and to the whole.
2. The Student Activities area includes the Departments, the Office of the Director of Student Activities and Area-wide support operations identified in the Bylaws.
3. For purposes of eligibility in serving on a Student Activities committee or council, Students, Faculty/ Academic Professional, Staff, and Alumni shall be as defined in the Bylaws.

**ARTICLE II. The Director**

1. **Position and Authority**

The Director of Student Activities shall be the chief executive officer of the Student Activities area. The Director shall have general administrative authority over Student Activities matters, introducing educational ideas and proposals, and stimulating discussions leading to improvement of the program of Student Activities. The Director will be responsible for articulating the vision for Student Activities and provide leadership in manifestation of such vision. The Director shall consult with the Department Directors, the Student Activities Committee, the Department Committees, the Student Activities Council and all Special Committees of Student Activities. The Director, as chief executive shall have final authority to make budgetary recommendations on behalf of the Student Activities area, however, the Director shall be guided in these decisions by the philosophy of partnership expressed in the preamble to this constitution.

2. **Vested Authority from the Regents**  
The Director shall be accountable, through the Vice President for Student Affairs and the President, to the Regents of the University of Minnesota.
3. **Delegation of Authority**  
The Director shall delegate responsibilities and sufficient authority to specific area Directors as indicated in the Bylaws.

**ARTICLE III. The Student Activities Committee**

1. The Student Activities Committee of the Twin Cities Assembly shall be the authority for all direction and policy decisions related to educational directions for the Student Activities area of the University of Minnesota, as designated in the Constitution of the Twin Cities Assembly; ARTICLE IV. Section 3.A.

**Student Activities Committee**

The Student Activities Committee represents University community interests in policies relating to development of a stimulating and supportive educational environment and providing for active learning experiences through co-curricular programming.

2. **Membership**

The Student Activities Committee shall be composed of three (3) faculty/academic professional members, two (2) Civil Service members, twelve (12) student members and one (1) alumni representative. At least one of the faculty/academic professional members and at least one of the student members shall be a member of the Assembly Committee on Student Affairs at the time of appointment. Student members shall comprise at least two-thirds of the total of voting members. Faculty/ Academic professional members shall be appointed by the Committee on Committees with approval of the Assembly. Student members shall be appointed as indicated in the Bylaws of the Student Activities Committee. The alumni member shall be appointed by the President in consultation with the Director of Alumni Relations.

3. **Duties and Responsibilities**

- A. To foster and promote a stimulating and supportive educational campus environment.
- B. To promote active learning experiences
- C. To submit an annual report to the Assembly through the Student Affairs Committee
- D. Others as indicated in the Bylaws of the Student Activities Committee.

**ARTICLE IV. Student Activities Committees and Councils**

**1. Establishment of Student Activities Committees and Councils**

The committees of Student Activities shall be (a) a Student Activities Council, (b) Department Committees, and (c) Special Committees. The Student Activities Committee also may create Special Committees. The Student Activities Committee, by appropriate bylaws, may create or terminate any Student Activities Committee or Council vested with such responsibilities as the Student Activities Committee has the power to confir.

**2. Student Activities Council**

A Council shall be a forum for the Student Activities area. It shall have the authority to recommend action to the Student Activities Committee or the Director. Membership in a Student Activities Council and procedures for election or appointment to the Student Activities Council shall be as described in the Bylaws.

**3. Department Committees**

A Department Committee shall be principally concerned with advising area operations, plans, and budgets that relate to area programs, facilities, services, and administration. Such Committees shall consult, in partnership, with the corresponding area Director on such matters as are brought before it. Membership in a Department Committee and procedures for election or appointment to a Department Committee shall be as described in the Bylaws.

**4. Special Committees**

Special Committees may be created to study and make recommendations on special topics within the areas of concern to the Student Activities governance system. Special Committees may be created or terminated either by the Student Activities Committee or by the Director. Membership in a Special Committee and procedures for election or appointment to a special committee shall be as described in the Bylaws.

**ARTICLE V. Jurisdictional Questions**

- 1. The Assembly Committee on Student Affairs has general jurisdiction over all matters of policy, regulations, rules, and programs relating to Student Activities. All persons at all times shall have free access to this Committee for review and discussion of such matters. The responsibility for administering policies, rules and regulations of the Committee, and for general supervision over Student Activities has been assigned by the**

University to the Office for Student Affairs. Appeals from staff decisions affecting student organizations and activities are normally made just to the agent or agency most closely related to the area of disagreement; failing to reach accord at the most immediate level, organizations may pursue various other channels, including the Assembly Committee on Student Affairs and when necessary with the President of the University and the Board of Regents.

2. Management concerns shall be dealt with through appropriate operational channels.

#### **ARTICLE VI. Bylaws**

1. The Student Activities Committee may enact or amend bylaws to the Student Activities area Constitution by majority vote of the total membership of the Committee provided the proposed change has been submitted, in writing, to each member of the Committee, and the proposed change is introduced at least one meeting before the meeting where a vote is scheduled to be taken.
2. Any bylaws enacted shall be consistent with this constitution and any higher authority.

#### **ARTICLE VII. Amendments**

1. An amendment to this Constitution shall be approved by a two-thirds majority of all voting members of the Student Activities Committee at a regular or special meeting, provided the proposed amendment has been distributed, in writing, to the members of the Student Activities Committee and the proposed change is introduced at least one meeting before the meeting where a vote is scheduled to be taken.
2. An amendment shall be effective following approval by the Student Activities Committee, The Assembly Committee on Student Affairs, the Twin Cities Assembly, and the Regents.

#### **ARTICLE VIII. Effective Date of Constitution**

1. This Constitution shall take effect following its approval by two-thirds of the eligible and qualified governors of the Boards of the Student Activities area; by the Assembly Committee on Student Affairs; the Twin Cities Assembly; and the Regents.

2. This Constitution supercedes and terminates any and all constitutions, and corresponding student governing organizations, of the Minnesota Union, Coffman Memorial Union, the St. Paul Student Center, and the West Bank Union; the Department of Recreational Sports; the University Student Legal Service; and the Student Organization Development Center.
3. Upon termination of above mentioned constitutions and organizations, Department Committees will replace above organizations. These Department Committees will submit, by the end of the next academic quarter, a set of Department Committee "Rules" for approval by the Student Activities Committee. (see Bylaws, Article V, Sec. 3)

021786



**BYLAWS of the STUDENT ACTIVITIES AREA and COMMITTEE**

**ARTICLE I. Definitions**

1. The Student Activities area includes the following departments:
  - A. The Department of the Minnesota Union.
  - B. The Department of Recreational Sports.
  - C. The Center for the University Co-curriculum.
  - D. The University Student Legal Service.
  - E. The Student Organization Development Center.
  
2. For purposes of eligibility in serving on a Student Activities Committee or Council, Students, Faculty/Academic Professional, Staff, and Alumni shall be defined as the following:
  - A. Students shall be defined as those members of the community who have registered, in the University of Minnesota, for at least six credits for three of the four quarters in the academic year (both summer sessions count as one quarter). Continuing Education and Extension students must be registered for at least one course for three of the four quarters of the academic year. Graduate students who have completed course work and are not required to maintain continuous registration during interim periods of study in preparation for written and oral examinations must be certified by the individual department director of graduate studies.
  - B. Faculty/ Academic Professional shall be those members of the university community that hold academic rank as specified by the Regents.
  - C. Staff shall be those members of the community holding regular, temporary, or special non-academic appointments.
  - D. Alumni shall be those members of the community that have previously attended the University of Minnesota.

**ARTICLE II. Personnel**

1. **The Director of Student Activities**  
The Director of Student Activities shall provide the leadership to implement the Basic Policy on Student Activities; supervise Student Activities Department Directors, support services Directors, and central staff; serve as Conduct Code Coordinator on complaints related to Student Organizations; and fulfill other assignments from the Vice President for Student Affairs.

2. **Department Directors**  
Department Directors shall collaborate in development of area plans and strategies, supervise staff and programs in the departments, and fulfill fiscal and fiduciary responsibilities.
3. **Professional Staff**  
The operations of the Student Activities programs require staff from a wide variety of professions. Examples are secretaries, student personnel workers, computer programmers, custodians, attorneys, accountants, retail managers. Responsibilities and authorities will be delegated by Department Directors for management and functions of the several Student Activities programs. Staff will be consulted and involved in project planning and will advise on area-wide plans and strategies.
4. **Volunteer Staff**  
The Student Activities area has a tradition of involving volunteers as partners with professional staff in programming. Professional staff are held accountable for the programs and for making the partnership experience as educationally beneficial as possible for the volunteers. The assignment of explicit responsibilities and authorities to volunteers is agreed to by both the professional staff and the volunteer staff.

## **ARTICLE III**

### **Student Activities Committee**

#### **1. Membership**

##### **A. Student Members**

Students, as defined in the Constitution, shall be appointed to the Student Activities Committee as follows:

One student from a Minnesota Union Committee, selected by the Minnesota Union Executive Committee and approved by the Assembly.

One student from the University Co-Curriculum Committee, selected by the University Co-Curriculum Committee and approved by the Assembly.

One student from the Department of Recreational Sports Committee, selected by the Department of Recreational Sports Committee and approved by the Assembly.

One student from the University Student Legal Service Committee, selected by the University Student Legal Service Committee and approved by the Assembly.

One student from the Student Organization Development Center Committee, selected by the Student Organization Development Center Committee and approved by the Assembly.

Seven students selected by the Twin Cities Assembly Committee on Committees and approved by the Assembly.

- B. **Civil Service Members**  
Civil Service members of the Student Activities Committee shall be recommended by University Civil Service Committee and approved by the Assembly.

2. **Specific responsibilities**

The Student Activities Committee shall have responsibilities to achieve its purposes as follows:

- A. Advise Administrative offices and report items to Assembly Committee on Student Affairs and Educational Policy Committee if further consultation is required.
- B. Review and make recommendations to the Vice President for Student Affairs on Program Prospectus.
- C. Receive, review, comment on and forward to Assembly Committee on Student Affairs an annual report from Student Activities.

3. **Officers**

- A. Officers of the Student Activities Committee shall consist of the following:
1. **Chair of the Student Activities Committee**
    - a. The Chair shall be selected from among the qualified, student voting members of the Student Activities Committee.
  2. **Vice Chair of the Student Activities Committee**
    - a. The Vice Chair shall be selected from among the qualified voting members of the Student Activities Committee.
- B. Officers shall be selected by the Assembly Committee on Committees and approved by the Assembly.
- C. The duties of the officers shall be as typical to the performance of their office.

**4. Meetings**

- A. The Student Activities Committee shall meet, in regular session, annually and at least twice per academic quarter, once during summer session.
- B. Special meetings of the Student Activities Committee shall be called by the Chair of the Student Activities Committee, the Director of Student Activities, or by a majority of the members of the Student Activities Committee.

**ARTICLE IV Student Activities Committees and Councils**

**1. Student Activities Council**

- A. The Student Activities Council shall be a general forum for debate and comprehensive discussion of topics relevant to the mission of the Student Activities areas of the University of Minnesota.
- B. **Specific responsibilities**  
The Student Activities Council shall have responsibilities delegated to it by the Student Activities Committee and/or the Director of Student Activities to achieve specific outcomes.
- C. **Membership**  
The membership of the Student Activities Council shall be all persons actively involved with one or more of the Student Activities areas. This includes student volunteers, faculty volunteers, staff volunteers, and alumni volunteers; student employees, and all classifications of staff employed by a Student Activities area.
- D. **Officers**  
Officers of the Student Activities Council shall be:
  - 1. **Chair of the Council**  
The Chair shall be the Director of Student Activities.
  - 2. **Secretary**  
The secretary shall be appointed by the Chair.
- E. **Meetings**  
The Student Activities Council shall meet at least once per academic quarter in regular session.  
  
Special meetings of the Student Activities Council shall be called at the request of the Student Activities Committee or the Director of Student Activities.

- F. Rules**  
The Council shall make its own rules of procedure.  
(see Bylaws Article V, Sec. 3)

**2. Department Committees**

- A. The Department Committees purpose is as follows:**
1. Advise on operations plans and budgets.
  2. Review program prospectus and make recommendation.
  3. Concur, after consultation and review, on fee requests, major space assignments, and capital requests.
  4. Other activities as approved in Committee rules.
- B. There shall be Department Committees as follows:**
1. Minnesota Union Committee/ Coffman
  2. Minnesota Union Committee/ St. Paul
  3. Minnesota Union Committee/ West Bank
  4. University Co-Curriculum Committee
  5. University Student Legal Service Committee
  6. Student Organization Development Center Committee
  7. Recreational Sports Committee

**3. Special Committees**

- A. The following are Special Committees of Student Activities:**
1. Minnesota Union Executive Committee
  2. Office of Student Activities Financial Committee
  3. Office of Student Activities Planning Committee
- B. Special Committees of the Student Activities Committee shall be established by the Chair of the Student Activities Committee or by the Student Activities Committee.**
- C. Special Committees shall have those responsibilities as are needed to accomplish the task at hand and are within the authority of the Student Activities Committee to confir.**
- D. Members and officers of Special Committees shall be appointed by the Chair of the Student Activities Committee.**

- E. Special Committees shall be disestablished after acceptance of their final report by the Student Activities Committee or at the end of the term of office of the Chair of the Student Activities Committee.
- F. All other rules for committees of the Student Activities Committee and the Twin Cities Assembly apply unless specifically exempted by the Student Activities Committee.

**ARTICLE V                  Rules for Student Activities Committees  
   and Councils**

1.      **Quorum**  
A simple majority of the qualified voting members of a Student Activities Committee or Council shall constitute a quorum for the conduct of business.
2.      **Membership**  
Membership on all Student Activities Committees and Councils shall be representative of the culturally pluralistic community and include students, staff, faculty, and alumni in proportions that insure at least a two-thirds majority of student members
3.      **Rules**
- A.      **Parliamentary Rules**  
The current edition of "Sturgis Standard Code of Parliamentary Procedure," shall govern in cases not covered in these Bylaws; the Constitution; the rules of the University Senate; the Regents of the University of Minnesota, or the law.
- B.      **Committee/Council Rules**  
Each and every Committee or Council of Student Activities will establish its own rules of procedure to include:
- roles and responsibilities
  - size and representation of membership
  - officers and duties
  - schedule of meetings
  - discussion procedures

These rules are to be approved by the Student Activities Committee or the Twin Cities Campus Assembly.

4. **Minutes**

All Committees and Councils of Student Activities shall keep minutes of their meetings and proceedings, and shall send copies of such to the Director of Student Activities. The Director shall keep such minutes on file and make them publicly available except when confidentiality is requested by the group concerned and approved by the Student Activities Committee.

5. **Grievances**

A member of a committee requesting removal of a voting member of the same committee shall register his/her complaint with the Chair of the Student Activities Committee. In the event the Chair is involved, the Director of Student Activities shall receive the complaint. The officer receiving the complaint shall first try to mediate the difficulty. If he/she is unsuccessful, the matter shall be brought to the Student Activities Committee for appropriate action.

Rules for  
Student Activities  
Constitutional Convention  
(Approved April 22, 1986)

1. These rules shall be considered as a whole.
2. All delegates must register and receive their name tags before they may be seated as voting members of this assembly. If alternates chosen by their boards are to be seated, they must register at the credentials desk. Rotation of delegates and alternates will be allowed.
3. Registration will open at 7:45 a.m. and remain open. Registration shall not be permitted while a vote is being cast.
4. A quorum shall consist of two delegates from each of the following: SODC committee, USLS Board, REC BOG, SPSCBOG, WBU Board, and CMUBOG; and at least one other delegate. However, all delegates are expected to remain on the convention floor except for restroom breaks, etc.
5. Delegates must be present to vote and may cast only his or her ballot.
6. A speaker for debate shall not be recognized a second time to speak until all others who would like to address the Convention have been allowed to. Speakers for debate shall alternate positions if possible and shall be allotted three minutes each. Extensions will be granted by majority vote of the Convention.
7. When called for by the chair, or one third of the delegates, a secret ballot shall be granted on any motion before the convention.
8. Only the constitutional amendments previously recognized or proposed by the Presiding Committee may be considered by the Convention.
9. Amendments must be approved by a two-thirds majority of the total delegates.
10. No smoking shall be permitted in the Convention.
11. Robert's Rules of Order, Newly Revised governs this assembly in all parliamentary situations that are not provided for in the law or in these rules.



University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

- I. Title Student Activities Constitution Amendments  
XXX Discussion  
--- Information  
XXX Motion for Action Requested

II. Recommended or Proposed Action:

The Coffman Memorial Union Board of Governors approve these proposed amendments for further discussion and consideration by the boards of the student activities area.

III. Purpose or Intent of Item:

Each is noted individually on the proposed amendment.

Most are of a technical nature to insure clarity of intent and consistency of all provisions.

Several address the issue of "advice/ advisory", these are to be considered carefully; the intent is to further define the role of partnership in decision making.

IV. Previous Board Action and/or Pertinent Information:

Several of these have been endorsed and approved by the Committee of the Whole, as noted.

- V. Presented by Scott Chesney, Chairman

- VI. Date 31 March 1986

VII. Refer to:	Dates: Referred	Due back
<u>House and Finance Committee</u>	<u>-----</u>	<u>-----</u>
<u>Program Committee</u>	<u>-----</u>	<u>-----</u>
<u>Ad Hoc Committee</u>	<u>-----</u>	<u>-----</u>
<u>Committee of the Whole</u>	<u>10 Mar 86</u>	<u>31 Mar 86</u>
<u>Executive Committee</u>	<u>-----</u>	<u>-----</u>
<u>Director</u>	<u>-----</u>	<u>-----</u>

*collman*

Board of Governors

---

MOTION

Constitution, preamble, all articles  
By-Laws, all articles

Use correct and appropriate capitalization throughout all student activities constitutional documents (e.g. "regents of the University of Minnesota" and the "Board of Regents"). The constitution of the University of Minnesota Senate shall be used as a model.

PRESENTED - UBOG/ 31 MARCH 1986

*Coffman*

Board of Governors

---

MOTION 86-14

Constitution, Preamble

Fifth sentence, replace "advise" with "provide, in partnership with"; change "administrative leaders" to "administrators"; add after "administrators", "direction and leadership for the program of the student activities areas."; replace "and" with "The councils and committees will also".

Comment:

Partnership is used as a foundation for effective decisionmaking in student activities. It is, therefore, inconsistent to use the term "will advise" when referring to the role of community participation. It must be as clear as possible that the university is making a commitment to the community, specifically students, of significant involvement in the decision making process.

Other changes are for clarity and consistency.

APPROVED - COMMITTEE OF THE WHOLE/ 10 MARCH 1986  
PRESENTED - UBOG/ 31 MARCH 1986

*colbman*

Board of Governors

---

MOTION

Constitution, Preamble

Last sentence, change to read, "Philosophically, historically, and traditionally, the student activities area has included students as a prerequisite . . . citizenship."

Comment:

Changes made for clarity.

PRESENTED - UBOG/ 31 MARCH 1986

*collman*

Board of Governors

---

MOTION

Constitution, Article III, Sec. 1.

First sentence, delete after, "for all", "direction and"

Comment:

This is done to reduce confusion and possible redundancy.

PRESENTED - UBOG/ 31 MARCH 1986

*collman*

Board of Governors

---

MOTION

Constitution, Article II, Sec. 1.

Second sentence; delete after "matters", "introducing educational ideas and proposals, and stimulating discussions leading to improvement of the program of student activities."

Third sentence; replace "will be" with "shall have"; change "responsible" to "responsibility"; change "provide" to "providing".

Comment:

The clause removed in the second sentence is not necessary and too detailed for a constitutional statement. The tenor of this clause might preclude others from "introducing ideas and proposals" or "stimulating discussions". The position and authority of the director is clearly delineated without this clause. The other changes are to produce consistency of style throughout the document.

PRESENTED - UBOG/ 31 MARCH 1986

*collman*

Board of Governors

---

MOTION 86-15

TCCA Constitution, Article IV, Sec. 3.A

SA Constitution, Article III, Sec. 2.

Insert, between faculty appointments and student appointments,  
"Civil service members shall be appointed by the committee on  
committees with approval of the assembly."

Comment:

Change is to clarify the selection of civil service volunteers  
and for consistency.

APPROVED - COMMITTEE OF THE WHOLE/ 10 MARCH 1986  
PRESENTED - UBOG/ 31 MARCH 1986

*collman*

Board of Governors

---

MOTION

Constitution, Article IV, Sec. 1.

Title, change to read: "Establishment of Committees and Councils."

First sentence, insert "and" before "(b)"; remove after "department committees", "and special committees".

Comment:

Changes made for clarity and consistency.

PRESENTED - UBOG/ 31 MARCH 1986



*Coffman*

Board of Governors

---

MOTION 86-16

Constitution, Article IV, Sec. 3.

First sentence, replace "advising" with "the effectiveness and efficiency of specific".

Second sentence, replace "such matters as are brought before it." with "the quality delivery of these intended outcomes."

Comment:

Changes made for consistency - see preamble.

APPROVED - COMMITTEE OF THE WHOLE/ 10 MARCH 1986  
PRESENTED - UBOG/ 31 MARCH 1986

*collman*

Board of Governors

---

MOTION

Constitution, Article V, Sec. 1.

Third sentence, replace "assigned", with "delegated"; insert between "the" and "Union", "regents of the"; add after "University", "Minnesota"; replace "office" with "vice president".

Fourth sentence, replace "are normally" with "may be"; delete "just"; replace "other" with "superior".

Comment:

Changes made for clarity and consistency.

PRESENTED - UBOG/ 31 MARCH 1986

*coffman*

Board of Governors

10 March 1986

TO: Governor Brigetta Allen, CHIP  
Governor Leslie Bowman, UFS  
Governor Barry Bridges, CMUBOG Alumni  
Governor Henry Heupel, V. Chair/ H&F  
Governor Glen Lindgren, CUPC  
Governor Marie Mac, IT  
Governor Ken Martin, MAA  
Governor Stefano Romagnoli, COGS  
Governor John Wright, V. Chair/ Program  
Governor Peter Zeller, CLA

FR: Scott Chesney, Chairman

Re: Constitutional Consultation

In order to better facilitate the discussion and deliberations of the governors throughout this constitutional drafting process I will maintain office hours for the purpose of constitutional consultation and acceptance of proposed amendments.

These times will be as follows:

12 March, Wednesday, 11:00-2:00  
17 March, Monday, 11:00-2:00  
19 March, Wednesday, 11:00-2:00  
24 March, Monday, 11:00-2:00  
26 March, Wednesday, 11:00-2:00

All meetings shall be in the Boardroom, 346 Coffman.

If an issue can be better addressed by another officer of the Board or by one of the directors, I shall ask them to attend. Please contact me in advance if this is desired.

I urge all of the governors to use these times for both questions and discussion. The significance of these decisions should be obvious. Please strive to be as informed as possible before you are asked to commit your vote.

Thanks for your time.

sc

pc Coffman Directors  
MU Executive Committee  
Mark Allen

**MOTION**

**Constitution, preamble, all articles**

**By-laws, all articles**

Use correct and appropriate capitalization throughout all student activities constitutional documents (e.g. "regents of the University of Minnesota" and the "Board of Regents"). The constitution of the University of Minnesota Senate shall be used as a model.

Respectfully submitted,

Scott Chesney

MOTION

Constitution, Preamble

Fifth sentence, replace "advise" with "provide, 1- partnership with"; change "administrative leaders" to "administrators"; add after "administrators", "direction and leadership for the program of the student activities areas."; replace "and" with "The councils and committees will also".

Comment:

Partnership is used as a foundation for effective decisionmaking in student activities. It is, therefore, inconsistent to use the term "will advise" when referring to the role of community participation. It must be as clear as possible that the university is making a commitment to the community, specifically students, of significant involvement in the decision making process.

Other changes are for clarity and consistency.

Respectfully submitted,

Scott Chesney

MOTION

Constitution, Preamble

Last sentence, change to read, "Philosophically, historically,  
and traditionally, the student activities area has included  
students as a prerequisite . . . citizenship."

Comment:

Changes made for clarity.

Respectfully submitted,

Scott Chesney

**MOTION**

**Constitution, Article III, Sec. 1.**

**First sentence, delete after, "for all", "direction and"**

**Comment:**

**This is done to reduce confusion and possible redundancy.**

**Respectfully submitted,**

**Scott Chesney**

MOTION

Constitution, Article II, Sec. 1.

Second sentence; delete after "matters", "introducing educational ideas and proposals, and stimulating discussions leading to improvement of the program of student activities."

Third sentence; replace "will be" with "shall have"; change "responsible" to "responsibility"; change "provide" to "providing".

Comment:

The clause removed in the second sentence is not necessary and too detailed for a constitutional statement. The tenor of this clause might preclude others from "introducing ideas and proposals" or "stimulating discussions". The position and authority of the director is clearly delineated without this clause. The other changes are to produce consistency of style throughout the document.

Respectfully submitted,

Scott Chesney



**MOTION**

**TCCA Constitution, Article IV, Sec. 3.A**

**SA Constitution, Article III, Sec. 2.**

**Insert, between faculty appointments and student appointments,  
"Civil Service members shall be appointed by the committee on  
committees with approval of the assembly."**

**Comment:**

**Change is to clarify the selection of civil service volunteers  
and for consistency.**

**Respectfully submitted,**

**Scott Chesney**

MOTION

Constitution, Article IV, Sec. 1.

Title, change to read: "Establishment of Committees and Councils."

First sentence, insert "and" before "(b)"; remove after "department committees", "and special committees".

Comment:

Changes made for clarity and consistency.

Respectfully submitted,

Scott Chesney

**MOTION**

**Constitution, Article IV, Sec. 3.**

**First sentence, replace "advising" with "the effectiveness and efficiency of specific".**

**Second sentence, replace "such matters as are brought before it." with "the quality delivery of these intended outcomes."**

**Comment:**

**Changes made for consistency - see preamble.**

**Respectfully submitted,**

**Scott Chesney**

MOTION

Constitution, Article V, Sec. 1.

Third sentence, replace "assigned", with "delegated"; insert between "the" and "Union", "regents of the"; add after "University", "Minnesota"; replace "office" with "vice president".

Fourth sentence, replace "are normally" with "may be"; delete "just"; replace "other" with "superior".

Comment:

Changes made for clarity and consistency.

Respectfully submitted,

Scott Chesney

New Business 31 March

MOTION

The Coffman Memorial Union Board of Governors authorizes and empowers the Coffman Executive Committee to act in the name of the Board on proposed amendments and cause those amendments approved by a 3/4 vote of the Executive Committee to be referred to the Student Activities Planning Office.

This order shall be in effect from 1:00 pm, 31 March 1986, through 5:30 pm, 11 April 1986.

All action taken in the name of the Board shall be reported to the governors at the 28 April 1986 UBOG meeting.

Respectfully submitted,

Scott Chesney

**MOTION**

**The Coffman Memorial Union Board of Governors hereby designates the facilities of CMU to be non smoking in their entirety.**

- 1. Smoking in all previously designated "smoking permitted" areas will be prohibited beginning no later than 1 July 1987.**
- 2. All tobacco products shall be removed, and further prohibited for future sales, at Union concessions areas no later than 1 July 1986.**
- 3. All tobacco vending machines shall be removed from CMU no later than 1 July 1986.**
- 4. An appropriate and effective public information effort shall be made to inform the University of Minnesota community of this change.**
- 5. Plans for implementation and enforcement of this policy shall be brought to the Board for approval no later than 15 June 1986.**

**Respectfully submitted,**

**Scott Chesney**

*coffman*

Board of Governors

31 March 1986

Agenda

- |       |  |                   |
|-------|--|-------------------|
| I.    | Call to Order<br><i>John H. Wright, Presiding</i>    | 12:05             |
| II.   | Approval of Minutes<br>3 March 1986<br>10 March 1986 | 12:05             |
| III.  | Unfinished Business                                  | 12:10             |
|       | Coffman Memorial Union Tobacco Policy                | Action (15 m)     |
|       | Student Activities Constitution<br>Amemdmnts         | Action (15 m)     |
|       | MU 1986-87 Program Prospectus                        | Discussion ( 5 m) |
| IV.   | New Business   | 12:45             |
|       | Executive empowerment                                | Action ( 5 m)     |
|       | Partnership Evaluation                               | Action ( 5 m)     |
|       | 1986-87 Proposed budget                              | Intro/ Ref ( 5 m) |
| V.    | Reports  | 1:00              |
|       | Chairman/ Executive Committee                        |                   |
|       | V Chair/ Program Committee                           |                   |
|       | V Chair/ House & Finance Committee                   |                   |
|       | Director   |                   |
| VI.   | Announcements  | 1:05              |
|       | 7 April 1986 - Program Committee                     |                   |
|       | 14 April 1986 - House & Finance Committee            |                   |
|       | 21 April 1986 - Committee of the Whole               |                   |
|       | 28 April 1986 - Board of Governors                   |                   |
| VII.  | Process  | 1:10              |
| VIII. | Adjournment  | 1:15              |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Meeting March 31, 1986

Present: Scott Chesney Chair  
John Wright V Chair/Program  
Henry Heupel V Chair/H&F  
Barry Bridges CMUBOG Alumni  
Marie Mac IT  
Liz Andersen CMU  
Ken Martin MN Alumni  
Bernie Molitor CMU  
Rufus Simmons CMU  
Glen Lindgren CUPC  
Peter Zeller CLA

Absent: Stefano Romagnoli COGS  
Leslie Bowman Fd Service (exc)  
Brigetta Allen CHIP  
Andy Seitel, MSA

Guests: Sue Oatey, Pam Smith, Vi Justice

The meeting was called to order at 12:05 by Vice Chair John Wright.  
A quorum was present.

The minutes of March 3 and March 10 were approved as published.

UNFINISHED BUSINESS

Tobacco Policy. Scott Chesney introduced Dr. J. Sue Oatey, Office of Student Affairs, to speak to the proposed tobacco policy. Dr. Oatey presented information from her background in wellness including statistical information on smoking related illness and casualties.

It was noted cost to employers per smoking employee is estimated to be between \$200-\$2,000 in medical and cleaning costs.

It was noted "second-hand" smoking has proven to be a cause of cancer.

Rufus Simmons distributed a memo addressed to the Board re: Assessing the impact of implementing a no sale or consumption tobacco policy. The memo set forth key assumptions and principles and key implementation challenges, obstacles and impacts.

Question was asked how damage costs would offset loss of revenue costs?

John Wright passed the gavel to Mr. Chesney, who shall preside over the tobacco policy issue.

Mr. Wright said he would not want to see Coffman Union as the only place on campus where smoking is not permitted. He felt the "living room" mission of the union should involve having designated smoking areas in the building.



MOTION 86-12C (Wright-Lindgren) To amend motion 86-12 by Deleting item 1, "Smoking in all previously designated 'smoking permitted' areas will be prohibited beginning no later than 1 July 1987.

Barry Bridges spoke in opposition to the amendment, "Why cut out money making sales if we do not benefit from the loss of profits." Provide better environment for non-smokers.

Henry Heupel noted the missions statement states conveniences and amenities are part of educational life. The Unions could provide greater service thru education.

Glen Lindgren noted the Unions would be excluding a behavior, not an individual.

John Wright said it would exclude part of the community and would be moving away from the living room mission.

Motion to Amend failed.

Barry Bridges asked if there would be any employee concerns.

Rufus Simmons said the main issue would be who would be the enforcers. How smoke free do you want the building to be - how soon do you want to see the building smoke free?

MOTION 86-12D (Bridges-Martin) Amend Motion 86-12 to change dates in items 1, 2 and 3 to September.

Motion carried.

MOTION 86-12 as amended carried. John Wright opposed.

#### NEW BUSINESS

#### Executive Empowerment

MOTION 86-17 (Committee of Whole - Martin) The Coffman Memorial Union Board of Governors authorizes and empowers the Coffman Executive Committee to act in the name of the Board on proposed amendments and cause those amendments approved by a 3/4 vote of the Executive Committee to be referred to the Student Activities Planning Office.

This order shall be in effect from 1:00 pm, 31 March 1986, through 5:30 pm, 11 April 1986.

All action taken in the name of the Board shall be reported to the governors at the 28 April 1986 UBOG meeting.

Motion carried. 1 abstention.

Partnership Evaluation

Report will be discussed at next meeting of the Committee of the Whole.

ANNOUNCEMENTS

Scott Chesney reminded Governors to submit written critique of Student Activities constitution and amendments.

An article in the Minneapolis Tribune stated that the Minnesota Legislature passed a bill that along with raising the drinking age, prohibits alcohol companies from contributing money to campus events.

Hank Heupel announced his resignation from the Board and as Vice Chair of Board/House and Finance effective March 31. He expressed his appreciation to the Board and said he enjoyed being a governor.

Scott Chesney thanked Hank for his participation.

The meeting adjourned at 1:05.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

Henry W. Heupel  
325 8th Avenue S.E. #301  
Minneapolis, MN. 55414

March 27, 1986

Scott R. Chesney  
Chair, Coffman Union Board of Governors  
230 Coffman Memorial Union  
300 Washington Ave. S.E.  
Minneapolis, MN. 55455

Dear Scott,

I have made a decision that has been very difficult for myself, my family, and I am sure for my friends in the Union. I am resigning as the Vice Chair House and Finance of the Coffman Memorial Union Board of Governors effective March 31, 1986.

I know that this comes as somewhat of a shock to you and is definitely unexpected. I hope that the resignation will be accepted in the spirit in which it is tendered. This has been one of the toughest decisions of my career as a student at the University, and to be honest, one that I would not have made had the situation with my family and my personal life been different. I have agonized about this decision and discussed it extensively with my wife and friends. I feel that this decision is the best for all parties, but most importantly for myself and my family.

I am only 58 credits from graduating with a degree in History from CLA. This coming spring, summer, and fall quarters I will be taking a minimum of 20 credits per quarter so that I will be able to graduate in December 1986. I have an opportunity with a major corporation and need to take advantage of this opportunity by graduating as quickly as possible and preparing myself for my career. I have also been promoted in my position at J.C. Penny Co. and have been transferred to the Rosedale store. I will be required to work a minimum of thirty hours per week in this new position. I will also mean that I will make more money, which will be needed for our new addition in September. Finally, I do not want to continue in a leadership position and continue to only be half-involved, as the case will probably be. I would rather give you, this organization, and our constituents 100% of my time, energy and ability, or step aside and allow someone else with time, energy and commitment to provide leadership in the Unions. I have grown, and in doing so have changed my priorities. My priorities are my commitment to my family and then to my career. Unfortunately, involvement in student activities is no longer a major priority in my life.

I hope that these reasons help to explain my decision. I want you to know that my association with this organization, with you and the leadership of the Union, and with the governors has been both exciting and pleasurable. I know that I have grown personally and have acquired those things we call "life skills" through my association and involvement in this and other student organizations. I will always value my experiences in the Union, and the friendships that I have made. I hope that my contributions have equalled what I have been able to take from this experience, but I fear that will not be the case in the long run. I want you and the governors to know that I value our friendship and that I sincerely hope that we can continue to maintain those relationships in the future.

Sincerely,



*collman*

Board of Governors

17 March 1986

TO: Governor Brigetta Allen, CHIP  
Governor Leslie Bowman, UFS  
Governor Barry Bridges, CMUBOG Alumni  
Governor Henry Heupel, V. Chair/ H&F  
Governor Glen Lindgren, CUPC  
Governor Marie Mac, IT  
Governor Ken Martin, MAA  
Governor Stefano Romagnoli, COGS  
Governor John Wright, V. Chair, Program  
Governor Peter Zeller, CLA  
Director Rufus Simmons, CMU  
Asst. Director Bernie Molitor, CMU  
Asst. Administrator Liz Andersen, CMU

FR: ~~Scott Chesney, Chairman~~ 

RE: Student Activities Constitution

To provide me with direction for our discussion of the proposed student activities constitution and amendments, I am asking the governors to develop concerns relating to this constitution.

Each governor should prepare a draft that addresses the following points:

Does this document represent the best effort to provide for effective student influence in the direction and policy making of the Minnesota Union?

If not, how can it be improved?

What, in your opinion, does this document indicate as the role of students in Minnesota Union planning?

In an overall sense, how does this document improve, maintain, or impair the Minnesota Union?

Individual concerns from philosophic to technical, please inform me of them.

It is very important that each of the governors take time to develop positions based on these questions. I am requesting that these individual comments be written down and sent to the governors office for typing and distribution to the executive committee. Please be candid and succinct. These comments will be used to guide our discussions and not released to the public. I request that these be in the governors office before noon, April 2 1986, Wednesday.

Thanks for your time and have an enjoyable break.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Director of Student Activities  
340 Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 376-1685

March 4, 1986

TO: Student Activities Department Directors  
Student Activities Staff  
Student Activities Board Members

FROM: Carl Nelson

RE: 1986-87 Planning and Budgeting

Attached are statements related to twenty-four Student Activities programs. The statements include:

1. Mandate for the program--the goal which Student Activities has an obligation to meet.
2. Planning Issues--currently on the table which are to be resolved within the process of planning operations for 1986-87.
3. Policy Issues--questions currently on the table which are to be resolved prior to the 1986-87 planning. Page 25 summarizes the policy issues.
4. Program assignment--the department which will have the primary obligation for programs to achieve the goal.
5. Resource recommendation--a general indication of funding levels in relation to current budgets and identification of other resource matters.

Department Directors and Department Boards are asked to resolve the policy issues by April 15th.

Directors and I will make the resource recommendations more specific, that is provide tentative dollar figures, by March 21st.

The staff and volunteers responsible for each program, working with Department Directors, should begin to access the opportunities and problems for programming to achieve the mandate of that program. This planning is to also deal with the planning issues. Area strategies; i.e. empowerment, goal orientation, collaboration, accountability, outreach and inclusion; should also guide programming strategies. After March 21st, the tentative level of funding information will provide the opportunity for more complete assessment of the situation for program planning.

I will need to know on April 15th what problems to programming remain and whether further funding reallocations need to be considered.

**Program:** Affiliation of student organizations with the University of Minnesota

**Goal:** Contribute significantly to students' educational growth, to their recreational needs, and to their personal development through campus life which includes participation and experiences in organizations which provide for: stimulation of interest in current social, political, economic, cultural, or religious issues and problems; experience in living and working in group projects with individuals of different races, creeds, social, economic, and cultural backgrounds; intellectual development particularly in field and related to classroom experiences; development of professional ideals and standards through activities of a professional type; practice in recognizing and exercising the responsibilities of citizenship; development of capabilities for leadership in group enterprises; and recreational experiences within the cultural environment of the University.

Each student organization shall be responsible for the individual and collective conduct of its members in all of its group sponsored activities and functions. Specific responsibilities are described in the Basic Policy on Student Activities.

**Planning issues:**

1. What information must be provided by the University to effectively establish full awareness of responsibilities assumed by registered student organizations? How can it be effectively communicated?
2. What processes are to be used to provide accountability for the responsibilities?
3. About 30% of the students are involved in student organization aspects of campus life. How can more be encouraged to get involved?
4. How can more faculty and staff be encouraged to be involved in this aspect of campus life?

**Policy issues:** None

**Program assignment:** SODC

**Resource Recommendations:**

1. Status quo.
2. Office improvements.

**Program: Advisory and Consultant Services for Student Organizations**

**Goal: Contribute to the capacity of the student organizations to achieve their goals and fulfill their responsibilities.**

**Planning Issues:**

1. What program should be designed, and how can it be implemented, to increase the advisory and consulting to student organizations by faculty?
2. Should a short-term consultation program be designed and how can it be implemented?
3. Work with greek planning groups.

**Policy Issues:** What student organizations shall be given priority for SODC staff advisory and consultant services? Recipients of student services fees which do not have these services provided by other means, student organizations approved for campus business enterprises which do not have these services provided by other means, sororities (primarily through relationships with the Panhellenic Council) and fraternities (primarily through relationships with the Inter-Fraternity Council) are currently given priorities. It is recommended that these priorities continue.

**Program Assignment: SODC**

**Resource Recommendations:**

1. Harden line item for staff to advise and consult priority fee-receiving and business enterprise student organizations.
2. Office improvements.
3. Provide encouragement to improvements in Fraternity Purchasing Association.

**Program: Support Services to Student Organizations**

**Goals:** Provide services which assist the operational functions of student organizations, thus increasing the capacity of student organizations to achieve their goals and fulfill their responsibilities.

**Planning Issues:**

1. What is assessment of experiences with bank services provided in SPSC and what should that program include in 1986-87? (SODC and MU issue)
2. Which student organizations will be assigned which office spaces? (CMU issue)

**Policy Issues:**

1. Are graphics services to be included in those which the institution provides to assist with operational functions? (MUCB and SODC Advisory Committee issue)
2. Should the amount of office space be increased so that more organizations can be provided this assistance? (MUCB and SODC Advisory Committee issue)
3. Should Student Activities and Minnesota Daily collaborate to build additional space?

**Program Assignments:**

1. Student Organization Banking--SODC
2. Student Organizations Accounts Receivable for University Services--SODC
3. Offices--MU
4. Graphics--MU

**Resource Recommendations:**

1. Rebudget in SODC for combined operations of student organization banking and internal Student Activities cashier functions.
2. Propose, in fall 1986, program and funding for expansion of student organization offices.
3. If obligation for providing graphics services is continued, earnings must support the cost of the service.



**Program: Facilities Operation and Scheduling**

**Goals:** To provide University organizations and departments, as well as external groups, with physical space and related operations support in the union facilities so that events and activities of value to the University community are enabled.

To provide day-to-day operational requirements essential for providing safe, enjoyable open and programmed recreational programs for the fee-paying campus community. The responsibilities include facilities scheduling, facilities supervision, activity supervision, emergency response and care, identification checks, equipment set-up and take-down, key controls, clerical staff supervision, and recording and reporting participation data.

**Planning Issues:**

1. Operations and staffing structures. Staff assignments.
2. Continued development of scheduling systems and computer support for them.

**Policy Issues:** None

**Program Assignments:** Department of Recreational Sports and Department of Minnesota Union

**Resource Recommendations:** Increase funding support in Department of Recreational Sports.

**Program: Sport Clubs**

**Goal:** Facilitate and encourage student development in leadership, sports participation, and social interactions through the experiences of groups involvement and cooperation and of competitive and non-competitive sports activities.

**Planning Issues:** Staffing increases and staffing assignments.

**Policy Issue:** Clarifications of relationship between Sports Clubs and the University including University responsibilities for club and coach liabilities.

**Program Assignment:** Department of Recreational Sports

**Resource Recommendations:**

1. Increase funding to support staff changes and club activities.
2. Maintain club fund raising.

**Program:** Fitness/Aerobics

**Goals:** To help educate students, faculty, and staff on the value and importance of incorporating exercise into their lifelong plan. To provide services which support the education and application of it.

**Planning Issues:**

1. Provide weight room supervision.
2. Further develop instruction and fitness programs.

**Policy Issues:** Extend instruction and fitness programs to families.

**Program Assignment:** Department of Recreational Sports

**Resource recommendations:** Increase funding for supervision and programming.

**Program: Intramurals**

**Goal:** To provide affordable game conditions for high quality fun; exercise; enjoyment; teamwork; social interaction among students, faculty, and staff; competition; and learning experiences in nineteen sports.

**Planning Issues:**

1. Continue effort to encourage and facilitate participation by significant numbers of students, faculty, and staff.
2. Operate with student officials as an integral, high-quality component of the program.

**Policy Issues:** None

**Program Assignment:** Department of Recreational Sports

**Resource Recommendations:**

1. Funding support level must be in balance with other program priorities.
2. Maintain partial program support from team fees.

**Program:** Outdoor Recreation

**Goal:** Contribute to healthy leisure lifestyle through stimulating interest in and assisting with development of outdoor recreational activities.

**Planning Issues:**

1. Collaboration among Co-Curriculum and recreational sports staff in planning Issues, Ideas and Values programs related to environmental issues.
2. Development of instructional programs.
3. Provision of opportunities for outdoor recreational activities.

**Policy Issues:**

1. Priority of this program. I believe the program should be lower in priority than Co-Curricular and campus-centered programs.
2. Which Board (MU or Rec Sports) will have responsibility for involvement in policy decisions? I recommend Recreational Sports Board as the Board working with The Department of Recreational Sports.

**Program Assignment:** Department of Recreational Sports

**Resource Recommendations:** The program should be funded at a higher level for adequate staffing if the funding is available when reaching the priority level set for this program.

**Program:** Sports equipment sales and rental

**Goal:** To provide equipment which supports participation in recreational activities.

**Planning Issues:**

1. Expansion of the Outdoor Store.
2. Development of additional stores to provide additional support to other recreational sports programs.
3. Insure outreach and convenience of operations for total Twin Cities campus.

**Policy Issues:** Which Board (MU or Rec Sports) will have responsibility for involvement in policy decisions regarding Outdoor Store? I recommend The Recreational Sports Board of Governors.

**Program Assignment:** Department of Recreational Sports

**Resource Recommendation:**

1. Recognize and expense cost of Outdoor Store space.
2. Net earnings from Outdoor Store accrue to Department of Recreational Sports to offset Outdoor Recreation expenses.

**Program:** St. Paul Operations--Recreational Sports

**Goal:** Incorporation of components of Recreational Sports into a program to provide unique, convenient, and enjoyable experiences for St. Paul participants.

**Planning Issues:** Staff and budget structures will involve some changes.

**Policy Issues:** None

**Program Assignment:** Department of Recreational Sports

**Resource Recommendation:** Assign resources to this program as one decision component within the Department of Recreational Sports.

**Program:** Craft Activities

**Goal:** To provide opportunities to develop and experience stimulating and creative leisure activity.

**Planning Issue:**

1. How can the Art Craft Studio be programmed for this goal and as a part of the Visual Arts educational programming?
2. How can those interested in use of leisure time on campus for creative activities be informed about the program and studio usage increase?

**Policy Issues:** Priority of this program. I believe the program should be lower in priority than Co-Curricular programs and programs that promote interaction on campus.

**Program Assignment:** Department of Minnesota Union

**Resource Recommendation:** The program should be funded if resources are available when reaching the level at which its priority is established.

Funding must be adequate for quality services, hours of operation when users have time for creative activity, adequate instruction, and an advertising program.



**Program: Social Programs and Activities**

**Goal: Development of social skills, concerns and respect of one individual for another within the University community.**

**Planning Issues:**

1. Development of the physical environment in the Union games rooms to encourage more personal interaction.
2. Do coin-operated games and television encourage isolation rather than interaction?
3. What programs and activities; in addition to student organization activities, Co-Curricular programs, dining, union games room activities, and recreational sports activities; should be developed to encourage interaction among students, staff and faculty on campus?
4. How can the Unions and Food Services work to enhance the social aspect of dining?
5. What should be the operations structure of union games rooms.

**Policy Issues: Goal Statement**

**Program Assignment: Department of Minnesota Union**

**Resource Recommendation: Status quo**

**Program: All-Campus Events**

**Goal:** To foster, support, and enhance an individual's identity with the University of Minnesota and to celebrate the union of the individual with the community.

**Planning Issues:**

1. What should be reflected in these events as attributes of the University which are being celebrated? How can this be done?
2. Alumni should be included in the community of celebrants and as personal linkages to the traditions of the University.
3. Staff assignment to College Bowl coordination.

**Policy Issues:**

1. Should Minnesota Union assume major obligations for Homecoming?
2. What relationship should be established between the Department of Minnesota Union and the groups managing other all-campus events?
3. Should this goal be adapted by MUCB as a mandate for the organization?

**Resource Recommendations:**

1. Allocate, on a one-time basis, \$5,000 from Minnesota Union Operations Reinvestment Reserves to Homecoming Start-up Investment.
2. Provide staffing adequate for the obligations assumed.

**Program: Information and Hospitality**

**Goal:** To offer a well-considered plan of services and amenities that uniquely contribute to the quality of campus life.

To maintain an environment in which the free exchange of ideas and debate may take place unimpeded. In this environment members of the academic community must be free to organize, discuss, pass resolutions, distribute leaflets, circulate petitions, picket and take other lawful actions for free expression. In doing so teaching, research, and supportive activities may not be interfered with or disrupted.

**Planning Issues:**

1. Development of information centers that adequately implement actions suggested in strategic planning task forces and in survey conducted by Pam Smith for strategies of outreach and inclusion.
2. Leadership for improvements in student contact interactions.
3. Development of strategies for college related environments to support campus life.
4. Decision on addition of photo finishing services.
5. Magazine and newspaper sales to support campus life, curriculum and Co-Curriculum.
6. Operations and staff operating structures.
7. Every person responsible for hospitality.

**Policy Issues:**

1. Sale of products that are definitely harmful to health of consumers, i.e. tobacco.
2. Editorial control of content in Union display cases.
3. Establishment of goals as a mandate for Student Activities.
4. Services to be provided through long term space assignment (leases) of space in Coffman Memorial Union building.

**Program Assignment:** Department of Minnesota Union

**Resource Recommendation:** Increase funding for information.

**Program:** Union Facilities

**Goal:** To create physical environments congenial to promotion and support of campus life and Co-Curricular goals.

**Planning Issues:**

1. Washington Avenue pedestrian bridge development.
2. Common room developments.
3. Inclusion of cultural centers in Coffman Memorial Union building.
4. Office changes.
5. Housekeeping quality, especially on West Bank.

**Policy Issues:**

1. Reschedule phase-in of \$1.00 per square foot reserve fund for redecorating and remodeling.
2. Assignment of space for Cultural Centers.
3. Goal statement.

**Program Assignment:** Department of Minnesota Union

**Resource Recommendation:**

1. Increase funding in West Bank Union.
2. Building improvements priorities:
  - a) Student Activities Offices
  - b) CMU Ground Floor
  - c) Cultural Centers
  - d) Wiley Hall
  - e) SPSC Lower Level
  - f) CMU Basement

**Program:** Assistance to Student Participation in University Governance

**Goal:** To contribute to good decisions through effective student participation in University governance. To contribute to student learning from experiences in University service contributed through participation in University governance.

**Planning Issues:**

1. Provision of assistance to St. Paul Board of Colleges.
2. Structure of program and assistance to Election Commission.
3. Long range plan to increase assistance to student participation in college and department governance systems.

**Policy Issues:** None

**Program Assignment:** SODC

**Resource Recommendation:** Increase level of support

**Program: Legal Service**

**Goal: To prevent or resolve legal problems that could interfere with students academic performance.**

**Planning Issues:**

1. Collaboration in publicizing services.
2. Instructional support to preventative legal education.
3. Law school collaboration that supports legal service and provides legal education experiences.
4. Office and business operations in conjunction with West Bank Union.

**Policy Issue: None**

**Program Assignment: University Student Legal Service**

**Resource Recommendation: Fee Request adjusted for fee committee recommendation.**

**Program:** CAPP

**Goals:** Help students integrate knowledge, become aware of the responsibilities of citizenship, and develop moral reasoning and commitment to values related to responsible use of chemicals including the choice to abstain from use.

**Planning Issues:**

1. Strengthening relationships of CAPP within the Co-Curriculum.
2. Use of CAPP model for other instructional programs.

**Policy Issues:** None

**Program Assignment:** Center for University Co-Curriculum--Program in Issues, Ideas and Values

**Resource Recommendation:** Status Quo

**Program: Arts**

**Goal:** The goal mandated by Minnesota Union is:

To sponsor activities through CMU, SPSC, and WBU which provide members of the University community and the community at-large with opportunities to experience and appreciate the visual, performing, and literary arts; to increase their knowledge and understanding of these arts; and for expression through these arts.

In addition, Union programming in the Arts has included film arts. This addition should be made in approving a revised goal statement. The Arts Program will recommend the outcomes and definition of context as the goal for arts education in the Co-Curriculum.

**Planning Issues:**

1. The Art Craft Studio as an opportunity to partially support art education.
2. Collaboration with the University Museum in visual arts education, visual arts programming, and galleries operations.
3. Structuring the partnership of union volunteers with the Co-Curriculum staff.

**Policy Issue: Goal Statement**

**Program Assignment: Center for University Co-Curriculum**

**Resource Recommendation: Balancing staff needs with requirements of other program will occur in the next three weeks.**



**Program: Issues, Ideas and Values**

**Goal: The goal mandated by Minnesota Union is:**

To enrich the educational experience of the University community by providing programs which encourages serious reflection on public affairs, science, arts, and humanities, in informal, out-of-class discussion of knowledge, opinions and values among students, staff, faculty and off-campus community members.

The intended outcome for students is that this learning assists them in being able to shape a life and philosophy and set of values to guide that life. To do so they must draw upon knowledge and see the interconnections of knowledge from several disciplines.

**Planning Issue:**

1. Structuring the partnership of union volunteers with Co-Curriculum staff.
2. Inter-relatedness of programming within Co-Curriculum and campus life.

**Policy Issue: Goal Statement**

**Program Assignment: Center for University Co-Curriculum**

**Resource Recommendation: This is a very high priority and must be funded accordingly.**

**Program: Cultural Pluralism**

**Goal:** The goal mandated by Minnesota Union is:

To support the Minnesota Union goals by providing resources, support, and programs to enable all members of the University community the opportunity to experience the cultural diversities within the larger pluralistic society, a means through which members of minority groups can display points of unity and diversity of purpose and cultural expression, and the opportunity to acquire life skills through Co-Curricular activities.

The intention is that the learning in arts, ideas, issues, and values will provide a general understanding of society, a culturally pluralistic society, and the place of the individual in it and that individual students will develop ability and disposition for rich multi-cultural interactions.

**Planning Issues:**

1. Maintenance and further development of structures that relate the full pluralistic community and ethnic minority organizations in it.
2. Programming that infuses cultural pluralism into education in arts, leadership, issues, ideas and values.
3. Planning to use the opportunities of cultural center location in CMU.
4. Leadership in relating to the opportunities in international student organizations and ISTC programming.

**Policy Issue: Goal Statement**

**Program Assignment: Center for University Co-Curriculum**

**Resource Recommendation: Maintain supplies and equipment funding levels to Ethnic Cultural Committees.**

**Program:** Leadership Development

**Goal:** Learning competencies and skills for effective leadership.

**Planning Issues:** Increased opportunities for programming through greater collaboration.

**Policy Issue:** Unions' consideration of obligation to this mandate.

**Program Assignment:** Center for University Co-Curriculum

**Resource Recommendation:** Supplies and Equipment assignment needed. Staffing needs to be evaluated.

**Program: Volunteer Development**

**Goal:** The goal mandated by Minnesota Union is:

To encourage volunteer involvement in MU governance and activities. To provide volunteers with opportunities for personal growth through the acquisition of organizational and leadership skills. To recognize MU volunteers for their contributions to the University community.

The following is suggested as an updating and elaboration of the goal:

To provide for a well trained volunteer staff in order to effectively accomplish intended outcomes of the program areas.

To provide for the volunteers significant educational opportunities for personal development autonomy, commitment to values, moral reasoning, intellectual competence, interpersonal competence, integration of knowledge, and other-centeredness.

**Planning Issues:**

1. Intentional development of environments for volunteer development.
2. Intentional staff interactions that contribute to volunteer development.

**Policy Issues:** Mandated outcomes and goal statement.

**Program Assignment:** Center for University Co-Curriculum

**Resource Recommendation:** The primary resources are program leadership and contributions from all staff in their intentional actions related to job responsibilities.

**Program:** Curriculum Support

**Goal:** Development and maintenance of instructional systems necessary for implementation of programs associated with the Co-Curriculum.

**Planning Issues:**

1. Clear expression of instructional expectations of other staff.
2. Outcomes assessments.
3. "Transcript"

**Policy Issue:** Mandate

**Program Assignment:** Center for University Co-Curriculum

**Resource Recommendation:** Staff expectations are to be defined. Workshops and retreats supplies and equipment funding are to be identified.

Summary of Policy Issues  
by Department

**Coffman Memorial Union**

1. Assignment of Space to Cultural Centers.

**Constituent Unions**

1. Display case editorial responsibility.

**Department of Minnesota Union**

1. Mandate to provide graphics to student organizations.
2. Increase mandate for provision of offices to student organizations, including offices for Minnesota Daily.
3. Priorities of Outdoor Recreation and Craft Activities.
4. Department Assignment of Outdoor Recreation and Outdoor Store.
5. Goal statements for Social Programs; Hospitality and Information; Union Facilities; Arts; and Issues, Ideas, and Values.
6. Mandates for All-Campus events, Cultural Pluralism, Leadership Programs, and Volunteer Development.
7. Tobacco sales.

**Department of Recreational Sports**

1. Obligation to serve families with Fitness/Aerobics programs.
2. Priority of Outdoor Program.
3. Department assignment of Outdoor Programs and Outdoor Store.
4. Relationship of Sports Clubs and University.

**Student Organization Development Center**

1. Priorities for advising and consultation services.
2. Mandate for graphics services and office spaces for student organizations.
3. Relationship of All-Campus events to University.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Rufus Simmons

220 CMU

Office of the Director of Student Activities  
340 Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 376-1685

MAR 27 1986

March 24, 1986

TO: Department Directors  
Tom Fiutak, CUCC  
Roger Harrold, SODC  
Ron Krumm, MU  
Charles Rausch, MU  
Anna Shavers, USLS  
✓ Rufus Simmons, MU  
Jim Turman, DRS

Student Activities Audit Office Director, Gordon Freeman

Area Services Department Directors  
Pam Smith, PR  
Tom Wendorf, COMS

FROM: Carl Nelson

RE: 1986-87 Budgeting

The March 4th memorandum on 1986-87 Planning and Budgeting indicated the tentative dollar figures would be developed by March 21st. They have been. They are tentative.

The tentative financial allocations, earnings projections, and cross-choice expectations for 1986-87 are displayed below by department. These early data have been developed through fee requests processes, David Smith's interviews with Directors, and work that David and I have done together.

Student Organization Development Center (SODC)

The funding is related to the following programs described in the March 4th Planning and Budgeting memorandum:

- \* Affiliation of Student Organizations with the University of Minnesota
- \* Advisory and Consultant Services for Student Organizations (2)
- \* Support Services to Student Organizations (3)
  - Banking
  - Accounts Receivable
  - SOAC
- \* Assistance to Student Participation in University Governance (16)

(The numbers in parentheses after the program names are the page numbers from the March 4th memo.)

\$255,108 in 0100 funds are tentatively allocated.

\$54,200 in bank earnings is expected. \$2,000 in earnings from registration fees is expected.

\$15,000 in reserves as a contingency against interest income fluctuations will be carried forward.

\$4,500 is the estimate of bank reimbursement for SPSC cashier's services.

The funding must also support the department administrative cost.

Other cross-charges not yet projected are for area-wide services: PR, SA Handbook, and COMS/Financial Service Center. \$1000 in audit charges for the audit of the bank has been estimated.



Department of Recreation Sports (DRS)

The funding is related to the following programs described in the March 4th Planning and Budgeting memorandum.

- \* Facilities Operation and Scheduling (4)
- \* Sports Clubs (5)
- \* Fitness/Aerobics (6)
- \* Intramurals (7)
- \* St. Paul Operations - Recreational Sports (10)

I have urged Vice President Wilderson to recommend a fee of \$6.97 for Recreational Sports. I have suggested that he reallocate within the fees recommended by MSA, from MU Facilities, Music, and Debate. If the Board of Regents approve a Recreational Sports fee of \$6.97, the projected fee income in 1986-87 is \$760,781. Earnings in Recreational Sports have been projected at totaling \$652,921.

This is less than the funds needed to accomplish the plan submitted with the fee request. The following are basic principles around which the projects will be replanned.

- Supervision and safety standards will be met.
- Sports Clubs relationships to the University will affect the staffing for this project.
- An across-the-board standard will be met for each program rather than funding one project well and another poorly.

The funding must also support the department administrative costs.

The Cooke Hall Finance Service Center will be planned and budgeted along with COMS cross-charges which will have to be projected. Other cross-charges to be projected are an SA Handbook, and PR. \$3000 for audit charges have been estimated.

Additional funding of approximately \$23,000 from fees, operations expansion funds of and undetermined amount, and estimated net earnings of \$7,000 will be transferred from Minnesota Union if the following programs are transferred:

- Outdoor Recreation (8)
- Sports Equipment Sales and Rental (9)

Public policy and other educational issues related to environment will be the responsibility of Issues, Ideas, and Values Program in the Center for University Co-Curriculum.

Department of Minnesota Union (MU)

The funding is related to the following programs described in the March 4th Planning and Budgeting memorandum.

- \* Support Services to Student Organization - Graphics (3)
- \* Facilities Operations and Scheduling (4)
- \* Social Programs and Activities (12)
- \* Information and Hospitality (14)
- \* Union Facilities (15)

The Facilities fee, some of which I have recommended for reallocation to DRS operations, is not otherwise dealt with in this memo.

The MU Operations fee income tentatively allocated for the programs listed above and for the department administrative costs (including Boards' expenses) is \$1,523,505. Additionally earnings of \$1,702,555 are projected and College Work Study reimbursements of \$214,590 are projected.

If the Outdoor recreation and Outdoor Store remain in the MU Department, the amounts will change accordingly.

No decision has been made yet regarding the following program: All-Campus Events (13). If obligations for the program are assumed, I will recommend operations reinvestment funding to supplement internal department reallocations.

Cross-charges estimates which would be drawn from union funding are:

- Audit -- \$19,000
- COMS/Service Center -- \$210,000
- PR -- \$30,000
- SA Handbook -- not determined

University Student Legal Service (USLS)

The legal service program is describe on page 17 of the March 4th Planning and Budgeting memo. USLS also will collaborate with the Center for the University Co-Curriculum in law-related educational programs.

Approximately \$435,000 is projected from prepaid fee income and some additional is projected from user fee income.

USLS and MU plan to jointly staff office receptioning.

Cross-charges not yet projected are for area-wide services: PR, SA Handbook, and COMS/Financial Services. \$1,000 for audit has been estimated.

Center for University Co-Curriculum (CUCC)

The funding is related to the following programs described in the March 4th Planning and Budgeting memorandum:

- \* Arts (19) including Crafts Activities (11)
- \* Issues, Ideas and Values (20)
- \* Cultural Pluralism (21)
- \* Leadership Development (22)
- \* Volunteer Development (23)
- \* Curriculum Support (24)

The CAPP program (18) funding is provided separately.

Funding for program staff assigned to the Center of the University Co-Curriculum, program costs, and center administrative costs has been tentatively budgeted from Minnesota Union fee income totaling \$640,000. Additional funding is expected from program earnings of \$84,420 and College Work Study reimbursements of \$32,000. I will also recommend operations reinvestments for program development, i.e. approximately \$20,000 added to Crafts programming development, and program experiments approved for a test period.

Obligation and funding related to ISTC will be added to the CUCC 0100 funds related to faculty salaries will also be assigned to CUCC.

Cross-charges not yet projected are for area-wide services: PR, SA Handbook, and COMS/Financial Service. \$9,000 for audit has been estimated.

Student Activities Audit Office

\$34,103 in 0100 funds will be allocated to this office.

Cross charge income estimates are: \$1,000 from SODC, \$3,000 from DRS, \$19,000 from MU, \$1,000 from USLS, and \$9,000 from CUCC. An additional \$15,000 is projected as earnings from student organization audits.

Center for Operations and Managements Systems (COMS)

This center will direct and support centers in SPSC, Cooke Hall, CMU, and WBU as well as operate central services and support program and systems developments.

Operating cross-charges in addition to the \$210,000 from MU will be estimated with Dave Smith's work. These charges will include funds for maintenance and equipment replacement reserves.

\$10,000 will be paid to SODC for cashier services provided by the Bank in CMU.

Acquisition for developments will be separately planned and budgeted.

PR and Marketing

This department staff and an SA Handbook will be funded by cross-charges. Estimates of amounts in addition to the \$30,000 from MU will be made by work of Dave Smith.

Director of Student Activities Office

\$128,359 in 0100 funding has been identified for this office to fund staff, supplies, publications, and area-wide staff development. This is approximately \$75,300 short of the amount needed. This short-fall has not yet been solved. It will be by April 15th.

Caveat

The tentative allocations to MU and CUCC need special attention immediately from directors and staff in those departments. These units are affected most by program changes and structural changes. I need to know from the departments if there seems to be major discrepancies between the allocations and needs that can be identified from planning to date.

March 14th memo reminder

April 15th was set as the date for notification of problems with funding as tentatively allocated. I will also need on that date program-by-program proposed budgets listing total estimated expenses, total estimated earnings, and fee support estimated to balance. College Work Study reimbursements are also to be estimated and used to offset expenses in each department with student employees.

cc: Student Activities Staff  
Student Activities Board Members

Statement Regarding  
Fiscal Impact in 1986-87 of  
Student Activities Strategies for Educational Excellence  
Carl E. Nelson, Jr.  
March 24, 1986

Strategies

The purpose of the strategies is to become more effective in accomplishing the mission of Student Activities. Fiscal concerns are described within the context of those strategies.

The basic strategy is to clearly relate the Student Activities mission and programs to the overall educational plan and program of the University of Minnesota and to insure that the Student Activities programs are excellent.

The primary action steps within this strategy are:

1. Set out the mission and vision for Student Activities. (This was done in my May, 1985, paper.)
2. Identify the programs which are most central to this mission. I have identified programs. Discussions, task force reports, and critiques have provided a continuing process through which there is focus on the programs central to the mission.
3. Strengthen all those programs.

Strategies to strengthen programs were included in the May, 1985, paper. Others have been recommended by Strategic Planning Task Forces and included in the logic guiding our operations. The strategies are:

- a) Collaboration within Student Activities and with other units.
- b) Strengthen and support staff work. One step in strengthening staff work was to structure the Co-Curriculum Center to allow for staff specialization.
- c) Restructure.
- d) Reallocate resources to programs to increase strength in all those programs central to mission.
- e) Do outreach to inform students, faculty, and staff about opportunities for involvement/education in Student Activities.
- f) Actively operate to include students, faculty, and staff as learners, teachers, and contributors of University service in Student Activities.

4. Operate programs, assess outcomes, and evaluate effectiveness.
5. Maintain funding to continue or achieve excellence in all programs.
6. Narrow the mission and programming if funding declines so that the programs achieve excellence.

The strategies and action steps are adjustments and departures from the previous logic which I have used to direct Student Activities and Minnesota Union. The previous guidelines have been:

1. Build programs guided by student development theory.
2. Work for maximum level of resources for departments so departments can support programs.
3. Personally critique and guide program direction of departments.
4. Work for maximum efficiency in operations.
5. Manage events related to sources of funds to keep all departments balanced in support of programs.
6. Manage Minnesota Union as one coordinated department in which funds are allocated in relation to program priorities rather than by numbers of constituents primarily associated with a constituent union.

These guidelines have helped in the management of Student Activities. Departments have strong programs. I believe departments are generally efficient. There is an orientation to student development. Resource levels, overall, have generally kept pace with cost increases.

The strategies of the past are not sufficient to deal with the threatened future decline in fee income and the aspirations within Student Activities, Student Affairs, and the University for even greater excellence in education. Most possible efficiencies have been achieved; potential for further savings is much less than the projected fee decline. Programs are not focused in accordance with a clear vision of mission. A clear vision of mission is not shared within or outside Student Activities. If choices need to be made on funding relative to priorities, mechanisms for doing so are inadequate.

Financial Impact

Comparisons of 1985-86 budgets and 1986-87 tentative budget projections for Minnesota Union operations' sections reveal financial changes. Certainly the impact of the Strategies for Educational Excellence is partially responsible for the Changes. The comparisons are displayed below.

<u>Section</u>	<u>Approximate Fee Support</u> <u>1985-86 Budget</u>	<u>Approximate Fee Support</u> <u>1986-87 Tentative</u> <u>Budget Projection</u>
Co-Curriculum	\$426,500	\$672,000(a)
Outdoor Recreation	20,000	20,000
Other Activities	(47,000)	(70,000)
Services	129,000	121,000
Facilities	976,000	1,025,000
Administration	855,000(b)	642,000(b)

(a) Projection includes continued support to programs funded in 1985-86; reallocation of fee support to fund approximately \$180,000 in costs for Leadership Development, Workshops, and Co-Curriculum leadership which were supported from 0100 funds in 1985-86; and approximately 12.5% increase to strengthen programs and strengthen content in programming for cultural pluralism, international education, and volunteer development.

(b) \$47,000 of 1985-86 fee support is for non-recurring planning costs. The projection for 1986-87 is 26% below the recurring costs in 1985-86 budget.



These program changes and financial reallocations are also reflected in staffing patterns. The chart below relates staff positions to programs in the St. Paul Student Center and identifies staff office locations.

- A: Full-time with this program in SPSC
- B: Full-time in SPSC, Part-time with this program
- C: Resident in SPSC, Part-time with SPSC, Part-time with Campus Programs
- D: Not resident in SPSC, Part-time with SPSC, Part-time with Campus Programs

<u>Program</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1. Support to Student Organizations				
a. Student Organization Banking				
1985-86		1		
1986-87		1		
b. Graphic Center Management				
1985-86		2		
1986-87	1			
2. Facilities Scheduling/Operations Management				
1985-86		3		
1986-87		2		
3. Outdoor Recreation				
1985-86			1	
1986-87 (?)				2
4. Sports Equipment Sales/Rental				
1985-86	1			
1986-87	1			

- A: Full-time with this program in SPSC
- B: Full-time in SPSC, Part-time with this program
- C: Resident in SPSC, Part-time with SPSC, Part-time with Campus Programs
- D: Not resident in SPSC, Part-time with SPSC, Part-time with Campus Programs

<u>Program</u>	A	B	C	D
5. Social Programs and Activities				
a. Games Room				
1985-86	1			
1986-87			1	
b. Other				
1985-86		1		
1986-87 (?)			1	
6. All-Campus Events				
1985-86 None				
1986-87 (?)			1	
7. Information/Concessions				
1985-86		1		
1986-87		1		
8. Union Facilities				
a. Maintenance Mgmt.				
1985-86		2		
1986-87		1		1
b. Housekeeping Mgmt.				
1985-86		1		
1986-87		1		

- A: Full-time with this program in SPSC
- B: Full-time in SPSC, Part-time with this program
- C: Resident in SPSC, Part-time with SPSC, Part-time with Campus Programs
- D: Not resident in SPSC, Part-time with SPSC, Part-time with Campus Programs

<u>Program</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
9. Arts*				
1985-86		1		
1986-87 (?)				2 or 3
10. Issues, Ideas and Values*				
1985-86		1		
1986-87 (?)			1	1
11. Cultural Pluralism*				
1985-86 None				
1986-87 (?)				1 or 2
12. International Education*				
1985-86 None				
1986-87 (?)			1	1
13. Leadership Development*				
1985-86 None				
1986-87 (?)				2
14. Volunteer Development*				
1985-86		4		
1986-87 (?)			1	3

- A: Full-time with this program in SPSC
- B: Full-time in SPSC, Part-time with this program
- C: Resident in SPSC, Part-time with SPSC, Part-time with Campus Programs
- D: Not resident in SPSC, Part-time with SPSC, Part-time with Campus Programs

<u>Program</u>	A	B	C	D
15. Board of Governors Advice and Assistance				
1985-86		5		
1986-87 (?)		1		2
16. Union Administration				
1985-86		3		
1986-87 (?)		1		2

\*These programs are staffed through the Center for the University Co-Curriculum.

In 1985-86, four staff persons were assigned responsibilities for some of these programs in the SPSC. One had responsibilities outside the SPSC. In 1986-87, a minimum of eleven staff persons will have responsibilities for these programs in the SPSC.

In 1985-86, the four staff persons were all resident in the SPSC. In 1986-87, two or three staff persons with these responsibilities will be resident in the SPSC. All staff will have responsibilities both outside and within the SPSC.

Note: Question marks are in parenthesis after 1986-87 under projects in which program planning is not yet completed. Therefore, staffing levels and placement are tentative.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

31 March 1986

TO: Carl Nelson, Director of Student Activities

FR: Scott Chesney, Chairman

RE: Proposed Amendments to SA Constitution

The Coffman Memorial Union Board of Governors has empowered the Coffman Executive Committee to represent its interests in the period 31 March - 11 April 1986. The Executive Committee has approved the amendments presented with this letter; all of which have been reviewed by the Board of Governors, with prior approval of the committee of the whole where noted.

The action to empower the Coffman Executive Committee as well as the proposed amendments are attached.

Thank you,

A handwritten signature in cursive script, likely belonging to Scott Chesney.

SRC:llw  
encl.

pc: CMU Executive Committee



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

**MOTION**

**Constitution, preamble, all articles**  
**By-Laws, all articles**

*Use correct and appropriate capitalization throughout all student activities constitutional documents (e.g. "regents of the University of Minnesota" and the "Board of Regents"). The constitution of the University of Minnesota Senate shall be used as a model.*

**PRESENTED - UBOG/ 31 MARCH 1986**

**APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

MOTION 86-14

Constitution, Preamble

*Fifth sentence, replace "advise" with "provide, in partnership with"; change "administrative leaders" to "administrators"; add after "administrators", "direction and leadership for the program of the student activities areas."; replace "and" with "The councils and committees will also".*

Comment:

Partnership is used as a foundation for effective decisionmaking in student activities. It is, therefore, inconsistent to use the term "will advise" when referring to the role of community participation. It must be as clear as possible that the university is making a commitment to the community, specifically students, of significant involvement in the decision making process.

Other changes are for clarity and consistency.

APPROVED - COMMITTEE OF THE WHOLE/ 10 MARCH 1986  
PRESENTED - UBOG/ 31 MARCH 1986  
APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

**MOTION**

**Constitution, Preamble**

*Last sentence, change to read, "Philosophically, historically,  
and traditionally, the student activities area has included  
students as a prerequisite . . . citizenship."*

**Comment:**

Changes made for clarity.

**PRESENTED - UBOG/ 31 MARCH 1986**

**APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986**





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

**MOTION**

**Constitution, Article III, Sec. 1.**

*First sentence, delete after, "for all", "direction and"*

**Comment:**

**This is done to reduce confusion and possible redundancy.**

**PRESENTED - UBOG/ 31 MARCH 1986**

**APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

**MOTION**

**Constitution, Article II, Sec. 1.**

*Second sentence; delete after "matters", "introducing educational ideas and proposals, and stimulating discussions leading to improvement of the program of student activities."*

*Third sentence; replace "will be" with "shall have"; change "responsible" to "responsibility"; change "provide" to "providing".*

**Comment:**

The clause removed in the second sentence is not necessary and too detailed for a constitutional statement. The tenor of this clause might preclude others from "introducing ideas and proposals" or "stimulating discussions". The position and authority of the director is clearly delineated without this clause. The other changes are to produce consistency of style throughout the document.

**PRESENTED - UBOG/ 31 MARCH 1986**

**APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

MOTION 86-15

TCCA Constitution, Article IV, Sec. 3.A

SA Constitution, Article III, Sec. 2.

*Insert, between faculty appointments and student appointments,  
"Civil service members shall be appointed by the committee on  
committees with approval of the assembly."*

Comment:

Change is to clarify the selection of civil service volunteers and for consistency.

APPROVED - COMMITTEE OF THE WHOLE/ 10 MARCH 1986  
PRESENTED - UBOG/ 31 MARCH 1986  
APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

**MOTION**

Constitution, Article IV, Sec. 1.

*Title, change to read: "Establishment of Committees and Councils."*

*First sentence, insert "and" before "(b)"; remove after "department committees", "and special committees".*

**Comment:**

Changes made for clarity and consistency.

PRESENTED - UBOG/ 31 MARCH 1986  
APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

**MOTION 86-16**

**Constitution, Article IV, Sec. 3.**

*First sentence, replace "advising" with "the effectiveness and efficiency of specific".*

*Second sentence, replace "such matters as are brought before it." with "the quality delivery of these intended outcomes."*

**Comment:**

**Changes made for consistency - see preamble.**

**APPROVED - COMMITTEE OF THE WHOLE/ 10 MARCH 1986**  
**PRESENTED - UBOG/ 31 MARCH 1986**  
**APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

**MOTION**

**Constitution, Article V, Sec. 1.**

*Third sentence, replace "assigned", with "delegated"; insert between "the" and "Union", "regents of the"; add after "University", "Minnesota"; replace "office" with "vice president".*

*Fourth sentence, replace "are normally" with "may be"; delete "just"; replace "other" with "superior".*

**Comment:**

**Changes made for clarity and consistency.**

**PRESENTED - UBOG/ 31 MARCH 1986**

**APPROVED - CMU EXECUTIVE COMMITTEE/ 31 MARCH 1986**

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS

AGENDA ITEM FOR: Full Board Meeting, 31 March

Executive Committee	XX
House and Finance Committee	XX
Program Committee	XX
Ad Hoc Committee	XX
Committee of the Whole	XX

I. Title Student Activities Constitution Amendments from Glen Lindgren

- (XX) Discussion  
( ) Information  
(XX) Motion for Action Requested

II. Recommended or Proposed Action:

The Coffman Memorial Union Board of Governors approve these proposed amendments for further discussion and consideration by the boards of the student activities area.

III. Purpose or Intent of Item:

Each is noted individually on the proposed amendment.

The main thrust of these amendments is to bring a working definition of "partnership" to the Student Activities Constitution, a matter which has been of salient importance this year in the Coffman Program Council.

IV. Previous Board Action and/or Pertinent Information:

Included is the current "working model" (not passed, but basically in effect) of the By-Laws for the Coffman Program Council. Of utmost importance for this discussion is Article III - "Student - Staff Partnership"

V. Presented by Glen M. Lindgren, Governor, President, Coffman Program Council

VI. Date 31 March, 1986

*collman*

Board of Governors

---

MOTION

Constitution, Preamble

Fourth sentence, change to read, "This constitution establishes an educational program, an environment, and structures which provide for partnership between students and staff in guiding the direction of the Student Activities Area."

Comment:

1. A constitution, being a statement of mission, power, and structure, should therefore include statements about the establishment of all three, not just "committees and councils."
2. Need to clarify up front who is participating in the partnership.



*collman*

Board of Governors

---

MOTION

Constitution, Preamble

Add, after last sentence, "This tradition will continue and be strengthened in the future within the guidelines of student-staff partnership as defined hereafter."

Comment:

It's not enough just to say where we've been; this constitution is all about where we're going. We therefore need to add a statement about where we're going, since this, in fact, is the entire purpose of drafting this constitution.

PRESENTED - UBOG/ 31 MARCH 1986

*collman*

Board of Governors

MOTION

Constitution - NEW ARTICLE

I propose that we add:

ARTICLE II. Student - Staff Partnership

1. The professional staff members and the volunteer staff members of the Student Activities Area shall have a working partnership in the achievement of intended outcomes for Student Activities.
2. Purposes  
The purposes of this partnership shall be to create a program and an environment of co-curricular experiences which maximizes the educational benefit for volunteers.
3. Educational Program for Volunteers  
This partnership shall be based on an Educational Program for Volunteers, as articulated by the Volunteer Development Area of the Co-Curriculum, and shall be implemented in every area where student volunteers are included in the achievement of intended outcomes.
4. Responsibilities of Staff  
The professional staff shall serve as educator/managers. As educators, they shall articulate and organize a program of co-curricular learning experiences associated with the achievement of intended outcomes for their own areas and based on the Educational Program for Volunteers in Section 3, and are held accountable for making the partnership experience educationally beneficial for the volunteers. As managers, they are held accountable for the programs and achievement of intended outcomes for their areas.
5. Responsibilities of Student Volunteers  
The student volunteers shall identify relevant learning opportunities for personal growth provided by staff, and shall follow through on these opportunities by mastering the activities and life skills associated with program production, and the achievement of intended outcomes for each area within Student Activities.

March 31, 1986

Memo to: CMUBOG  
From: Rufus L. Simmons  
Subject: Towards Assessing Impact of Implementing  
A No Sale or Consumption Policy

A. Introduction

The subject title indicates the level of uncertainty in pursuing this issue. Much of what has been considered in policy formulation has been "common sense" judgement based upon subjective evaluations and/or an assessment of campus community normals.

This impact assessment will not substantially deviate from such an approach. Hopefully, it will add to the quality of debate and ultimately a policy decision.

B. Key assumptions and principles

1. The mission of the Minnesota Union/CMU should be served thru policy.
2. The policy and/or intended outcomes should drive the implementation planning phase to insure that forms (methods) fit the desired outcome.
3. There are two significant issues involved in the tobacco policy:
  - a. The union should not profit through cigarette sales from the satisfying "unhealthy habits" of union patrons.
  - b. Consumption of tobacco products is harmful to ones health and to others using the same environment where smoking is engaged in.
4. The application of the prohibition of sale and consumption within the union would be unevenly applied, re: Food Service and Campus Club would not be obligated to comply with CMU UBOG policy.
5. "Greatest good for the greatest number."
6. The tobacco policy would be Minnesota Union wide.

C. The Key Implementation Challenges, Obstacles, Impacts

1. Discontinuing Sales of Tobacco Products

a. \$21,000 Net Sales Loss

b. \$1,000 Commission from cigarette vending sales

Impact: The Union would need to generate \$22,000 in student fees, new revenues, expanded revenue, project cost reduction and/or any combination to continue current levels (Quantity/Quality) of union service. This is a significant impact; the question is what would we wish to do differently to adjust to the \$22,000 loss of revenue. Appropriate time and priority should be given for adjusting the organizational outcomes.

c. Customer Expectation and Union Service

Why don't you sell cigarettes, when everyone else does? Poor Student Service! . . . An educational and public relation minded program providing information regarding tobacco consumption and ones health and wellness would need to be established to reduce "customer fall out". There would be some modest cost to implement.

d. Opportunities

There would be new opportunities for utilization of space currently being used for sales and clerk time devoted to sales transaction and inventorying.

e. Other Issues

Will university vending, Campus Club, discontinue their sales of tobacco in order to reduce the unevenness of policy application for union patron? How important is the evenness of policy application to achieving the intended outcomes?

University vending would discontinue sale in the Union. Campus Club has not been contacted.

C. The Key Implementation Challenges, Obstacles, Impacts, (cont.)

2. Creating a Smoke-Free Union Environment

a. The union smoking patron (student, faculty, staff, visitor) behaviors would need to be positively reoriented while visiting CMU. This would require significant time and financial resources to achieve this outcome. Significant obstacles/challenges are:

1. Where will they go to gain relief? Restroom, Food Service, Campus Club, out of door?
2. Loss of patron (approximately 1/4 of union users) good will (short term, 1-3 years).
3. Food Service catering and all union facility rental revenues would suffer and would not likely to be made up by revenue increase from increase non smoking facility use.
4. Game room revenue would decline and/or major enforcement problems projected. Financial impact could be high.

b. Implementation Impact

1. The Inconsistencies policy application ie. you can smoke in Campus Club and Food Service, but not in the Union would need to be addressed to minimized customer confusion. An appeal would be made to both Campus Club and Food Service to join the union in this policy. A positive outcome of this nature is small.
2. All union staff would need to have an enforcement responsibility. However, the primary staff who would carry the burden of policing would be the Reservation assistants, custodial staff or personnel hired especially to handle the task.

How much and what type of enforcement do we want? An educational, consciousness raising approach would be appropriate rather than a confrontational approach.

Cost saving could result in reduction for furniture refinishing and carpet replacement do to cigarette burns particularly in the basement Barrel area.

The key to any successful implementation would require careful planning, staff education and training. This would require time to accomplish.

This report has not been written with the intent to be exhaustive, but rather to join the concepts of policy (rightness) with implementation methods in order to test the appropriateness of each in fostering the Union mission and desired outcomes.

The will of the Board needs to be expressed further in moving this issue forward to closure.

University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

I. Title: CMU Tobacco Policy

XXX Discussion  
--- Information  
XXX Motion for Action Requested

II. Recommended or Proposed Action:

The Coffman Memorial Union Board of Governors should approve the intent of the policy to prohibit the sale, promotion, and use of tobacco products within the jurisdiction of the Board of Governors.

III. Purpose or Intent of Item:

Has been communicated to the governors through previous documents and discussions.

IV. Previous Board Action and/or Pertinent Information:

Discussion has occurred in all committees, no action has been taken or recommended.

Minnesota Union Services and Facilities Coordinating Committee has recommended MUCB approval of the policy as written, action taken 10 March 1986.

V. Presented by Scott Chesney, Chairman

VI. Date 31 March 1986

VII. Refer to:	Dates: referred	due back
<u>XXX</u> House and Finance Committee	<u>4 Sep 85</u>	<u>31 Mar 86</u>
<u>XXX</u> Program Committee	<u>4 Sep 85</u>	<u>31 Mar 86</u>
<u>---</u> Ad Hoc Committee		
<u>XXX</u> Committee of the Whole	<u>10 Mar 86</u>	<u>31 Mar 86</u>
<u>---</u> Executive Committee		
<u>XXX</u> Director	<u>4 Sep 85</u>	<u>31 Mar 86</u>

*Coffman*

Board of Governors

---

MOTION 86-12

The Coffman Memorial Union Board of Governors hereby designates the facilities of CMU to be non smoking in their entirety.

1. Smoking in all previously designated "smoking permitted" areas will be prohibited beginning no later than 1 July 1987.
2. All tobacco products shall be removed, and further prohibited for future sales, at Union concessions areas no later than 1 July 1986.
3. All tobacco vending machines shall be removed from CMU no later than 1 July 1986.
4. An appropriate and effective public information effort shall be made to inform the University of Minnesota community of this change.
5. Plans for implementation and enforcement of this policy shall be brought to the Board for approval no later than 15 June 1986.

CONSIDERED/ TABLED - COMMITTEE OF THE WHOLE/ 10 MARCH 1986  
PRESENTED - UBOG/ 31 MARCH 1986



*collman*

Board of Governors

---

20 March 1986

TO: Rufus Simmons, Director

FR: ~~Scott~~ Chesney, Chairman *J*

RE: Partnership Evaluation for the Board of Governors

At the 3 March 1986 meeting of the Union Board of Governors, the Minnesota Union mid year report was found to be lacking in its analysis of the state of the student staff partnership within the union.

The board requested that this information be brought forward at the 31 March 1986 UBOG meeting. You agreed that this would be done.

I am inquiring as to the status of this report.

In addition to satisfying the needs of the governors, this report will provide information that will guide the formation of the volunteer group to participate in the planning of events for the University Co-curriculum, beginning 1 July 1986. More to the point, it will tell us whether CUPC has firmly established a foundation of partnership or whether we must start fresh and build a group from a new foundation, without the negative momentum from the council. Either option is possible if we begin to plan for this within the 1986-87 planning cycle.

Please advise me if I can be of assistance in the preparation of this report. It is scheduled for action on the 31st.

Thanks for your time,

pc: A. Isaacson

March 31, 1986

To: CMUBOG  
Fr: Rufus Simmons  
Re: Student Staff Partnership Evaluation

The following information is submitted as a follow-up to an inquiry and request made while discussing the mid year report:

First, a general statement regarding the student staff partnership: The intent or outcome of the student staff partnership, simply put, is to achieve the highest quantity and quality of student learning while delivering to the University Community relevant policy and programs, facilities and services to meet the operational/directional needs of the union in fullfilling its mission. The outcomes are as significant as the volunteer's desire to achieve; limited only by organizational need for accountability in delivering specific programs and services

#### UBOG Student Staff Partnerships

##### Director and Executive Committee Members

I would evaluate the existing relationship a 4+ on a scale of 0 - 5. While there is no written documentation of intended outcomes, there is a true partnership of the highest order. There exists a trusting and caring relationship, open, direct communication, and a mutually (somewhat) shared concept of what CMU/MU should be in terms of meeting University community needs. Volunteer leadership and initiative is high, in fact the highest I have witnessed with my tenure.

The relationship would be further enhanced via documentation of specific learning outcomes.

##### CUPC Student Staff Partnership

Assistant Director Bernie Molitor and CUPC President Glen Lindgren each have prepared reports in response to the evaluation inquiry.

In summarizing their reports: We continue to give serious attention to the "partnership concept." Role ambiguity of volunteers within Minnesota Union continues to be an impediment to desired outcomes. Too, the loss of activities staff and/or positions not permanently filled has reduced our overall effectiveness. Notwithstanding these obstacles, the results of our efforts to achieve the "implied" outcomes have been generally high.

I submit the two reports for your review.

*collman*

Board of Governors

TO: BERNIE MOLITOR  
FROM: GLEN M. LINDGREN  
RE: PARTNERSHIP; Observations from the Student Side

Partnership in the Program Council for me is really two things: a philosophy and a practice. We therefore should probably address each of these two things when examining partnership on the Program Council.

I. Philosophy:

Frankly, I don't know of any student organization anywhere that has as mature or as developed a concept of student-staff partnership. We have written a set of preliminary by-laws for the Program Council which define this partnership, and give some general guidelines (Article III). Our Volunteer Development Curriculum is certainly a great step forward in taking this partnership forward into each of the areas. Our Volunteer Development Area has gone a long way towards giving this program life, and when we get some real learning contracts done up, we'll have completed our feedback loop for implementation. Jill Anderson and the folks in Volunteer Development are probably one of the best living examples of the partnership as it should be.

II. Practice:

The actual furthering of the partnership concept for each student is highly dependent on both the student and the staff person involved. The boundaries and stipulations of each individual partnership are different for each student-staff combination, as well they should be. However, the ultimate success of each partnership is dependent on the above, also. Therefore, I will tell you what I have heard from the students for each area.

Volunteer Dev.....Jill, Bernie - Very good partnership. Lots of communication and trust. Haven't heard anything bad about it.

Issues & Ideas.....Brad, Mary - I am concerned that this partnership has been hurt by lack of challenge. Programming has been "things we've done before"- thus Brad really doesn't know what he's supposed to be learning, because he hasn't been challenged to learn anything.

*collman*

Board of Governors

- Horizons (I&I).....Sarah, Mary - This seems to be a good working partnership. Natural independence and self-control/containment of this area seems to work well with Sarah's personality, though she may be missing out on some all-Council benefits.
- Performing Arts.....Aron, Eloy - Certainly the Jan. 11th accident did much to hurt this partnership. The subsequent recovery of activity and re-grouping within Performing Arts is a tribute to the dedication of the participants. The large amount of creative energy and talent in the students coupled with the (understandable) reluctance of staff has resulted in much friction, however.
- Visual Arts.....Linne, Mary - Role ambiguity has created many problems with partnership in this area. Student Volunteers have simply not had input into this area, possibly due to unpreparedness of staff. I am also very concerned about the role Mr. Stephen Cusulos, having heard many student complaints all year about this matter.
- AACA.....Hoa, Mary - This has been a strong partnership all year. The only shortfall is the lack of opportunity to reach out and program with other areas of the Council, (the "I'm an island" syndrome.)
- BCA.....Harold, Eloy - This has been a good partnership when in operation, however not consistent throughout the year.
- CLCA.....I haven't seen student leadership in the area all year, therefore I don't know if there's been a partnership or not.
- AICP.....Maryanna, Bernie - This partnership worked well with Jim Sleezer, and seems to be working as well with Bernie. I am very impressed with the quality of students and their participation this year.
- Rec/Skills.....Heather, Barb - I think we're lucky to have gotten Barb for this area when Jim Sleezer left. Heather and she seem to work very well together. Wish she were coming into the Co-Curriculum.
- Soc./Hosp.....While A.J. was here, he and Eloy had a good partnership. Eloy and Lisa Bromer, however, are a very different combination. I don't know how that one will turn out.

On the following page I have developed a table of performance ratings for the partnerships (as I see them) from 1 (bad ) to 5 (good) over several categories.

AREA	CATAGORY	Dedication of Staff	Dedication of Students	Communication	Input of Studer in Decisions	Level of Trust	Participation in Council-Wide Activities	Quality of Outf
Vol. Dev.		5	5	5	4	5	5	4
Issues & Ideas		3	4	3	2	2.5	3.5	2.5
Horizons		3.5	5	4	4	4	2	4
Performing Arts		4	5	2	3	2	3	?
Visual Arts		2	4	1.5	0.5	1.5	1	4
AACA		4	4	4	4	4	3	5
BCA		4	3.5	4	?	?	1.5	3.5
CLCA		?	?	?	?	?	0	?
AICP		4	5	5	5	5	4	5
Rec/Skills (with Barb)		4	4	4	4	4	3.5	4
Soc. Hosp.		4.5	3	3.5	3	?	5	4.5

NOTE: Question Marks indicate areas where further study may be needed.

*collman*

Board of Governors

---

Some general trends should be noted:

1) We simply didn't have enough staff this year. As a result, staff were pulled in every direction, and this did a great disservice to the partnership concept.

2) I noticed a reluctance on the part of staff to "step out of their comfort zones", i.e. try something new and different. This resulted in frustration of students. I hope this changes next year.

3) Multicultural Areas seemed to follow the general pattern of non-consistency again this year, (some good, some not so good). Getting these areas together will be difficult, especially with the stipulation that their uniqueness must be preserved. Nevertheless, this is a worthwhile endeavour.

3/26/86

TO: Rufus Simmons

FROM: Bernie Molitor *Bernie*

RE: Assessment of Student/Staff Partnership in CUPC  
Projects

I'll follow your requested format and add some general comments.

1). Visual Arts -

Overall rating of 2. As you know, we are digging out of a lot of role confusion. Mary and Steve have completed a volunteer opportunity document and are just beginning to recruit. To date, volunteers have been paid staff who have opted for additional opportunities.

2). Issues & Ideas -

Overall rating of 3. Some lack of clarity about what Brad Wallace needs/wants, although he and Mary have recently completed a partnership agreement. Horizons chair, Sarah Rasmussen, is doing beautifully - very solid connections and life skill learning.

3). Performing Arts -

Overall rating of 4. Lot's of mutual dedication and involvement, but hampered by communication problems and lingering ambiguity about roles and expectations. There are about 10 volunteers in the project and considerable learning taking place.

4). AACA -

Overall rating of 4+. Hoa and Mary have an excellent partnership. Approximately five additional volunteers in the project. Partnership agreement in place.

5). BCA -

Overall rating of 4. Partnership has been somewhat erratic, but Harold Birtz and Eloy have done some outstanding work. About 10 additional volunteers have been involved this year; solid learning, but continuity and a greater presence is needed.

6). CLCA -

Overall rating of 2. Very slow start despite Eloy's networking. However, Flo Zaragossa and Santos Martinez are now fully engaged along with Carlos Enriquez. I am optimistic.. We could end the year at a 4.

7). AICP -

Overall rating of 4. One of my great joys this year. Maryanna Johnson and Sam Ardito are shining lights. We have an excellent partnership. I'm learning a great deal; I hope I'm teaching as much. Again, the issue is continuity for 86-87.

8). Rec Skills -

Overall rating of 3. After a rather rocky beginning, Heather has received good instruction from Barb Tuckner. A partnership agreement is being forged and the committee of 4 volunteers is coming together under her leadership.

9). Social/Hospitality -

Overall rating of 3. Eloy and A.J. had an excellent partnership and did some creative work. There has been conflict between Eloy and Lisa Bromer so the area is without solid partnership at this time.

10). Volunteer Development -

Overall rating of 4. Jill and I are doing very well as partners. We have three additional active members. Our struggle has been to moderate our expectations during a year of incredible flux and change.



Overall, student/staff partnership in CUPC is satisfactory. Our tradition, history and philosophy of partnership is the strongest in the Minnesota Union and unique in the campus community.

We have struggled all year with reducing our expectations because of loss of staff, staff reassignments to new areas, and the ambiguity of organizational transition. This has troubled me a great deal because of my determination to get on with adopting our new curriculum and persevering our legacy of excellent partnership in the face of overload stress. On balance, I believe we have done a good job given the environmental constraints. I credit Mary, Eloy, Glen, Jill and many others for their commitment and dedication. I don't know where else the concept of partnership is doing as well this year.

My recommendation for the remainder of the year is do to all we can to nurture what we have, and to develop and act upon strategies to connect our partnerships with the Cocurriculum. Despite our shortcomings this year, the model of partnership in CUPC is still one of the best in the business. It will serve us well in the future.

Please read Glen's attachment. It is thoughtful and perceptive and provided the grounding for my statements.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455

(612) 373-2555

13 March 1986

The Honorable Charles McGuiggan, Chairman  
Regents of the University of Minnesota  
220 Morrill Hall  
University of Minnesota

Dear Regent McGuiggan,

The Office of Student Activities is presently discussing and planning a major conceptual and structural reorganization to more effectively and efficiently provide for the co-curricular experiences of students at the University of Minnesota.

My colleague, Randy Peterson of the St. Paul Student Center, has informed you via a copy of a memo to Vice President Wilderson, of concerns that the student center board has about the outcomes of this reorganization. However, his perspective does not reflect that of the Minnesota Union.

I wish to present two items for your consideration; the process of deliberation and action that we in the Minnesota Union are pursuing, and my opinion of the outcomes or results of this reorganizational plan.

The process is valid. This plan is the result of requests of past union boards that our directors develop a more effective system to achieve our mission. These requests are documented in both the minutes of union board meetings and recorded deliberations of ad hoc committees and tasks force. It should be noted that the participants on the union boards and committees are predominantly students. As this plan was developed and articulated by Carl Nelson, Director of Student Activities and Director of the Minnesota Union, students were brought into the process at appropriate points. The current status of these discussions is leading to a "Student Activities Constitutional Convention" that will cause to be drafted a constitution for student activities at the University of Minnesota. I've enclosed the discussion draft and the process for the convention for your information.

University central administration and the regents have been brought into this process at an inopportune moment. While it is our intent to ask for regential action on the proposed constitution, it is also our intent to deliberate the merits of this plan at the appropriate levels; the Minnesota Union, the Minnesota Student Association forum, and the Twin Cities Assembly before it comes to you for consideration.

I don't believe the regents, or the officers of the University of Minnesota should be used as political tools to put pressure on students and staff of the Minnesota Union. It's not in your best interests and clearly not in ours. To take advantage of the access that we, as students, have to the regents and officers for such a purpose is to be accused of "crying wolf," i.e., creating a crisis where none exists.

The intent of the plan itself is one of great opportunity and reward. The outcomes of this plan focus around two points; the effective and efficient achievement of our mission, our plans to deliver services to the University of Minnesota community, and the partnership of students and staff that will strive to achieve these outcomes while providing an educational, challenging, and satisfying experience for both students and staff.

As I mentioned earlier, the boards of the Minnesota Union have charged our directors with increasing the effectiveness and efficiency of the Minnesota Union. This, as you're well aware, is a responsible governmental action and requires union administration to provide periodic reports on their progress. It does not require constant involvement of the boards in the management of the union.

The second focus, however, requires considerably more effort. Successful achievement of union outcomes, including student development, depends on the level of commitment to a partnership of effort from both students and staff. This partnership must have a certain amount of faith in the partners to act in the best interest of each other as well as the University of Minnesota. Too often the perspective of the student is one of their partner, the staff, acting against the best interest of the student to serve some other "dark university purpose." While there will always be some potential conflict with the desires of students and the needs of the university as a whole, faith in a partnership will provide for a more enjoyable experience for the students as well as achievement of necessary university and union outcomes.

I submit that the planned reorganization of student activities areas at the University of Minnesota is in the best interest of the University of Minnesota, as well as the university community of students, faculty, staff, and alumni.

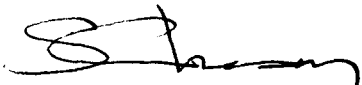
The plan provides for significant student influence in the policies and directional planning of the organization; it provides for that involvement with clearly stated roles and responsibilities for all members, primarily students and staff; it provides for this planning and decision making to take place within an effective "partnership" for the optimum development and satisfaction of the students who are participating. *In short, the plan is timely, efficient, and clearly within the mission of student activities and the University.*

McGuiggan/ Student Activities Reorganization  
13 March 1986  
Pg. 3

I very much appreciate your attention to this matter. Although I don't believe we are prepared for regential action, it is important that you have an overview of both our plan and the process of implementation.

If you have other questions, I would be glad to speak with you less formally about any of the efforts of student activities and the Minnesota Union to serve the students of the University of Minnesota. Please contact me at your convenience.

Respectfully,



Scott Chesney, Chairman

SRC:llw  
encl.

pc: President Kenneth Keller  
Vice President Frank Wilderson  
Carl Nelson, Director of Student Activities  
Rufus Simmons, Director, Coffman Memorial Union  
Art Isaacson, Minnesota Union Coordinating Board

Constitutions for the Minnesota Union, Coffman Memorial Union, the St. Paul Student Center, and the West Bank Union were developed at evolving points in the history of the University of Minnesota. Consequently there are conflicts and ambiguities that call for interpretation when used with contemporary events. The last such regential interpretation occurred in 1970, just after the student strike that occupied Coffman Memorial Union. My predecessors on the Union Board of Governors asserted that constitutionally, the operation and overall use of the Union was wholly the responsibility of the Union Board of Governors. When this was brought to the attention of the regents, their deliberations resulted in the following resolution, moved by Regent Gainey:

#### **MINNESOTA UNION**

Recently questions have been raised about the delegation of responsibility by the Regents for the programs, facilities and staff of the Minnesota Union. To answer these questions, the Regents hereby make the following clarification of responsibility.

1. The delegation of authority and responsibility for the programs, facilities and staff of the Minnesota Union is vested in the President of the University and the Vice President for Student Affairs.
2. The operational responsibility for the programs, facilities and staff of the Minnesota Union is carried out through the Director of the Minnesota Union who reports to the Vice President for Student Affairs.
3. It is the responsibility of the President and the Vice President for Student Affairs to insure that the Minnesota Union programs, staff and facilities will be used for the benefit of the entire University community of students, faculty, staff and alumni to insure that reasonable health and safety standards are maintained.
4. Within the program of the Minnesota Union, the President and the Vice President for Student Affairs will provide the maximum possible development of the union programs by the Minnesota Union Coordinating Board and the three campus union boards, known as the Coffman Union Board of Governors, the West Bank Union, and the St. Paul Student Center Board, consistent with the above.

The Board of Regents is aware of the sensitive and thoughtful response of the Coffman Union Board of Governors to the events of this spring and commends the Board for its flexibility and concern for students.

**APPROVED BY THE BOARD OF REGENTS - June 13, 1970**

*This resolution is in conflict with the constitutions of the Unions. It has been my opinion and that of Coffman Memorial Union that this resolution takes precedence over the constitutions for the deliniation of appropriate roles and responsibilities of students and staff to achieve the goals of the Union.*

file

*coffman*

Board of Governors

1 April 1986

Mr. Carl Nelson, Director  
The Minnesota Union  
340 Coffman Memorial Union  
University of Minnesota

Dear Carl,

The Coffman Memorial Union Board of Governors (UBOG) approved the policy prohibiting sale, promotion, and use of tobacco products within the union at its meeting of 31 March 1986.

The motion (86-12) is included for your information.

Respectfully,



Scott R. Chesney, Chairman

SRC:llw  
encl.

pc: A. Isaacson, MUCB  
S. Polson, WBU  
R. Peterson, SPSC



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

MOTION 86-12

The Coffman Memorial Union Board of Governors hereby designates the facilities of CMU to be non smoking in their entirety.

1. *Smoking in all previously designated "smoking permitted" areas will be prohibited beginning no later than 1 September 1987.*
2. *All tobacco products shall be removed, and further prohibited for future sales, at Union concessions areas no later than 1 September 1986.*
3. *All tobacco vending machines shall be removed from CMU no later than 1 September 1986.*
4. *An appropriate and effective public information effort shall be made to inform the University of Minnesota community of this change.*
5. *Plans for implementation and enforcement of this policy shall be brought to the Board for approval no later than 15 June 1986.*

CONSIDERED/ TABLED - COMMITTEE OF THE WHOLE/ 10 MARCH 1986  
AMENDED/ APPROVED - UBOG/ 31 MARCH 1986

*collman*

Board of Governors

---

Committee of the Whole  
14 April 1986

Agenda

- |      |   |                                    |
|------|---|------------------------------------|
| I.   | Call to Order<br><i>Scott R. Chesney, Presiding</i>                   | 12:10                              |
| II.  | CMU Partnership Evaluation<br>Rufus Simmons report                    | 12:10<br>discussion                |
| III. | Minnesota Union 1986-87 Planning<br>Program prospectus<br>Budget      | 12:35<br>discussion<br>information |
| IV.  | Student Activities Constitution<br>John Wright report                 | 12:45<br>discussion                |
| V.   | Announcements<br>21 April - Committee of the Whole<br>28 April - UBOG | 12:55                              |
| VI.  | Process   | 12:55                              |
| VII. | Adjournment   | 1:00                               |



UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
COMMITTEE OF WHOLE  
Meeting April 14, 1986

Present: Scott Chesney Chair                    Ken Martin MN Alumni  
         Peter Zeller CLA                       Rufus Simmons CMU  
         Barry Bridges CMUBOG Alumni        Marie Mac IT

Absent: Stefano Romagnoli COGS (exc)       Brigetta Allen CHIP  
         Leslie Bowman Fd Service            Andy Seitel MSA  
         John Wright V Chair                   Glen Lindgren CUPC  
         Bernie Molitor CMU                    Liz Andersen CMU

Guests: Vi Justice

The meeting was called to order at 12:20 by Chair Scott Chesney.  
A quorum was lacking.

CMU Partnership Evaluation

The CMU Partnership Evaluation report prepared by Rufus Simmons was discussed.

Ken Martin said the report was well put together and informative. His only concern would be the comments about staff being thinned out. Would this negatively influence student volunteers?

Mr. Simmons noted there would be maximum opportunity for student learning. The co-curriculum has a higher concentration of expertise in the area which will bring about higher quality.

Mr. Simmons asked what is important to the Board? If the Board wants outcomes different than in the evaluation, they need to be expressed.

Barry Bridges asked what level of staff is needed to provide learning contracts? What does the partnership cost in terms of resources allocated?

The Chair suggested recommending to the Board on the 28th that this report adequately addresses the partnership for this year, with the director's assurance the partnership will be continued at a higher quality next year; it was agreed by consensus.

Minnesota Union 86-87 Planning

Program Prospectus and Budget. The program prospectus and budget will be a major agenda item at next week's Committee of the Whole meeting. The Chair will make sure everyone has a copy of both documents.

Mr. Simmons was asked to provide the directors' recommendations and priority of policy issues.

CMUBOG Committee of Whole  
April 14, 1986  
Page 2

Mr. Martin questioned whether the resource allocation team would guarantee the unions receiving funding needed.

The Chair said the Board could 1) ask for specific line-item budget; 2) ask for statements of intent that indicate this is level of service the Board wants to achieve.

Mr. Bridges asked what level of authority MUCB has over Student Activities?

Mr. Simmons noted the Director of Student Activities will not be locked into resources. He will exercise judgement as to where resources should best be used.

#### Student Activities Constitution

To be discussed next week. Copies of proposed amendments by all boards will be sent out.

Candidates to constitution convention will be announced at meeting of the 28th.

#### Process

The Chair is concerned about the level of participation in the deliberations of this Board. Governors need to attend committee meetings to be prepared to act at the Board meeting.

The meeting was adjourned at 1:00 pm.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

*coffman*

Board of Governors

---

2 April 1986

To: John Wright, Vice Chair, UBOG  
Glen Lindgren, President, CUPC  
Elizabeth Andersen, Associate Administrator, CMU

Fr: Scott Chesney, Chairman

Re: Pro Tem Executive Committee

Given the attendance of Rufus, Bernie and myself at the ACU-I conference next week and the need to have a governance committee able to accept, deliberate, and approve any proposed amendments to the student activities constitution, I am designating, formally, that the three of you constitute the Coffman Memorial Union Executive Committee until the return of the regular officers.

This action is implicit in all other times of administrative or constitutional absence. It is made explicit due to the circumstances pending with the constitution.

John Wright, as vice chair of the board shall assume the chair of the executive committee and, indeed, the UBOG should a special meeting become necessary.

I urge you to invite other governors to participate in any deliberations before you.

Thanks for your time and commitment to the Union.

pc: A. Isaacson  
C. Nelson  
S. Polson  
R. Peterson

*collman*

Board of Governors

Committee of the Whole  
21 April 1986

Agenda

- |      |  |                                   |
|------|--|-----------------------------------|
| I.   | Call to Order<br><i>Scott R. Chesney, Presiding</i>  | 12:10                             |
| II.  | Minnesota Union 1986-87 Planning<br>Program prospectus<br>Budget   | 12:10<br>discussion<br>discussion |
| III. | Student Activities Constitution<br>Convention planning and status<br>Status of other boards<br>Proposed amendments | 12:40<br>discussion<br>discussion |
| IV.  | Announcements<br>28 April 1986 - Board of Governors<br>19 May 1986 - Board of Governors                            | 12:55                             |
| V.   | Process  | 1:00                              |
| VI.  | Adjournment  | 1:05                              |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
COMMITTEE OF WHOLE  
Meeting April 21, 1986

Present: Scott Chesney Chair  
Peter Zeller CLA  
Barry Bridges CMUBOG Alumni  
John Wright V Chair  
Bernie Molitor CMU  
Ken Martin MN Alumni  
Rufus Simmons CMU  
Liz Andersen CMU  
Glen Lindgren CUPC

Absent: Stefano Romagnoli COGS  
Leslie Bowman Fd Service (exc)  
Andy Seitel MSA  
Marie Mac IT

Guests: Vi Justice

The meeting was called to order at 12:10 by Chair Scott Chesney.  
A quorum was present.

Budget

The following documents should be reviewed for budget:  
Carl Nelson's documents dated March 4 and 24; Carl Nelson's  
"Strategies for Educational Excellence"; 1985-86 Project Strategies;  
1984-86 PPBS.

The Board will make specific recommendations on budget  
issues and develop overall recommendation for next year.  
Recommendations will go to the Coordinating Board or Student  
Activities Director.

Highlights to deal with on March 4 Planning & Budgeting document:

Page 3.....Support Service to student organizations, policy 1 and 2.  
Make recommendation.  
Page 8-9....Recommend which Board should have responsibility.  
Page 11-15..MU issues for coming year. How will they fit in overall  
plans for year? Specific recommendations?  
Page 18-24..Falls under co-curriculum. Look at what is being  
transferred to co-curriculum.  
Page 25.....Identify policy issues. Use as index.

Bernie Molitor noted what comes of this project represents the sound  
thinking of students involved, based on hopes and aspirations.

Barry Bridges asked if the restructuring would affect the authority  
of the Boards.

Mr. Molitor replied that the future will be what we make it.

Mr. Chesney asked, what response are the directors looking for  
from the Board in regard to Mr. Nelson's paper?

Mr. Molitor replied, what you are doing with the process feels  
important.

Mr. Bridges asked, what are we aiming for? What is the philosophy?

Mr. Chesney said the philosophy can be found in the Strategies for Educational Excellence.

The budget will be discussed further at the Board meeting next week.

#### Student Activities Constitution

John Wright noted the final date for submitting amendments to the constitution has been extended to May 3, the date of the constitution convention.

A packet of proposed amendments received to date was distributed.

Mr. Chesney noted the aim of the constitution convention is to agree on a framework for the constitution. The constitution would be ratified early next year by student activity boards. It then goes through the assembly to the regents.

Ken Martin asked how that would affect the co-curriculum. There would be no student input for a year if the constitution is not ratified at the convention.

Mr. Bridges said students would be missing the opportunity to actively participate.

Rufus Simmons said this is perhaps a perception issue. We need to look at the goals and values of the projects. We will continue with what we have been doing in reaching for higher levels of excellence.

Mr. Chesney said the decision to postpone ratification and implement a year from this July 1 was due to disparity of opinion of the council of board chairs. St. Paul and Legal Service were opposed to the whole constitution.

Mr. Martin asked if the Board views were expressed in the Council?

Mr. Wright said we are basically in support of the constitution, that we are in favor of the philosophy.

Mr. Chesney said the Board can lead by example. The Board will vote next week on any amendments that came forward.

UBOG Committee of the Whole  
April 21, 1986  
Page 3

Announcements

April 28, 1986 - Board of Governors  
May 3, 4, 1986 - Student Activities Constitutional Convention  
May 19, 1986 - Board of Governors

See Scott if interested in serving as delegate or alternate to constitution convention.

Process

Mr. Chesney said he was comfortable with Board discussion.

The meeting adjourned at 1:05.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

# STRATEGIES FOR EDUCATIONAL EXCELLENCE

Student Activities

January 1986

Carl E. Nelson, Jr., Director

## I

### INTRODUCTION

The Student Activities program is integral to the total education program of the University - developing a stimulating and supportive educational environment and providing active learning through programs for leadership, art, inter- and cross-cultural, human issues and values, and international education.

Educational excellence is achieved if intended educational outcomes are achieved. The Student Activities program intends to contribute to development of values, understanding of society and the place of the individual in it, ability to reason, ability to communicate, and development of civic responsibility.

Internal changes and developments which will strengthen the Student Activities programs for these purposes have been initiated.

Uniting the internal strengths with the other strengths of the University will add to Student Activities effectiveness. Integration strategies have two emphases:

**Outreach:** to go to students, faculty, and staff with information, with programs, and with supporting efforts.

**Inclusion:** to invite and enroll students, faculty, and staff to join as collaborators, volunteers, co-sponsors, advisors, and supporters.



## II

### STRATEGIES AND STRUCTURES

Two papers were presented in June, 1985: "Strategies for Educational Excellence - Vision of the Future for Student Activities" and "Strategies for Educational Excellence - Mandates and Structures."

Four general strategies for educational excellence in Student Activities programming have been presented:

1. **Focus effort.** Comprehensive area plans will focus effort on the two major Student Activities responsibilities - a stimulating and supportive educational environment and a co-curriculum of active learning that contributes to development of intellectual competence, ability to integrate knowledge, commitment to values, moral reasoning, civic responsibility, and interpersonal competence.
2. **Empowerment.** Involvement of volunteers will be a central feature of the area. Professional and volunteer staff can now easily concentrate efforts in the focused structures. Collaboration is expected.
3. **Operations support.** Operational effectiveness in each unit will be enhanced through area-wide services to each department.
4. **Accountability.** Information regarding performance (program and individual) will be communicated directly and regularly.

Structural changes were mandated to support these strategies.

1. Area-wide support services for operations and management systems (especially computer support to the systems), business and financial functions, public relations and marketing, and staff development, will be developed.
2. Union contributions to the campus environment will be extended beyond the union and student center buildings to the total campus.
3. All union operations, in the three union and student center buildings as well as the total campus, will be coordinated with one department director advised by constituents concerned with operations.

4. Departments of Minnesota Union, Recreational Sports, Student Organizations Development Center and University Student Legal Service will coordinate their services, programs, and operations guided by shared vision and responsibilities for the educational environment.

5. The Center for the University Co-Curriculum will coordinate active learning programs in collaboration with students, faculty, and staff.

### III

#### 1985 CHANGES AND DEVELOPMENTS

Staff interactions in Student Activities has increased team spirit in the University and Student Affairs.

Discussions and critiques have added information and perspective to better guide developments to support the educational environment - especially changes to be made in scope of union responsibilities and structures for union administration and staffing.

Staff assignments for leadership in the Center for University Co-Curriculum have been made. The formation of staff is now in place for development of program plans in collaboration with appropriate committees and other staff (professional and volunteer) units.

A Student Activities Audit Office has been established and the program will be fully developed under direction of Gordon Freeman.

A business and finance office to serve both West Bank Union and University Student Legal Service has been developed by David Smith, with the cooperation of the two departments.

A Minnesota Union Volunteer Development Task Force has recommended a volunteer development curriculum.

A Comprehensive Language Program Task Force has drafted a proposal for an experimental program.

Six Strategic Planning Task Forces have worked diligently and produced recommendations for area strategies for programming, budgeting, and implementation.

## IV

### STRATEGIES FOR EDUCATIONAL EXCELLENCE - PLANS FOR EFFECTIVENESS THROUGH INCREASED INTEGRATION

Six issues - adaptation, stakeholders, student participation, collaboration, governance, and finances - were addressed in reports from Task Forces presented to Directors on November 22nd. Discussion of the reports by the Directors occurred through January 2nd, 1986.

The recommendations of four task forces - adaptation, stakeholders, student participation, and collaboration - have been synthesized into three strategies:

#### 1. Active outreach to students, faculty, and staff.

The plan is to reveal, accurately and positively, the area programs as well as identification with Student Activities. The name of the area should effectively and accurately communicate the area mission. That identity should be associated with each program.

Actions suggested by the Task Forces to effectively reach students, faculty and staff:

University 101 course in which entering Freshmen are oriented to the full educational opportunities of the University and to a learning disposition.

Information centers with ability to fully inform students, faculty, and campus guests about all Student Activities.

Information is also to be included in a handbook regarding all student services.

Direct personal outreach is to be developed with liaison to the colleges.

#### 2. Enrollment and inclusion of students, faculty, and staff as volunteers, advisors, collaborators, learners, and supporters. Incentives and encouragements will be provided. Suggestions from Task forces which will be used are:

Credit opportunities for Student Activities internships, assistantships, and independent study.

Recognition of involvement through a formal record of achievements.

3. Assessment, research, and planning will be integrated as regular operating functions. Assessment of programs will also be used to get information on performance quality of programs.

The Governance Task Force recommended strategies for producing effective student influence; the recommendation has three basic features: advice at the department level; general Student Activities directions, goals, plans, and budgets enacted as policy by a Board of Governors; and structural conditions that simplify student volunteer involvement.

A separate paper to all Student Activities Boards and Vice President Wilderson, with copies to Student Activities staff and the Assembly Committee on Student Affairs, will recommend several changes in roles, responsibilities, authorities, processes, and structures to achieve effective student influence on Student Activities decisions. The following strategy is recommended:

Assure integration of Student Activities goals, with total University educational plans by integrating Student Activities matters into the campus Assembly processes. Within the Assembly structure provide an operations committee with two-thirds student membership.

Guided by overall Student Activities mission and strategies, program plans and operations decisions will be delegated to departments. The organizational emphasis for student involvement will be on committees that advise departments.

The structure will provide special procedures for decisions on long-range capital commitments and on philosophic issues.

Structure will feature processes to achieve openness, communication, and consultation rather than feature organization.

The Financial Task Force recommended continuation of support from three sources: student services fees, other income, and University support; but with changes in levels and proportion of funding that each source provides. Two major approaches within this strategy were recommended: 1. increasing University support from 8% to approximately 30%; 2. maintain current fee income level as enrollment declines.

The recommendation to increase University support from approximately \$500,000 to approximately \$3,000,000 will be pursued. This action will be based upon the principle of state funding for instructional support which includes building operations. Instructional support funding for utilities, housekeeping, and building repairs will be sought. Precedents at other state higher educational campuses reinforce the proposal.

A University study of student services fees will deal with the total educational costs to students from the combination of prepaid fees and user fees. A Student Activities group will be named to formulate a development strategy for funds other than University support and user payments. Alternatives and secondary strategies identified by the Task Force will be considered.

## PLANS FOR IMPLEMENTATION

Cycle III will be described separately with suggested actions. An overview is provided below. Three steps will be taken.

1. A prospectus, a statement of the features of new or revised undertakings, will be prepared and presented by March 1, 1986. The content of the prospectus will include goal statements, a general description of what will be done to achieve the goals, the constituencies intended to be served, and the proposed financial sources for support of the program. Mandates which express the will of constituents and assign responsibility will be recommended to the appropriate authority.

PROGRAM	DEVELOPING DEPARTMENT	CONSULTATION	MANDATES
a. All-Campus Activities	MU	MUCB Homecoming Exec Carni Exec SODC Advisory Committee	SA Directors MUCB
b. Campus Environment	MU	MUCB	MUCB
c. Outreach Program	PR & Marketing	---	SA Directors
d. Outdoor Recreation	MU & Department of Recreational Sports	SPSC CMU Rec BOG	Department & SA Directors Rec BOG
e. U101	Co-Curriculum	Co-Curriculum Orientation Lower Division Task Force	Co-Curriculum
f. Hospitality	MU	MUCB	MUCB
g. Support to Students in University Governance	SODC	MSA TCCA Bus. & Rules SODC Advisory Committee	SA Directors MSA, & TCCA

h. Comprehensive Language Program	MU Co-Curriculum	MUCB Co-Curriculum	MUCB Co-Curriculum
i. Leadership Development	Co-Curriculum	MUCB Co-Curriculum	MUCB Co-Curriculum
j. International Education	Co-Curriculum	ISTA MUCB Co-Curriculum MISA	ISTA MUCB Co-Curriculum
k. Volunteer Development Curriculum	Complete. Developed by MU Assistant Directors and Volunteer Development Task Force.	MUCB Co-Curriculum	MUCB Co-Curriculum

Consultation will occur from March 1 through April 15th. Mandate decisions are due by April 18th.

2. A Student Activities Area Plan which records all existing mandates; general Student Activities vision, strategies, and direction; program priorities; assessment of program performance; general operating standards; and tentative resource allocations will be developed by the Student Activities Director. A preliminary plan will be presented March 1st and a proposed plan on April 25th with updates to include new mandates. The existing mandate for multicultural development will be specifically addressed in the area plan.

3. Projects, plans of action for each program, and budgets - allocation of resources to support the planned actions - will be developed in each department for approval by the appropriate authority under constitutions in force. Due date for budget work sheets will be set by the University. It will probably be May 15th.



## VI

### TRADITIONS AND VALUES; STRENGTHS AND WEAKNESSES

Student Activities is operating on a long-standing foundation which will support program development.

In 1906 the Women's Self-Governance Association raised funds, built, and operated Shevlin Hall as a "union" building to serve and support women's organizational needs.

More recently, in 1976, the Board of Regents authorized a department to provide prepaid legal service for students through the Student Services Fee.

University of Minnesota Student Activities departments have received national recognition for new concepts and quality programs. Examples are: legal service programs, leadership development programs, recreational sports and fitness programs, student organization development programs, international study and travel programs, and union programs in arts and human issues.

Students at the University of Minnesota seek opportunities for involvement in the programs as Student Activities volunteers.

Faculty and staff at the University of Minnesota seek co-sponsorship from Student Activities and volunteer to collaborate and assist with Student Activities programs.

Over eighty percent of University of Minnesota students report involvement in Unions and Recreational Sports activities; sixty percent participate in recreational sports each year. Thirty percent are involved in Student organizations registered, supported, and served by the Student Organization Development Center.

Values that have persisted within the programs, operations, policies, philosophies, culture, and norms of Student Activities are:

**Active learning;** i.e., learning through discourse, faculty-student and student interaction, experiences.

**Activism;** i.e., vigorous interactions among diverse persons and involvement with diverse ideas and cultures.

**Volunteerism;** i.e., service to the University through active participation that also leads to learning by the volunteer.

**Civic responsibility;** i.e., an orientation toward community service as well as development leadership.

External developments and changes are also recognized in Student Activities strategies.

The proposals to further internationalize the University, call for leadership of the international co-curricular education.

The Report on the Undergraduate Student Experience calls for improvements in the educational environment of campus life and of active learning opportunities.

The same report calls for criteria and processes to allocate resources in the co-curriculum in relationship to quality.

Commitment to Focus addresses the content of the University of Minnesota educational programs. Student Activities programs, as an integral part of that educational content, must contribute to overall University plans.

## VII

### BEYOND 1986 - VISION OF THE FUTURE

The campus environment which is developed with leadership and participation of Student Activities will stimulate and support active learning.

Students, faculty, and staff will be intellectually inquisitive.

Students, faculty, and staff will seek out opportunities to engage each other in discussion and disagreement about ideas and issues. The campus will be permeated with opportunities for interaction.

The campus will be pluralistic, reflecting the world society. Interactions will be inter-cultural.

Respect for individual inquiry and expression will be actively supported and protected. Interest in all expression will be high.

The environment is conducive to taking risks in thinking, discussion, and other creative ventures.

Students, faculty, and staff are committed to pursuit of knowledge and to the University of Minnesota. The commitment to the University is expressed through active service in it.

University of Minnesota alumni will be distinguished in their personal and family living, in their profession, and in civic affairs by:

- \* capacity for critical and creative thinking
- \* ability to integrate knowledge and to communicate
- \* commitment to values, justice and to community
- \* involvement in the arts
- \* involvement in activities that foster fitness and provide recreation

The Student Activities area will:

- \* be open, innovative and encourage risk-taking
- \* reward excellence
- \* be effective in achievement of purpose
- \* be inclusive
- \* model values and effective operations
- \* build on traditions and strengths.

*collman*

Board of Governors

28 April 1986

Agenda

- |       |  |                   |
|-------|--|-------------------|
| I.    | Call to Order                                | 12:05             |
|       | <i>John H. Wright, Presiding</i>             |                   |
| II.   | Approval of Minutes                          | 12:05             |
|       | 31 March 1986                                |                   |
|       | 14 April 1986                                |                   |
|       | 21 April 1986                                |                   |
| III.  | Unfinished Business                          | 12:10             |
|       | MU 1986-87 program prospectus                | Discussion (10 m) |
|       | MU 1986-87 budget                            | Discussion (5 m)  |
|       | Student activities constitution              |                   |
|       | CMU amendments                               | Action (5 m)      |
|       | Other amendments                             | Discussion (15 m) |
| IV.   | New Business                                 | 12:45             |
| V.    | Reports                                      | Info 12:45        |
|       | Chairman/ Executive Committee                |                   |
|       | Student activities constitutional convention |                   |
|       | Delegates/ alternates - responsibilities     |                   |
|       | Delegates meeting                            |                   |
|       | V Chair                                      |                   |
|       | Director                                     |                   |
| VI.   | Announcements                                | 12:55             |
|       | 3,4 May 1986 - SA constitution convention    |                   |
|       | Governors participation desired              |                   |
|       | 5 May 1986 - Program Committee               |                   |
|       | 12 May 1986 - Program Committee              |                   |
|       | 19 May 1986 - Board of Governors             |                   |
|       | 16 June 1986 - Board of Governors            |                   |
| VII.  | Process                                      | 1:00              |
| VIII. | Adjournment                                  | 1:05              |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Meeting April 28, 1986

Present: Scott Chesney, Chair  
Glen Lindgren, CUPC  
Ken Martin, MN Alumni  
Leslie Bowman, Fd Service  
Bernie Molitor, CMU  
John Wright, V Chair  
Peter Zeller, CLA  
Barry Bridges, UBOG Alumni  
Rufus Simmons, CMU  
Liz Andersen, CMU

Absent: Stefano Romagnoli, COGS  
Marie Mac, IT

Guests: Pam Smith, OSA; Art Isaacson, MUCB; Carl Nelson, OSA;  
Vi Justice, CMU

The meeting was called to order at 12:05 by Vice Chair John Wright. A quorum was present.

The minutes of March 31 were approved with the addition of an announcement that Brigetta Allen had resigned from UBOG membership because of academic work load.

The minutes of April 14 were approved with the correction that a quorum was present.

The minutes of April 21 were approved with the following clarification on page 2: "Mr. Martin asked if the UBOG's views were expressed in the council of board chairs."

UNFINISHED BUSINESS

Student Activities Constitution - CMU Amendments

Mr. Lindgren reintroduced proposed student activities constitution amendments distributed as information at the March 31 board meeting.

*MOTION 86-18 (Lindgren-Martin) Constitution preamble - change 4th sentence to read, "This constitution establishes an educational program, an environment and structures which provide for partnership between students and staff in guiding the direction of the student activities area."*

*MOTION CARRIED UNANIMOUSLY*

*MOTION 86-19 (Lindgren-Martin) Constitution preamble - add, after last sentence, "This tradition will continue and be strengthened in the future within the guidelines of student/staff partnerships as defined hereafter."*

*MOTION CARRIED UNANIMOUSLY*

*MOTION 86-20 (Lindgren-Martin) Constitution new article - add:*

*ARTICLE II. Student-Staff Partnership*

- 1. The professional staff members and the volunteer staff members of the student activities area shall have a working partnership in the achievement of intended outcomes for student activities.*

2. Purposes  
*The purposes of this partnership shall be to create a program and an environment of co-curricular experiences which maximizes the educational benefit for volunteers.*
3. Educational Program for Volunteers  
*This partnership shall be based on an educational program for volunteers, as articulated by the volunteer development area of the co-curriculum, and shall be implemented in every area where student volunteers are included in the achievement of intended outcomes.*
4. Responsibilities of Staff  
*The professional staff shall serve as educator/managers. As educators, they shall articulate and organize a program of co-curricular learning experiences associated with the achievement of intended outcomes for their own areas and based on the educational program for volunteers in Section 3, and are held accountable for making the partnership experience educationally beneficial for the volunteers. As managers, they are held accountable for the programs and achievement of intended outcomes for their areas.*
5. Responsibilities of Student Volunteers  
*The student volunteers shall identify relevant learning opportunities for personal growth provided by staff, and shall follow through on these opportunities by mastering the activities and life skills associated with program production, and the achievement of intended outcomes for each area within Student Activities.*

**MOTION CARRIED UNANIMOUSLY**

Student Activities Constitution - Other Amendments

Amendments to proposed constitution by West Bank and Student Center will be dealt with in context of board chairs. The council of board chairs met since the last UBOG meeting and have developed a set of eleven rules. University Student Legal Service has four amendments that have not been distributed. West Bank has authored a second amendment to its student activity charter that supersedes its first amendment. The second amendment will be out tomorrow. Governors should contact Mr. Chesney with comments and concerns.

Program Prospectus and Budget

Mr. Nelson reviewed the status of the budget planning. The budget is not in balance however it is close enough for service and facilities and co-curriculum and operations to be worked with.

Mr. Isaacson noted MU service and facilities will meet May 4.

Mr. Chesney noted UBOG will act on the budget at the May 19 meeting. He asked Mr. Nelson what would be coming next.

Mr. Nelson said information about the following will be out Thursday: project intentions; current year budget; proposed next year budget; fte comparisons; program expense; fte staff assignments. Administrative changes will appear as proposed since administrative approval has not been received at this time.

Mr. Chesney urged board members to make an effort to attend program committee meetings; the plans and budget will be discussed here before action by UBOG May 19.

NEW BUSINESS - None

#### REPORTS

##### Constitution Convention

Mr. Chesney said there has been a low expression of interest by governors to attend the convention. Mr. Lindgren has expressed interest. Mr. Martin will be in California the weekend of the convention. Mr. Wright will serve as a delegate. Greg Erickson, UBOG and CUPC alumnus has expressed an interest. One more delegate is needed. The convention will meet from 8:00 to 5:00 on Saturday and Sunday. Mr. Martin said the convention will be an interesting and stimulating session - a once in a lifetime opportunity. He encouraged all board members to be present as a delegate or a viewer. Mr. Chesney noted delegates are not limited to students. Mr. Chesney will recommend appointments to the executive committee. If the executive committee disagrees, the full board will be contacted.

Mr. Bridges suggested having four people attend, with three as delegates and Mr. Chesney as member of the presiding committee.

Mr. Chesney noted there would be no conflict with his serving as a delegate.

*MOTION 86-21 (Martin-Lindgren) That the board empower the executive committee to appoint delegates to the constitution convention.*

Mr. Bridges said he was opposed to the motion. He thought the matter could be resolved at this meeting. The board can have three delegates in addition to Mr. Chesney. Three individuals have expressed interest. Would there be a problem with an alumni representative?

The executive committee could be empowered to designate alternatives.

Mr. Chesney proposed, in line with Mr. Bridges comments, that this board adopt three candidates today - current board officers, and then empower the executive committee to appoint alternates.

The proposal was accepted by Mr. Martin and Mr. Lindgren as a friendly amendment.

The motion was split for action.

*MOTION 86-21A (Martin-Lindgren) That the chair of the board, vice chair of the board, and program council president serve as delegates to the constitution convention.*

*MOTION CARRIED*

*MOTION 86-21B (Martin-Lindgren) That the executive committee be empowered to designate alternates and other decisions necessary between now and the constitution convention.*

*MOTION CARRIED.*

Mr. Chesney noted there will be a delegate meeting as soon as one can be scheduled.

Mr. Bridges suggested discussing the Student Center and West Bank proposals and letters by Mr. Martin and Mr. Lindgren as a guide to delegates.

*MOTION 86-22 (Bridges-Martin) That the Coffman Memorial Union Board of Governors' delegates vote against the Student Center and West Bank motions to strike all and propose a substitute document.*

Mr. Isaacson asked Mr. Bridges if he had talked to West Bank or the Student Center about their proposals, stating he thought it was premature to ask delegates to vote against the proposals without listening to arguments.

Mr. Bridges said he objected to the proposal to throw everything out. The original document should be dealt with in context of amendments rather than present an entirely new document.

Mr. Chesney noted the motion on the floor is in order for the board.

Mr. Lindgren suggested asking other delegates how they felt about the position of voting against Student Center and West Bank substitute recommendations.

Mr. Lindgren's question was ruled out of order.

Mr. Bridges called the question.



*MOTION 86-22 CARRIED*

Mr. Simmons said delegates should be convinced by evidence presented at that time.

*MOTION 86-23 (Bridges-Martin) That the Coffman Memorial Union Board charge the convention to require closure and approval of a finished constitution at the end of the Sunday meeting.*

*MOTION TABLED DUE TO LACK OF ACTION*

**ANNOUNCEMENTS**

Recruitment brochures have been mailed to dorms, sororities and fraternities. They will also be used at the info centers and for orientation. Brochures are available from Pam Smith, 220 CMU - 373-7604.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

29 April 1986

The Presiding Committee  
Department of Student Activities

Colleagues:

I would like to propose one possible version of an agenda for the upcoming constitutional convention. I believe it is important for our debate to ask for a presentation of the proposal from Carl to give each delegation a base of understanding for debate. Further, each delegation should be given the opportunity to present an opening statement without interruption and before debate begins.

For your consideration:

*Saturday 3 May 1986*

**Agenda**

Registration and introductions

Opening statement from the presiding committee & chair - 30 m  
Presentation of process/ procedures/ rules  
Presentation of agenda  
Other instructions from the chair

Opening statement from Carl Nelson - 60 m  
Introduction of proposed constitution  
Expectations of university administration

Opening statement from each delegation - 10 m each (60 m)  
Order to be decided by the presiding committee

Introduction of amendments - 60 m  
No discussion allowed

LUNCH - 60 m

*Delegates caucus - 30 m*

Discussion of Amendments - as needed  
Rules as specified (or modified) by the presiding committee  
No voting allowed

Recess

Presiding Committee/ Agenda  
29 April 86  
Pg. 2

Sunday 4 May 1986

**Agenda**

**Reconvene**

Presiding committee synopsis of events from Saturday - 30 m

*Delegates caucus* - 30 m

Discussion of amendments - as needed  
Rules as specified (or modified) by the presiding committee  
No voting allowed

LUNCH - 60 m

Discussion of amendments - as needed  
Rules as specified (or modified) by the presiding committee  
No voting allowed

*Delegates caucus* - 60 m

Voting on amendments - 60 m  
Roll call by delegation

Presiding committee wrap up - 30 m  
Rewriting committee instructions  
Timelines for board discussion/ action

**Adjournment**

Respectfully Submitted,



Scott R. Chesney, Chairman

*Coffman*

Board of Governors

24 April 1986

TO: Scott Chesney, Chair, CBOG

FR: Governor Ken Martin, CBOG Alumni Representative

RE: Constitutional Convention

I was appalled to hear in the CBOG meeting of April 21, 1986, that the Presiding Committee had voted to turn the Constitutional Convention into a forum of discussion. Six months of hard work and effort by many is challenged to become obsolete, and the credibility of student governance concerns in the eyes of the administration is endangered.

Student governance power resides in the ability of students to effectively communicate with those in the SAC, to professionally present their views, to suggest alternatives and persuade for action. The nucleus of students who appear to feel that they have power now, that they can achieve greater power in the SAC format, and who feel they can at this late date change the course of progressive reorganization are living in a world of non-reality. Decisions are made directly by assigned staff members, not by student governance. Students can use their "power" of governance to provide a consensus of opinion and persuasive forum through which they can effect the decision, but not make the binding final decision themselves.

The changes in student activities are underway and will occur. To send a proposal for change in SAC to the Regents without a complimentary and effective means of student governance included sends a dangerous signal of student apathy and anarchy. Communication, suggestion, and persuasion are the real "power" of student governance which will be weakened if the Convention does not pass a Constitution. To delay the process is to lose strength. To delay the process to further review the same facts that have been under consideration for six months is apathy of concern in the student ranks who speak for strong student input. The Constitutional Convention must pass a final draft, amended as necessary, to send a clear signal to staff and Regents of their concern for student input to SAC.

I have been a continuous member of the campus community since 1974 in different capacities, as a student, staff member, student adviser, and sports club coach. My comments are based on strong feelings and hope that the student voice will be heard loudly through good lines of communication in SAC.

I urge you to provide these comments to those on the Presiding Committee and others who would delay the process, and ask them to search their souls deeply. The Strength and Future roles of student governance in SAC is at stake.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Program Office  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-7600

TO: SCOTT R. CHESNEY, Chair, Coffman Board of Governors  
FROM: GLEN M. LINDGREN, President, Coffman Union Program Council  
RE: STUDENT ACTIVITIES CONSTITUTION

Conceptually, I believe the Student Activities Constitution put forward by Carl Nelson to be one of the best documents I have seen this organization produce, for the following reasons:

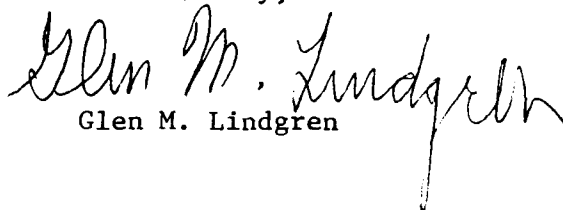
- A) It states what the entire organization is all about.
- B) It advances purpose rather than location as a basis for existence.
- C) It establishes a framework for student-staff working relationships.
- D) It expresses up front the important commitment that the organization has to all campus citizens; student, faculty, and staff.

It is my position that the document is in need of more detail with regard to student input and empowerment, and that the timelines that were originally put forth when the Constitution was first distributed were good ones to accomodate such constructive changes. It has been my understanding all along that the first draft of the Constitution was sent out for the express purpose of soliciting constructive student input, and I have consistently endorsed the process by which such input was to have been solicited.

I am therefore deeply disturbed to find out at this point in time that the process and the issue have been so damaged by those in Student Activities who wish only to advance their own hidden agendas and further their own illusions of power. Recent resolutions passed to denounce and destroy the Constitution, some with attached proposals which seem to perpetuate the current redundancy in Student Activities, have served only to add to the confusion in the transition, and reduce the level of quality student input in Student Activities. After reading some of these "resolutions" I can only come to the conclusion that those behind them are people with their mouths open, and their ears closed. Unfortunately, these people have done a great disservice to the spirit and reality of Student Activities at this University.

I hope that in the future, the organizations who are supposed to be participating in the making of this Constitution can find the maturity and sense to re-evaluate their positions, and contribute honestly to the changes being made in Student Activities.

Sincerely,

  
Glen M. Lindgren

22 Apr. 1986 rec'd  
z

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS

AGENDA ITEM FOR: Full Board Meeting, 31 March

Executive Committee	XX
House and Finance Committee	XX
Program Committee	XX
Ad Hoc Committee	XX
Committee of the Whole	XX

I. Title Student Activities Constitution Amendments from Glen Lindgren

(XX) Discussion  
( ) Information  
(XX) Motion for Action Requested

II. Recommended or Proposed Action:

The Coffman Memorial Union Board of Governors approve these proposed amendments for further discussion and consideration by the boards of the student activities area.

III. Purpose or Intent of Item:

Each is noted individually on the proposed amendment.

The main thrust of these amendments is to bring a working definition of "partnership" to the Student Activities Constitution, a matter which has been of salient importance this year in the Coffman Program Council.

IV. Previous Board Action and/or Pertinent Information:

Included is the current "working model" (not passed, but basically in effect) of the By-Laws for the Coffman Program Council. Of utmost importance for this discussion is Article III - "Student - Staff Partnership"

V. Presented by Glen M. Lindgren, Governor, President, Coffman Program Council

VI. Date 31 March, 1986

*collman*

Board of Governors

---

MOTION

Constitution, Preamble

Fourth sentence, change to read, "This constitution establishes an educational program, an environment, and structures which provide for partnership between students and staff in guiding the direction of the Student Activities Area."

Comment:

1. A constitution, being a statement of mission, power, and structure, should therefore include statements about the establishment of all three, not just "committees and councils."
2. Need to clarify up front who is participating in the partnership.

*collman*

Board of Governors

---

MOTION

Constitution, Preamble

Add, after last sentence, "This tradition will continue and be strengthened in the future within the guidelines of student-staff partnership as defined hereafter."

Comment:

It's not enough just to say where we've been; this constitution is all about where we're going. We therefore need to add a statement about where we're going, since this, in fact, is the entire purpose of drafting this constitution.

PRESENTED - UBOG/ 31 MARCH 1986



*collman*

Board of Governors

MOTION

Constitution - NEW ARTICLE

I propose that we add:

ARTICLE II. Student - Staff Partnership

1. The professional staff members and the volunteer staff members of the Student Activities Area shall have a working partnership in the achievement of intended outcomes for Student Activities.
2. Purposes  
The purposes of this partnership shall be to create a program and an environment of co-curricular experiences which maximizes the educational benefit for volunteers.
3. Educational Program for Volunteers  
This partnership shall be based on an Educational Program for Volunteers, as articulated by the Volunteer Development Area of the Co-Curriculum, and shall be implemented in every area where student volunteers are included in the achievement of intended outcomes.
4. Responsibilities of Staff  
The professional staff shall serve as educator/managers. As educators, they shall articulate and organize a program of co-curricular learning experiences associated with the achievement of intended outcomes for their own areas and based on the Educational Program for Volunteers in Section 3, and are held accountable for making the partnership experience educationally beneficial for the volunteers. As managers, they are held accountable for the programs and achievement of intended outcomes for their areas.
5. Responsibilities of Student Volunteers  
The student volunteers shall identify relevant learning opportunities for personal growth provided by staff, and shall follow through on these opportunities by mastering the activities and life skills associated with program production, and the achievement of intended outcomes for each area within Student Activities.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

St. Paul Campus Student Center  
2017 Buford Avenue  
St. Paul, Minnesota 55108

April 11, 1986

Student Activities Strategic Planning  
340 Coffman Union  
Minneapolis Campus

Dear Mark Allen:

On April 10, 1986 an amendment to the Student Activities Constitution was passed. It reads:

MOTION E-58: Ruth Ann Kern moved that the St. Paul Student Board of Governors pass a Strike-All Amendment to the proposed Student Activities Constitution. Motion seconded and passed unanimously.

The intent of the motion is to take the written constitution out of the convention without wiping out the entire idea.

For your information the following motions were also passed.

MOTION E-59: Mike Loveless moved that the President of Board appoint a committee of not more than 6 people to write a proposed constitution and by-laws for the Student Activities area committee that is in accordance with the Board's concerns for its current constitution. This committee is to bring a recommendation back to this Board before the May 3rd convention. Motion seconded and carried unanimously.

MOTION E-60: David Eckholm moved that this committee review the rules of the convention to be sure that our proposed constitution will be considered at the convention. Motion seconded and carried.

Thank you for your attention to this matter.

Sincerely,

Randall S. Peterson  
President, St. Paul Student Center  
Board of Governors

RSP/np

## STUDENT ACTIVITIES CHARTER

### ARTICLE I PREAMBLE

- A. The organizations of Student Activities shall:
1. provide a sense of community through a variety of programs, facilities, and services,
  2. continue to be an integral part of the educational life of the university by providing the services, conveniences, and amenities important to the university community,
  3. enhance the social and recreational lives of the students, faculty, staff, alumni, and guests of the Universtiy of Minnesota,
  4. and provide active learning through co-curricular experiences.
- B. The boards and committees listed in this document, with the cooperation with staff, shall develop the goals, plans and courses of action of Student Activities.

## ARTICLE II STRUCTURES

Student Activities shall be composed of the following organizations:

- A. International Student Travel Association (ISTA)-shall provide the university community with accessible international travel and study information, and services.
- B. Recreational Sports Board of Governors (RECBOG)-shall provide the university community with an assortment of recreational growth activities through its clubs and facilities on the Twin Cities campuses.
- C. Student Organizational Development Center Advisory Board (SODC)- shall provide university student organizations with guidance and assistance in order to enhance the educational mission of the University of Minnesota.
- D. Twin Cities Union Board (TCU)-shall be responsible for the overall Twin Cities Union policy. Its voting membership shall consist of three representatives from each of the constituent union boards, and a non-voting chairman shall be elected through All Campus Elections.

In addition, Coffman Memorial Union (CMU), Saint Paul Student Center (SPSC), and West Bank Union (WBU) boards, in cooperation with staff, shall advise in the area operations, plans, and budgets that relate to area programs, facilities, services, and administration.

- E. University Student Legal Service (USLS)- a policy making body which provides legal service to students at the University of Minnesota.
- F. ISTA, RECBOG, SODC, TCU, and USLS shall each send a representative to the Student Activities Committee of the Twin Cities Campus Assembly.

### ARTICLE III AMENDMENTS

- A. Amendments to this charter may be proposed by ISTA, RECBOG, SODC, SPSC, CMU, WBU, and USLS.
- B. Proposed amendments shall become effective immediately after approval by two-thirds of the membership of ISTA, RECBOG, SODC, SPSC, CMU, WBU, TCU, and USLS after at least fourteen days notice.

### ARTICLE IV CONSTITUTIONAL AMENDMENTS TO BOARDS AND COMMITTEES

- A. The constitutions of the following organizations: ISTA, RECBOG, SODC, WBU, CMU, SPSC, TCU, and USLS shall conform to the general goals of this charter.
- B. An ad hoc committee will approve all constitutional amendments of all the constitutions in order to insure compliance with this charter. This committee shall either approve amendments or refer them back to the organization for further modification.

### ARTICLE VI CONSTITUTIONAL APPROVAL

All modified constitutions must be approved by a two-thirds voting membership of ISTA, RECBOG, SODC, SPSC, MUCB, CMU, WBU, TCU, and USLS, within one year after approval of this charter.

### ARTICLE VII Effective Date of Charter

This Charter shall take effect following its approval by two-thirds of the voting members of ISTA, RECBOG, SODC, SPSC, MUCB, CMU, WBU, and USLS; by the Twin Cities Assembly; and the Board of Regents.

*collman*

Board of Governors

---

31 March 1986

TO: Scott Chesney

FR: Ken Martin, Governor, Minnesota Alumni Association

RE: Comments to the Executive Committee  
Regarding the new SA Constitution

The new Student Activities Constitution seems to be a well written and thought-out document. Having digested the new format, I am comfortable with the intent, purpose, and organization as outlined. My greatest concern is that the "right of student input" through advisory committees and the student government system not be compromised. The student voice needs to be heard and the SA staff must direct the planned group activities to satisfy student needs. Only through student input, and the student-staff interaction, can SA provide viable and meaningful programs.

The executive committee is obligated to approve the constitution as it stands, to approve any amendments which maintain or strengthen student contact with the staff, and to see that the "overseeing" powers of the student government systems (appeals process, review process, etc.) are not compromised in the Constitutional approval/preparation process during the month of April.

pc: JHW  
RLS

*collman*

Board of Governors

---

2 April 1986

TO: Scott Chesney, Chairman  
FR: Peter Zeller, Governor, CLA  
RE: Student Activities Constitution

I believe that the document provides for effective student influence in the direction and policy making of the Minnesota Union.

The preamble clearly puts forth the importance of the role of students in all Student Activities government and it communicates the "partnership" concept. The MU Department Committee will be concerned with the effectiveness and efficiency of operations, plans, and budgets of the Union. The Bylaws state that the department committees will, "advise on operations plans and budget, and concur on fee requests, major space assignments, and capital requests, as well as make recommendations on program prospectus." I believe this gives students a significant influential role in MU planning.

The document makes some progress toward creating less division between the Union buildings and more a feeling of "oneness" and "unity" in the Minnesota Union, the way it should be. In this way it improves the Minnesota Union.

pc: JHW  
RLS

*collman*

Board of Governors

19 May 1986

Agenda

- |       |  |                    |        |
|-------|--|--------------------|--------|
| I.    | Call to Order                              |                    | 12:05  |
|       | <i>Scott R. Chesney, Presiding</i>         |                    |        |
| II.   | Approval of Minutes                        |                    | 12:05  |
|       | 28 April 1986                              | Board of Governors |        |
|       | 5 May 1986                                 | Program Committee  |        |
|       | 12 May 1986                                | Program Committee  |        |
| III.  | Report of the Chairman                     |                    | 12:10  |
|       | Planning for the future                    | Information        |        |
| IV.   | Unfinished Business                        |                    | 12:15  |
|       | Constitutional Convention closure          | Action             | ( 2 m) |
|       | Dept. of Student Activities reorganization |                    | (28 m) |
|       | Administrative proposals                   | Action             |        |
|       | CUCC establishment                         |                    |        |
|       | MU director position                       |                    |        |
|       | Governance proposals                       | Discussion         |        |
|       | Minnesota Union Planning                   |                    | ( 5 m) |
|       | Project strategies                         | Discussion         |        |
|       | 1986-87 Budget                             | Information        |        |
| V.    | New Business                               |                    | 12:50  |
|       | CMU Constitution                           | Intro/ ref         | ( 5 m) |
|       | Amendments                                 |                    |        |
|       | Dept. of Student Activities                | Intro/ ref         | ( 5 m) |
|       | "An Educational Program for the Volunteer" |                    |        |
|       | Qualification of a summer quorum           | Intro.             | ( 1 m) |
| VI.   | Reports                                    |                    | 1:01   |
|       | Director                                   |                    |        |
| VII.  | Announcements                              |                    | 1:05   |
|       | CMU volunteer recognition dinner - tonight |                    |        |
|       | 2 June 1986 - Committee of the Whole       |                    |        |
|       | 16 June 1986 - Board of Governors          |                    |        |
| VIII. | Process                                    |                    | 1:10   |
| IX.   | Adjournment                                |                    | 1:15   |



*Coffman*

Board of Governors

---

19 May 1986

To: Governor Barry Bridges  
Governor Leslie Bowman  
Governor Glen Lindgren  
Governor Marie Mac  
Governor Ken Martin  
Governor Andy Seitel  
Governor John Wright  
Governor Peter Zeller

Fr: Scott R. Chesney, Chairman

The Union Board of Governors is poised at what could become a major point in its history. The future participation of the University of Minnesota community in the planning and operations of the union is in a transitional state with a very real possibility of suffering substantial damage due to the irresponsible efforts of a few individuals. I believe it is time for Coffman Memorial Union to go "on the record" with our intentions for the future of our organization.

I will recommend that the UBOG adopt several resolutions with the intent to provide leadership for the other boards of the student activities area and send a clear sign to university central administration that the board not only endorses these plans, it is moving to adopt them for its operation.

The primary issues are; the formation of the Center for the University Co Curriculum, the centralization of chief administrative efforts for the Minnesota Union, the role of students (and the university community) in the planning and operations of the union, and the integration of union and university legislative efforts.

Each of these issues will be brought up for consideration by the board; approval is recommended for all.

Creation of the Center for the University Co Curriculum is a major move for the improvement of the program of the union. As you know, it will provide a central focus for the diverse program of activities presently or proposed to be offered. It will also provide central accountability for the success of this part of the student activities mission for both the boards and the university administration; if any part of the CUCC falls short of its charge there will be no ambiguity of responsibility as there is today within the union. Clearly, the strength of the CUCC is the ability for it to facilitate the collaboration and outreach efforts needed to achieve the excellence possible that will best serve the university and its community.

The Minnesota Union has long served the University of Minnesota through (although sometimes in spite of) the efforts of a university community governance system. Since the formal re-creation of the Minnesota Union in the early seventies, there have been many well intended "improvements" in the governance structure. I believe that the union must be more effective in its approach to change; it must be well considered and it must be done in the most direct manner available.

The formation of a unified and centralized office of the director of the Minnesota Union is both effective and desirable for the union. Union boards, including UBOG, have for the past several years asked for increased effectiveness and efficiency from the directors. The expectations of the boards have not been met chiefly due to the complexity with which the Minnesota Union has operated; both as individual, seemingly autonomous, organizations and yet a single conceptual entity called the Minnesota Union.

I believe that the UBOG should endorse these changes to provide direction and leadership for the continuing planning efforts. Such action would be consistent with previous intentions and actions of this board. A resolution will be before the board today for consideration.

To address the role of students and the university community in union planning and operations I shall refer to other reports and proposals; the synopsis of the student activities constitutional convention, and the proposed amendments to the Coffman Memorial Union constitution. These documents are in the docket for the 19 May meeting of the UBOG.

Finally, I wish to update the governors as to other efforts with regard to the student activities reorganization.

Randy Peterson, Chair of the St. Paul Student Center, and Mary Davy, St. Paul member of the Student Representatives to the Board of Regents, have co-authored a document critical of the content and process of this reorganization. The conclusion of this report is that the process for discussion and implementation of the proposed reorganization was a superficial effort on the part of Carl Nelson to dupe the students into approving the plan, ie., Mr. Nelson was trying to ram the plan through regardless of students' concerns. Based on this "flawed process" the entire proposal should be rejected and the student activities area should be restored to its status as of July 1985. Also, Ms. Davy requested that the regents "investigate fully" the motivations of the plan and Mr. Nelson's role in it.

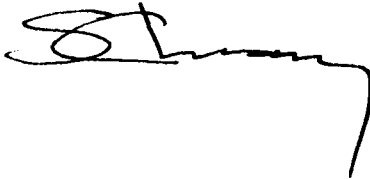
UBOG/ Future Planning  
19 May 86  
Page 3

The Board of Regents, Staff and Student affairs committee was presented with this report at its May meeting. The regents were advised by Vice President Wilderson that the action of Mr. Peterson and Ms. Davy was inappropriate due to the ongoing discussions among the vice president, the deans on the St. Paul campus, and Mr. Nelson. The regents agreed to postpone further discussion of the plan until these discussions have concluded. Regent Casey proposed that he work with the vice president's office to provide the link to the regents as the discussions continue.

I believe that as the regents become more aware of the details of the plan they will begin to see the benefits to the university as a whole, and also see the parochial nature of the arguments coming from those opposed to the plan. However, much work needs to be done to insure that the proper information is provided to both central administration and the regents. This will be a priority as our efforts continue this summer.

As always, I shall keep the board informed of any relevant information as it is necessary.

Thanks for your time,



pc: Coffman directors  
C. Nelson, OSA

University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

I. Title: Center for the University Co Curriculum/ formation

XXX Discussion

--- Information

XXX Motion for Action Requested - 19 May 1986

II. Recommended or Proposed Action:

UBOG approval of the following resolution:

Resolved, that the Union Board of Governors endorses and approves of the formation of a center for the university co curriculum for the purpose of providing a focused system for the delivery of programs that serve the mission of the union.

Further, the board concurs with the director of student activities recommendation for the transfer of union activities projects and personnel to the proposed center, effective 1 July 1986.

Further, the board recommends that space be allocated within the facilities of the union for the administrative offices and a representative portion of programming offices of the center.

III. Purpose or Intent of Item:

To provide constitutional approval for the transfer of union activities projects to a non-union organization.

To provide recommendations for the development of initial goals for the Center for the University Co Curriculum.

To provide direction for administrative planning for implementation of the CUCC.

IV. Previous Board Action and/or Pertinent Information:

Supporting information has been distributed and discussed by the board in past meetings.

V. Presented by Scott R. Chesney, Chairman ✓

VI. Date 19 May 1986

University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

I. Title: Director of the Minnesota Union/ MU reorganization

XXX Discussion

--- Information

XXX Motion for Action Requested - 19 May 1986

II. Recommended or Proposed Action:

UBOG approval of the following resolution:

Resolved, the Union Board of Governors endorses and approves of the formation of a "single director model for the Minnesota Union." This shall consist of one director of the Minnesota Union, one associate director, and three assistant directors.

Further, the board concurs with the recommendation of the director of student activities to charge each assistant director with administrative and primary board advisement responsibilities for one of the three constituent facilities of the union.

Further, the board approves of the elimination of the position of director of Coffman Memorial Union effective 1 July 1986.

III. Purpose or Intent of Item:

To provide direction for the administrative reorganization of the Minnesota Union.

To provide constitutional approval for the elimination of the position of director of Coffman Memorial Union.

IV. Previous Board Action and/or Pertinent Information:

Supporting information has been distributed and discussed by the board in past meetings.

V. Presented by Scott R. Chesney, Chairman 

VI. Date 19 May 1986

University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

- I. Title: Student Activities Constitutional Convention
- Discussion  
XXX Information  
Motion for Action Requested
- II. Recommended or Proposed Action:
- No action is requested.
- III. Purpose or Intent of Item:
- To provide an update and synopsis of the activity of the student activities constitutional convention held on Saturday, 3 May 1986.
- To provide information relevant to continuing discussions of union roles and responsibilities, collaboration among student activities boards, and UBOG planning and participation in the future.
- IV. Previous Board Action and/or Pertinent Information:
- The board has discussed and acted on this and related matters at several previous meetings.
- CMU delegates and participants were: Mr. Wright, Mr. Lindgren, Mr. Simmons, and Mr. Chesney.
- V. Presented by Scott R. Chesney, Chairman
- VI. Date 19 May 1986

*collman*

Board of Governors

---

19 May 1986

To: Governor Barry Bridges  
Governor Leslie Bowman  
Governor Glen Lindgren  
Governor Marie Mac  
Governor Ken Martin  
Governor Andy Seitel  
Governor John Wright  
Governor Peter Zeller

Fr: Scott R. Chesney, Chairman

As you know, the board chairs of the student activities area of the University of Minnesota agreed to postpone ratification of a constitution that would encompass all of the missions and responsibilities of our respective areas.

The council of board chairs further agreed to continue meeting throughout the summer to develop an orientation program to bring as much stability to the transition of board members as possible. This program will require much cooperation to achieve any consensual outcome.

Thus, the results of the convention are not clear. There is reason to believe that parts of the proposed reorganization are becoming more acceptable to other members of the student activities areas.

There was some agreement that we can be more effective with a limited degree of collaboration and centralization of resources. There was also limited agreement that there is some advantage in pursuing union involvement within university governance.

The issues of "unique nature of campus and organizational charge" and "centralized/ decentralized power and decision making" produced neither agreement nor cooperation.

The position of the St. Paul Student Center Board continues to be one of isolationism. While they continue to put forth an argument for the maintenance of the status quo, they refuse to consider any alternative, even where the student center clearly benefits by the collaboration that can be brought to bear within the programming traditionally associated with the "St. Paul" campus. They also are not able to produce any substantial evidence that supports their position; instead relying on a past (1980) consultants report that was not in favor of a central Minnesota Union administrative team.

They do not accept that the report may have been wrong when it was written, or that the times and environment have changed significantly since 1980. Given the projections for declining enrollment (read "fee income") that we have and will face it is hard to understand the SPSC position to remain as we are.

Unfortunately, members of the student center board cross over to membership on other boards with the obvious outcome of influencing these non-union boards to feel threatened by the proposed reorganization. This needs to be considered in any future action.

My conclusion rests on the observation that there exists a fundamental lack of understanding of the role (current or proposed) of student activities within the University of Minnesota by a majority of the participants of the convention. Many of the delegates arguments indicated little knowledge of the possible level of influence students could achieve with an integrated governmental system. The delegates also had little understanding of their own system; often confusing perceived power in decision making with the responsibility to represent a constituency in union planning and operations; or more succinctly, more concerned with preserving "power" than seeing the union achieve its intended outcomes.

Clearly, efforts for the coming year should focus at the level of examination of the union/ student activities mission with more specific information being tied directly to a relevant part of this mission.

I believe that the delegates elected by this board did a responsible job within the constraints of the discussion. Mr. Wright, Mr. Lindgren, and Mr. Simmons represented this board well. The positions of this board were not popular with many other delegates, however there is cause for hope among those delegates outside of the sphere of direct union influence. If there was any change of position by any delegate, it was a non union delegate. Efforts should be made to continue discussions with these groups both now and especially when planning for this coming fall.

With regard to the specific mandates from the board, they were carried out to the best of the delegates ability as follows;

*MOTION 86-21B (Martin-Lindgren) That the executive committee be empowered to designate alternates and other decisions necessary between now and the constitution convention.*

No action was taken in the name of the board during this period of time.



**MOTION 86-22**            *(Bridges-Martin) That the Coffman Memorial Union Board of Governors' delegates vote against the Student Center and West Bank motions to strike all and propose a substitute document.*

This position was consistently and carefully put forth as part of the overall position of the Union Board of Governors. While there were no votes taken, it is my opinion that the delegates sufficiently carried out the will of the board.

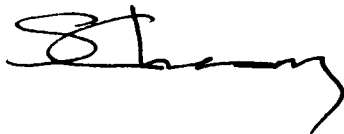
**MOTION 86-23**            *(Bridges-Martin) That the Coffman Memorial Union Board charge the convention to require closure and approval of a finished constitution at the end of the Sunday meeting.*

This action was not put forth due to the agreement by the council of board chairs to not vote on any proposal to be discussed during the convention; Vice President Wilderson's memo is included for your information, it also was a factor in this decision. However, it is my opinion that the UBOG can move forward in the direction desired by the board in motion 86-23 through adoption of the proposed amendments to the union constitution.

I am including the minutes of the convention, as well as the final proposals presented by the delegations, for your information. Please contact any of the CMU participants if you need clarification. More information will be provided as the discussion continues.

Film at 11

Thanks for your time,

A handwritten signature in black ink, appearing to be "Stacy", written in a cursive style.

pc:    Coffman Directors  
      C. Nelson, OSA  
      M. Allen, OSA

Student Activities  
Constitutional Convention  
May 3, 1986

MINUTES

Chair Andy Seitel, Presiding

- I. Meeting called to order at 9:45 a.m. by Chair Andy Seitel
- II. Introduction of delegates
- III. Agenda and Rules presented for approval

A. VP Wilderson letter

Chair Seitel read a letter of greetings from VP Wilderson and summarized its meaning.

B. Presiding Committee suggest that this Convention be open to discussion of issues but not to vote on a constitution or similar document.

C. Polson/Chesney

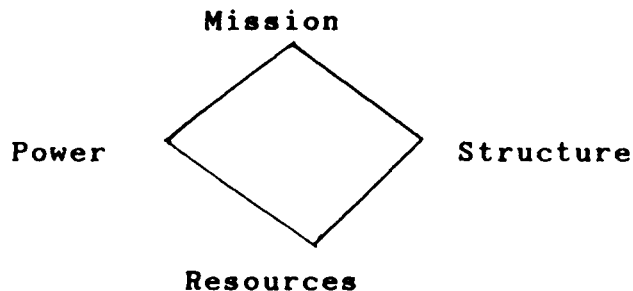
Moved to approve Agenda: Approved

D. Isaacson/Lindgren

Moved to approve rules: Approved

IV. Opening Statement -- Carl Nelson

Nelson presents Bob Terry Model of Organizational Existence:



Nelson reviewed his perspective on how this Model relates to governance in Student Activities. He paid attention to the power and structure relationship. He then related the principle he believes to be involved in the decision-making processes:

- Focus of advising at department levels.
- Connecting Student Activities Governance as a whole.
- Connecting Student Activities Governance to the Assembly.
- Facilitate involvement in discussions by staff and community.

V. Opening Statements -- Head Delegates

A. WBU -- Kurt Milburn

Milburn presented a philosophy for a centralized communications (i.e., Student Activities Committee). He distributed an organizational chart showing the possible manifestation of such philosophy.

Democracy in the unions is another principle which the proposal holds as important. This includes representativeness of students and a respondent role of control over the union governance. Department Constitutions would need to incorporate the principles of the charter.

Larger issues of concern:

- What is policy? -- limits, responsibilities, power
- Autonomy with student voice.

B. SPSC -- Randy Peterson

Peterson reviewed the Issues:

- Do we want a Student Activities Constitution?
- Differences in departments have integrity and make it difficult to put into one governing group.
- Student reps have responsibility to represent their constituencies cognizant of the parameters of administrative responsibility.
- Conflict from diversity is healthy and should be protected.

C. USLS -- Beth Anderson

Anderson described the mission of the USLS.

Concerns:

- satisfied with present Board and role
- decision making with changed structure would take power out of USLS Board and put it in a larger, less aware, more connect Body
- working relationships could be disturbed

D. SODC -- John Lindholm

Lindholm reviewed the history of the SODC Advisory Board.

The position of the Board is:

- How should change occur and what are the limitations?
- Support the current "governing" vs "advisory" roles.
- Would power be lost?
- "Informal" groupings of governing representatives may be a better way of doing the same as proposed.

E. CMU -- Scott Chesney

Chesney spoke in favor of a Student Activities Constitution. Reasons expressed for support:

- Precedent in other colleges and universities.
- Students as leaders should carry out their responsibility by having collective discussion to deal with such things as fees.
- Present structures are redundant.
- Communications would be improved; constituencies given better visibility, voice.
- Connection to University Governance would improve the credibility of each department.
- Concept of student-staff partnership supports this proposal.

F. MUCB -- Art Isaacson

Isaacson described the issues:

- uniqueness of department roles/function
- communication
- policy and decision making roles
- centralization/decentralization
- involvement of students
- use of fees

VI. Convention recessed for caucus and lunch

Presiding Committee will meet at 12:30 p.m.

VII. Convention Reconvened at 1:15 p.m.

Issues that were identified by Presiding Committee were presented for discussion:

A. Preservation of uniqueness of service by each Board/Committee

John L. felt that it was of top priority to be on the affirmative side of this issue.

Bryce commented that he also sees a great divergence in objectives of groups and disagrees with attempting to combine objectives without taking uniqueness of departments into account.

Beth agreed with concept of preserving. She felt that a larger board could facilitate discussions without compromising uniqueness.

John W. agrees with uniqueness presentation. However it is not necessary to change uniqueness in order to combine certain functions or activities.

Kurt believes that department Boards are more qualified to make decisions related to its activities than any other committee. He also supported the idea of mutual collaboration on budget and other items, and supported Beth's idea. Uniqueness will survive.

Scott C. raised possible confusion between uniqueness versus redundancy. Where there is redundancy we should attempt to develop efficiencies. He suggested a difference between involving students in policy Boards versus management boards.

Art dealt with his definition of efficiency.

Glen entered the concern of effectiveness. Involvement of students could be inefficient but it is more effective.

Bryce asked if Scott was suggesting to have a dictatorship because it was more efficient.

Mike brought the topic of uniqueness back to the discussion. He felt that the St. Paul Campus geographical uniqueness should be recognized and dealt with.

Kurt also wanted to deal with uniqueness. Boards are important and should remain. He is concerned about organization/coordination -- different/unique bodies working together. Committees/boards must have ability to make decisions.

John L. wanted to talk about other departments (than the unions). He liked Beth's idea of preserving uniqueness but providing for a manner to merge overall concerns with a constitution.

## B. Power

- Policy/decision making
- Centralization/Decentralization

Carl spoke and commented that he believes that it is important to combine the two above aspects. He feels there is a need to have a way to affect central University decisions while preserving uniqueness and local authority. He believes that the disconnectedness of the University should be dealt with by combining both parts of the power issues by having both centralized and decentralized policy and decision making.

Kurt asked how the uniqueness could be preserved. Carl felt that students have a dual responsibility to first the University and then the department.

Randy believes the Fees Committee serves to answer the Power Issue.

John asked about the merits of a Student Activities Committee as a decision making body versus the present system.

Carl believes that power is not limited; rather it can be shared, combined and increased through collaboration.

Beth sees the possibility of both department Boards and a larger Board as viable.

Margaret discussed threats to uniqueness. She raised whether the Student Activities Committee (SAC) would add to or subtract from power. She believes the SAC would increase power.

Kate addressed power as it affects the St. Paul Board. She sees the present structure as having a problem more with the performance of staff. She would like to know what the Co-Curriculum would have responsibility for and how it would function.

Bryce asked what policy was?

Margaret believes it can be organizational goals.

Beth sees policies dealing with both local and larger issues.

Randy saw leadership and involvement of community as also relevant to policy.

Where does final authority lie? asked John L.

Carl answered that it is intentionally interpreted for each issue/policy in order to make best decision.

Scott reinforced the belief that SAC would not steal power. He also believes that the real worth of student involvement is influence and power is gained indirectly.

Beth believes students do have power. She has experience with making decisions affecting department activities and sees that as a function of power.

Kate reviewed an event at the SPSC.

Art sees power equated with influence and that there is a system of checks and balances.

John L. believes that a number of delegates are confused as to the scope of authority and that there are progressing levels and umbrellas of policy. They become more broad as they went go from a department Board to the SAC.

Margaret clarified that the SAC would not make department policies but broader policies.

Bryce saw Rudy Perpich as having final power over Student Activities.

C. Involvement of Students within Administrative Accountability System

Glen agreed with some of the statements Bryce made but not with the reasoning.

Bryce engaged Glen in a lively series of inquiries centering on qualification and preference regarding decision making.

Kurt criticized the proposed Constitution and the plans for this. He sees students as dictating what we do to provide services. Education is not the primary role of involvement but being the functionaries of mass dictates.

Carl said the buck stops with him -- the organization needs to share power collectively.

John commented that in order to achieve our mission of fulfilling community needs students need to make the decisions. Option is to use professionals to carry out programs. Decide how/what is the role of students -- students make decisions, staff carries out those decisions.

Carl addressed the responsibility of advisory board in developing initiative for goals -- consensus on fees proposals, advisory to programs.

Beth questioned whether or not the advisory board status would change the USLS Board setting fee structure. Carl responded no, including that the Board would set scope of benefits. Can all boards retain constitutions and in addition form a Student Activities Committee? Carl said there is a need to create a committee to connect us to the rest of the University. Also, the constitutions which exist need to be looked at for beneficial revisions. Deficiencies currently exist in all constitutions.



(Recessed for 10 minutes/Reconvened)

(New convention participants introduced themselves.)

Randy asked if the proposed constitution should give the same authority as present to students.

Carl said yes but said it is necessary to understand that there are levels of power and accountability and authority that are delegated and/or also shared.

Glen stressed the need for teamwork. Partnership implies cooperation of students and staff.

Kurt stressed the need for us to be clear and defined in our terminology, jargon, etc. Kurt suggested that the unions get together to come to agreement outside of the Student Activities wide discussions.

Scott readdressed some of the issues in an attempt to clarify his positions and perspectives on them. He saw a hierarchy of policy (decision making) and sees a relationship to power.

Kurt agreed that the SAC should be more than a communication committee but deal with broad issues and goals.

Margaret stressed the need to understand what the different Boards, committees, etc. do and what their authorities are.

Kate suggested that the presiding committee or someone provide an explanation of the interconnectedness of the governing bodies, etc. be provided.

- D. The issue of Communication/Connection of Boards through Student Activities/Governance was incorporated into the above discussion

#### VIII. Good of the Order/wrap up

Bryce encouraged open, honest, thorough communication among all concerned bodies.

Kurt: request the Presiding Committee to request each organization to develop a position paper on where Student Activities should go and present the papers to each other.

#### IX. Wrap up by Presiding Chair -- Seitel

Seitel saw progress from this discussion. He encourages continued open communication.

#### X. Adjourned



UNIVERSITY OF MINNESOTA

Office of the Vice President for Student Affairs  
Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

May 1, 1986

TO: Student Activities Constitutional Convention  
Presiding Committee:  
Andy Seitel, Chair  
Beth Anderson, University Student Legal Service  
~~Scott Chesney, Coffman Union Board of Governors~~  
Art Isaacson, Minnesota Union Coordinating Board  
John Lindholm, Student Organization Development  
Center Advisory Board  
Randy Peterson, St. Paul Student Center Board of Governors  
Steve Polson, West Bank Union Board of Governors  
Jeff Thone, Recreational Sports Board of Governors

FROM: Frank B. Wilderson, Jr.  
Vice President for Student Affairs

RE: May 3 and 4 Convention

Greetings to you and the delegates to your convention! I know you have all worked hard on your Boards and Committees this year and I commend you.

I also have been following the progress of your convention and am aware of the difficulties that you have faced in selecting a process and an agenda. I was pleased to hear that you will not be voting to ratify a constitution for Student Activities at this convention. An action such as this, in my opinion, would be premature for a number of reasons.

As many of you are aware, Carl Nelson and I have been meeting with the Deans on the St. Paul campus to discuss their concerns related to changes in the Minnesota Union Administration and how those changes may affect the St. Paul campus. These discussions are progressing satisfactorily. However, not all aspects and intricacies of concern have been addressed, and I have pledged that we will continue these discussions and deal with all concerns. Until a full deliberation with the Deans occurs, I would find it difficult to support any proposal to alter the existing governance system.

After a complete, orderly and open discussion takes place where issues are identified and addressed, I will stand in support of changes in your Boards and Committees that make partnership in

May 1, 1986

Memo on the May 3 and 4 Student Activities Convention

Page Two

decision making more defined and effective. In the meantime, I encourage your meetings to discuss, clarify and understand; I offer myself as supporter of your efforts. However, I recommend that any votes to ratify a constitution for Student Activities be postponed pending further discussions.

Good luck with your convention!

FBW/r

cc: President Kenneth H. Keller

Richard J. Sauer, Vice President  
Agriculture, Forestry and Home Economics

Keith McFarland, Dean  
College of Home Economics

C. Eugene Allen, Dean  
College of Agriculture

Douglas C. Pratt, Dean  
College of Biological Sciences

Richard A. Skok, Dean  
College of Forestry

Robert H. Dunlop, Dean  
College of Veterinary Medicine

Carl E. Nelson, Coordinator  
Student Activities



UNIVERSITY OF MINNESOTA  
TWIN CITIES

St. Paul Campus Student Center  
2017 Buford Avenue  
St. Paul, Minnesota 55108

April 11, 1986

Student Activities Strategic Planning  
340 Coffman Union  
Minneapolis Campus

Dear Mark Allen:

On April 10, 1986 an amendment to the Student Activities Constitution was passed. It reads:

MOTION E-58: Ruth Ann Kern moved that the St. Paul Student Board of Governors pass a Strike-All Amendment to the proposed Student Activities Constitution. Motion seconded and passed unanimously.

The intent of the motion is to take the written constitution out of the convention without wiping out the entire idea.

For your information the following motions were also passed.

MOTION E-59: Mike Loveless moved that the President of Board appoint a committee of not more than 6 people to write a proposed constitution and by-laws for the Student Activities area committee that is in accordance with the Board's concerns for its current constitution. This committee is to bring a recommendation back to this Board before the May 3rd convention. Motion seconded and carried unanimously.

MOTION E-60: David Eckholm moved that this committee review the rules of the convention to be sure that our proposed constitution will be considered at the convention. Motion seconded and carried.

Thank you for your attention to this matter.

Sincerely,

Randall S. Peterson  
President, St. Paul Student Center  
Board of Governors

RSP/np

UNIVERSITY OF MINNESOTA

P  
from SPSC

CONSTITUTION FOR THE STUDENT ACTIVITIES COORDINATING BOARD

ARTICLE I. STUDENT ACTIVITIES

Section 1. Definition

Student Activities is an entity formed by a cooperative effort of the following student organizations on the University of Minnesota Twin Cities Campus:

- \* The Student Organization Development Center,
- \* The University Student Legal Service,
- \* The Center for the University Co-curriculum,
- \* The Department of Recreational Sports,
- \* The Department of the Minnesota Union:
  - The West Bank Union,
  - Coffman Memorial Union,
  - The St. Paul Student Center.

Section 2. Purpose

The Student Activities area of the University of Minnesota Twin Cities is dedicated to the achievement of the goals put forth in the "Basic Policy on Student Activities" as approved by the Twin Cities Campus Assembly.

A. The program of the Student Activities area of the University of Minnesota Twin Cities is integral to the total educational program of the campus. The mission of Student Activities is the development of a stimulating and supportive educational environment that provides for an active learning experience.

B. The campus environment is the intellectual / social / cultural climate of the campus as experienced by the students, faculty, staff, and alumni. The campus environment includes the organizations, the structures, the space, the function, the people, and the relationships of each to all of the others and to the whole.

ARTICLE II. THE STUDENT ACTIVITIES COORDINATING BOARD

Section 1. Purpose

The purpose of the Student Activities Coordinating Board [SACB] shall be to exercise those authorities and responsibilities appropriate to governance and direction of the Student Activities entity as defined in Article I., Section 1. in fulfilling the purpose of Student Activities as outlined in Article I., Section 2 of this constitution.

## Section 2. Responsibilities.

SACB shall be responsible for:

- \* promoting a stimulating and supportive educational campus environment,
- \* major community value and policy development (non-operational issues)
- \* establishment of Student Activities priorities, and
- \* to resolve deadlock issues within any Student Activities unit.

In fulfilling the above responsibilities, the SACB and the constituent units boards shall be responsible to the students who pay the fees which help support the Student Activities units. While all members of the SACB share in its responsibilities, the student members shall bear the chief responsibility for leadership, in accordance with the educational mission of the University. For this reason, the SACB and constituent unit boards shall operate as student organizations, subject to University policies governing student organizations. It shall be the exclusive responsibility of SACB to determine questions regarding applicability of policy on behalf of Student Activities, subject to the normal appeal processes culminating with the President and the Board of Regents.

The SACB shall retain full responsibility for all Student Activities policies and planning. All actions of the director shall remain subject to SACB review. Similar relationships shall prevail between directors and boards in the constituent units. It shall remain the exclusive responsibility of the SACB to pursue any jurisdictional questions through the normal appeals process on its own behalf or that of its membership or the constituent units.

## Section 3. Membership

- A. The SACB shall consist of Student Activity Members representing the boards of constituent units and various at-large Student Activities constituencies

including students, faculty, staff, and alumni.

B. Each voting member shall be intitled to one vote. Voting membership shall include:

1. One student representative from each constituent unit board.
2. Up to three student representatives from other student organizations as specified in the By-laws.
3. Three students elected by the student body.
4. Two students representing the student body elected by SACB of the previous year.
5. The SACB Chair, elected by the SACB.
6. One faculty member from the constituency of each constituent unit board.
7. A former student of the University of Minnesota appointed with the approval of the Minnesota Alumni Association.
8. A representative of the University Civil Service Staff.

C. Non-voting membership shall include:

1. The Director of Student Activities,
2. The Director of each constituent unit, and
3. Such honorary memberships as may be provided the By-laws.

D. No member of a constituent unit board may simutaneously serve as a member of the SACB, except as provided for in subsection B.1, above.

#### Section 4. Officers

- A. Officers of the SACB shall include a Chair, a Vice Chair, and such additional officers as may be established in the By-laws.
- B. The Chair shall be a student who may not simutaneously hold another position on the SACB. The SACB member elected to this position shall be

and shall elect the Chair.

- C. The Vice Chair shall be elected by the SACB from among its student members.
- D. The SACB shall participate in the recruitment and selection of the Director of Student Activities as vacancies occur.

### ARTICLE III. THE CONSTITUENT UNITS

#### Section 1. Purpose and Constitution

Constituent units shall be operated to achieve Student Activities purposes and shall be established in accordance with this constitution. The constitutions of constituent units and boards shall be attached to this constitution as appendixes.

#### Section 2. Constituent Unit Autonomy and Separation of Authority.

- A. The operational policies and activities of the individual constituent units shall be the prime responsibility of the respective boards.
- B. It shall be the responsibility of SACB to establish such general policies as may be necessary to assure essential coordination for the activities and the operation of all constituent units. In accordance with established University and Student Activities procedures, the SACB shall be responsible to:
  - 1. Approve programs and supporting annual operating budgets submitted by the constituent unit boards.
  - 2. Allocate fee income to separate boards.
  - 3. Establish necessary reserves to construct or renovate community unit facilities.
  - 4. Approve all constitutions, By-laws, and amendments of the constituent unit boards.
  - 5. Establish or disestablish any constituent unit and their governing boards.



6. Coordinate the concerned efforts of the separate boards and all of Student Activities.
7. Assist in and oversee annual evaluation of constituent board programs.

#### ARTICLE IV. AMENDMENTS

##### Section 1. Proposal of Amendments.

Amendments to this constitution may be initiated in any of the following manners:

- A. By proposal from any constituent unit board or the SACB.
- B. A petition signed by a number of qualified voters equal to at least ten percent of the number of ballots cast in the preceding election of the SACB at-large student representatives under Article II, Section 3, subsection B.3.

##### Section 2. Effectiveness

This constitution and proposed amendments shall become effective immediately after approval by this board, a majority of students voting in a regular or special election, and by the Board of Regents.

C.M.C.

## STUDENT ACTIVITIES CHARTER

### ARTICLE I PREAMBLE

- A. The organizations of Student Activities shall:
1. provide a sense of community through a variety of programs, facilities, and services,
  2. continue to be an integral part of the educational life of the university by providing the services, conveniences, and amenities important to the university community,
  3. enhance the social and recreational lives of the students, faculty, staff, alumni, and guests of the University of Minnesota,
  4. and provide active learning through co-curricular experiences.
- B. The boards and committees listed in this document, with the cooperation with staff, shall develop the goals, plans and courses of action of Student Activities.

## ARTICLE II STRUCTURES

Student Activities shall be composed of the following organizations:

- A. Recreational Sports Board of Governors (RECBOG)-shall provide the university community with an assortment of recreational growth activities through its clubs and facilities on the Twin Cities campuses.
- B. Student Organizational Development Center Advisory Board (SODC)- shall provide university student organizations with guidance and assistance in order to enhance the educational mission of the University of Minnesota.
- C. Twin Cities Union Board (TCU)-shall be responsible for the overall Twin Cities Union policy. Its voting membership shall consist of three representatives from each of the constituent union boards, and a non-voting chairman shall be appointed by the Board.  
  
In addition, Coffman Memorial Union (CMU), Saint Paul Student Center (SPSC), and West Bank Union (WBU) boards, in cooperation with staff, shall advise in the area operations, plans, and budgets that relate to area programs, facilities, services, and administration.
- D. University Student Legal Service (USLS)- a policy making body which provides legal service to students at the University of Minnesota.
- E. University Co-Curriculum Committee-(to be filled in later)

#### F. Student Activities Committee-(SAC)

1. The Student Activities Committee represents University community interests in policies relating to development of a stimulating and supportive educational environment through co-curricular programming.

2. Membership- The Student Activities Committee shall be composed of three (3) faculty/academic professional members, two (2) Civil Service members, twelve (12) student members, five (5) of which will be appointed by RECBOG, SODC, TCU, USLS, and the Co-Curriculum Committee, and one (1) alumni representative. At least one of the faculty/academic professional members and at least one of the student members shall be a member of the Assembly Committee on Student Affairs at the time of appointment. Faculty/Academic professional and civil service members shall be appointed by the Committee on Committees with approval of the Assembly. The alumni member shall be appointed by the president in consultation with the director of alumni relations.

#### ARTICLE III AMENDMENTS

- A. Amendments to this charter may be proposed by Co-Curriculum Committee, RECBOG, SODC, SPSC, CMU, WBU, and USLS.
- B. Proposed amendments shall become effective immediately after approval by two-thirds of the membership of Co-Curriculum Committee, RECBOG, SODC, SPSC, CMU, WBU, TCU, and USLS.

#### ARTICLE IV CONSTITUTIONAL AMENDMENTS TO BOARDS AND COMMITTEES

- A. The constitutions of the following organizations: Co-Curriculum Committee, RECBOG, SODC, WBU, CMU, SPSC, TCU, and USLS shall conform to the general goals of this charter.
- B. A committee comprised of a representative from each Student Activities organization will review all constitutional amendments of all the constitutions in order to insure compliance with this charter. This committee shall either approve amendments or refer them back to the organization for further modification.

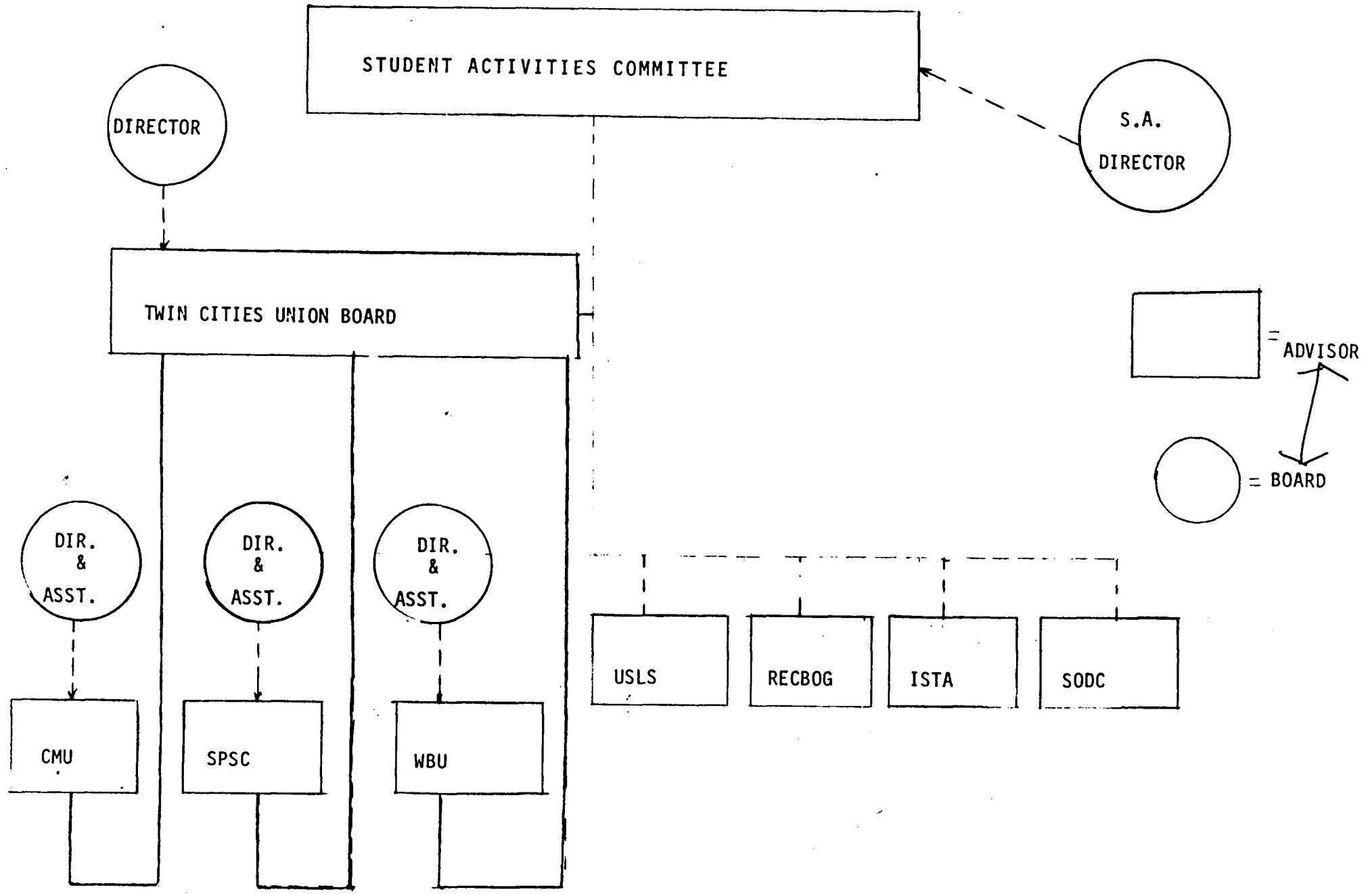
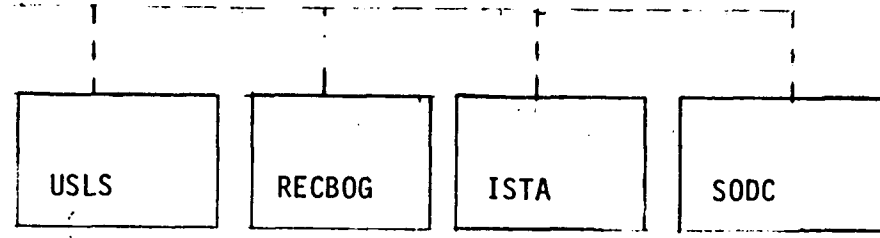
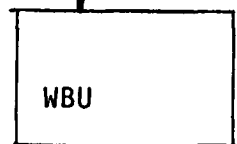
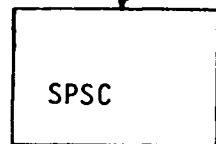
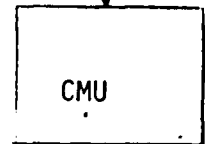
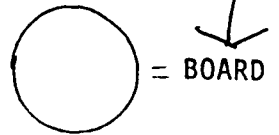
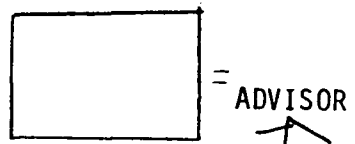
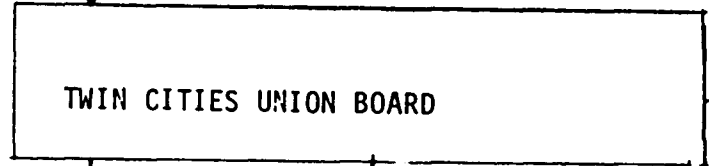
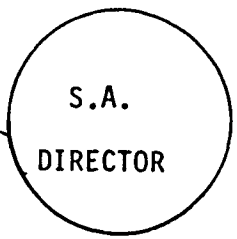
**ARTICLE V    CONSTITUTIONAL APPROVAL**

All modified constitutions must be approved by a majority of the voting membership of the Co-Curriculum Committee, RECBOG, SODC, SPSC, MUCB, CMU, WBU, TCU, and USLS, within one year after approval of this charter.

**ARTICLE VI Effective Date of Charter**

This Charter shall take effect following its approval by two-thirds of the voting members of the Co-Curriculum Committee, RECBOG, SODC, SPSC, MUCB, CMU, WBU, and USLS; by the Twin Cities Assembly; and the Board of Regents.

Communication responsibility



SODC ADVISORY BOARD'S  
POSITION PAPER  
FOR THE CONSTITUTIONAL CONVENTION

- \*\*\* We support the current governing board structure, and are opposed to them being reduced to advisory boards.
- \*\*\* Opposed to the creation of the Student Activities Assembly Committee. The Director does not need an Assembly Committee to coordinate the various student activities areas, if need be he/she can informally call representatives from the various areas together.
- \*\*\* We support a decentralized structure which empowers students to have an impact on their area. We are concerned that too much power centralized at the level of Director will inhibit an effective learning experience for students involved at the actual program level.
- \*\*\* We want to stress our support for students deciding the type of services we gain from student services fees. We are especially concerned that basics, such as student study and meeting places, be emphasized over providing "healthy" experiences and/or learning experiences.

Amendments to the first draft of the  
Constitution and Bylaws of Student Activities  
submitted from the  
University Student Legal Service Board of Directors  
to the Student Activities Planning Office.

April 9, 1986

AMENDMENT #1 from USLS Board of Directors

Proposed Amendment to the first draft of Bylaws of Student Activities  
April 9, 1986

ARTICLE I. Definitions

1. The Student Activities area includes the following departments:
  - A. The Department of the Minnesota Union.
  - B. The Department of Recreational Sports.
  - C. The Center for the University Co-curriculum.
  - D. The University Student Legal Service.
  - E. The Student Organization Development Center.
2. For purposes of eligibility in serving on a Student Activities Committee of Council, Students, Faculty/Academic Professional, Staff, Alumni, and certain Community members shall be defined as the following;
  - A. Students shall be defined as those members of the community who have registered, in the University of Minnesota, for at least six credits for three of the four quarters in the academic year (both summer sessions count as one quarter). Continuing Education and Extension students must be registered for at least one course for three of the four quarters of the academic year. Graduate students who have completed course work and are not required to maintain continuous registration during interim periods of study in preparation for written and oral examinations must be certified by the individual department director of graduate studies.
  - B. Faculty/ Academic Professional shall be those members of the university community that hold academic rank as specified by the Regents.
  - C. Staff shall be those members of the community holding regular, temporary, or special non-academic appointments.
  - D. Alumni shall be those members of the community that have previously attended the University of Minnesota.
  - \* E. Certain Community Members shall be those members of the community, or representatives of a community organization as defined in the bylaws (rules) of a Student Activities Committee or Council.

\*We are proposing this amendment in order to provide a definition of eligibility for our representatives from the Hennepin and Ramsey County Bar Associations.



AMENDMENT #2 from USLS Board of Directors

Proposed Amendment to the first draft of Bylaws of Student Activities  
April 9, 1986

ARTICLE IV Student Activities Committees and Councils

(leave Section 1 the same)

2. Department Committees

A. There shall be Department Committees as follows:

1. Minnesota Union Committee/ Coffman
2. Minnesota Union Committee/ St. Paul
3. Minnesota Union Committee/ West Bank
4. University Co-Curriculum Committee
5. University Student Legal Service Committee
6. Student Organization Development Center Committee
7. Recreational Sports Committee

B. The Department Committees' purposes are as follows:

1. Minnesota Union Committee/Coffman  
(each committee would submit for approval a description of its purpose)
2. Minnesota Union Committee/ St. Paul  
.....
3. Minnesota Union Committee/ West Bank  
.....
4. University Co-Curriculum Committee  
.....
5. University Student Legal Service Committee
  - a. To formulate the overall scope and policy of the USLS program;
  - b. initiate a search for candidates for the position of Director as described in the USLS Committee Rules;
  - c. assure the implementation of reasonable personnel policies and procedures consistent with University guidelines;
  - d. review and act upon any grievance filed against the Service, as specified in the USLS Committee Rules;
  - e. review and modify the USLS policies and services guidelines as outlined in the Schedule of Benefits, to better serve the University community;
  - f. review policies of exemptions and limitations Service caseload, limitations of time and cost, monitoring, and evaluation mechanisms, etc.;

(continued on next page)

- g. make recommendations to the University Administration and the Board of Regents when proposed policy changes shall represent a substantive change in the scope of services or coverage from those outlined in the originally agreed upon plan;
- h. present a recommended Schedule of Benefits, a proposed fee to the Student Service Fees Committee, and the USLS annual budget for approval by OSA.

AMENDMENT #3 from USLS Board of Directors

Proposed Amendment to the first draft of  
the Constitution of Student Activities  
April 9, 1986

ARTICLE VIII. Effective Date of Constitution

1. This Constitution shall take effect following its approval by two-thirds of the eligible and qualified governors of the Boards of the Student Activities area; by the Assembly Committee on Student Affairs; the Twin Cities Assembly; and the Regents.
2. Upon passage of this Constitution and Bylaws, the Department Committees will retain their present Constitutions of the Minnesota Union, Coffman Memorial Union, the St. Paul Student Center, and the West Bank Union; the Department of Recreational Sports; the University Student Legal Service; and the Student Organization Development Center. The Department Committees will submit, by the end of the next academic quarter, their Constitutions and Bylaws to be approved by the Student Activities Committee. If their Constitutions and Bylaws are found to be inconsistent with this overall Constitution and Bylaws, the Student Activities Committee may request that the Department Committee amend and resubmit their Constitution and Bylaws for approval.

AMENDMENT #4 from USLS Board of Directors

Proposed Amendment to the first draft of  
the Constitution of Student Activities  
April 9, 1986

We submit an amendment to delete this entire draft of the Constitution and Bylaws of Student Activities. We propose that representatives of the Coffman Memorial Union, the St. Paul Student Center, the West Bank Union, the Department of Recreational Sports, the University Student Legal Service, the Center for the University Co-Curriculum, and the Student Organization Development Centers' governing boards formulate a new draft to be more consistent with their present Constitutions, Bylaws, and operating procedures.

University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

I. Title: CMU Constitutional Amendments-----

XXX Discussion

-----  
Information

XXX Motion for Action Requested - 16 Jun 86

II. Recommended or Proposed Action:

Discussion of an amendment to the union constitution that continues to focus Coffman Memorial Union toward a future of active student and community participation in the achievement of its intended outcomes.

Action to approve will be requested at June 1986 UBOG meeting.

III. Purpose or Intent of Item:


To provide for more effective achievement of the responsibilities of the union within the mission of the university.

To provide for a stronger, integral, role of alumni within the planning of the union program through a constitutionally mandated outreach effort.

To provide for satisfying and effective participation in the union planning and operation for a wide variety of volunteers.

IV. Previous Board Action and/or Pertinent Information:

Action is consistent with the intent of the board to clarify roles and responsibilities of volunteers, professional staff, and boards. Current supporting documents have been distributed and discussed since spring quarter 1985. Other supporting documents are as noted in previous UBOG minutes.

V. Presented by Scott R. Chesney, Chairman -----

VI. Date 19 May 1986-----

VII. Refer to:                      Dates: referred                      due back

XXX Ad Hoc Committee

19 May 86

16 Jun 86

XXX Committee of the Whole

19 May 86

16 Jun 86

*Coffman*

Board of Governors

---

19 May 1986

To: Governor Barry Bridges  
Governor Leslie Bowman  
Governor Glen Lindgren  
Governor Marie Mac  
Governor Ken Martin  
Governor Andy Seitel  
Governor John Wright  
Governor Peter Zeller

Fr: Scott R. Chesney, Chairman

Coffman Memorial Union and the Union Board of Governors have consistently endorsed the concept and intent of the proposed student activities reorganization. As the organization moves toward the future, and thus implementation of this plan, the board must adapt its system of involvement to continue to provide for effective student, indeed community participation in the decision making partnership of the union.

I believe that the board has been clear in its position of support; that clarity has been a significant force in the development of these proposed amendments to the Coffman Memorial Union constitution.

Although the role of the union has not changed, it continues to be focused. This renewed clarity is a direct request of boards and governors for the past several years. Documentation of this intent can be found within the minutes and discussions of these boards.

At this time, I am proposing that the Union Board of Governors move one step further toward a more responsible, more involved, more effective, and more efficient organization.

The proposed amending of the union constitution is a positive, active outcome to the process that the board has engaged in for the past two years. These changes will allow for the continued growth of the volunteer efforts within the volunteer system, it provides for the alumni of the union and the university to move into an expanded role with more appropriate levels of influence, and it provides clarity of constitutional intent that will allow for future changes in structure without needing constitutional action.

Overall there is an attempt to make the document easier to read and use for future volunteers and professional staff.

*Language attempts to be less ambiguous and more contemporary; usage and grammar strive to be more clear.*

*Unnecessary sections have been deleted or moved to more appropriate documents; bylaws and rules.*

*A new document has been proposed; "Rules for the Union." This has two purposes; to make the primary foundation documents for the union clear and unambiguous in their use, and to put these documents in a format similar to that of the primary university legislative documents, the constitutions of the University Senate and Twin Cities Campus Assembly.*

As this is a major reformatting as well as progressive amending of content, it is difficult to provide an item-by-item comparison of existing and proposed documents.

One emphasis is to provide for the appropriate involvement of the university community in union planning and operation, specifically students and faculty. This, of course, speaks directly to the deliberations and conclusions of this board, over this past year, as the UBOG has considered the need for more appropriate participation for all members of the university community in union planning and operations. Governors should be careful to insure the similarity of these sections to those previously endorsed, both from the student activities planning office and amendments proposed by this board for the student activities constitution

A second emphasis has been to provide for the creation of a new body for community involvement; trustees of the union.

*The trustees provide for the outreach component that has been identified in the planning process as significant to the successful achievement of our leadership and citizenship components.*

*Involvement of university and union alumni on the Union Board of Governors has been strong, cogent, well considered, and effective in the past several years. This involvement should be maximized. Alumni have the benefit of looking back on the university as a total experience. With the experiences of student life behind them and the experience of responsible, productive, leaders of society to draw from, the alumni provide a valuable "outreach" opportunity for the union to involve those members of the community who are able to speak directly to the role of the union in contemporary society.*

UBOG/ Amendments  
19 May 1986  
Pg 3

*Finally, the trustees will provide a measure of stability within the planning for union outcomes. With terms long enough to bridge at least one full generation of students and responsibilities focused enough to give the trustees a sense of accomplishment without being overwhelming, this provides an opportunity for Minnesota alumni to be both active in the community as well as continue to serve their university.*

The proposed amendments further provide for solid integration of the program of the union within the educational mission of the university. Currently, there is no connection between the union and the assembly or the administration. The proposed approval structure allows for the assembly, through the student affairs committee, to be involved at the appropriate level of approval of the mission and purpose of the union. It requires regential action to amend the constitution and for approval of the trustees, both actions that should occur within total university planning at the regents level.

This proposal for amending the union constitution should be considered as a logical conclusion to the activities of the UBOG for the past year. It should not, however, be considered as a final proposal. I present this to the board as part of the responsibilities of the chair to summarize and direct the efforts of the board, with the caveat that it is not ready for action.

*Thus, I will ask the board for governors to serve on an ad hoc committee to consider this proposal. I expect that this group would meet several times, whenever convenient, and present a recommendation to the board at the June meeting of the UBOG.*

*This discussion will also be on the docket for the next meetings of the committee of the whole.*

Please consider serving on this committee. Aside from the obvious significance of this charge, there should be great satisfaction in the development of a document that will provide direction for the union well into the future.

Thanks for your time,



pc: Coffman directors  
C. Nelson, OSA  
M. Allen, OSA

# **Constitution of Coffman Memorial Union**

## **Article I Name and Mission**

The name of this organization shall be Coffman Memorial Union, hereinafter called the Union.

The Union mission is to contribute significantly to the educational mission of the University of Minnesota through development of a stimulating and supportive educational environment which provides for active learning, co-curricular, experiences.

In the achievement of this mission, the Union will:

Provide for a stimulating campus environment, the intellectual/ social/ cultural climate of the University of Minnesota as experienced by students, faculty, staff, and alumni.

Make a substantial contribution to the community life of the University by providing the services, conveniences, and amenities members of the university community need in their daily life on campus.

Provide for its members maximum opportunity for self realization and for growth in individual competency and group effectiveness.

Be particularly attuned to student needs so as to provide them with the most valuable return for their student service fees.

Make free time activity a cooperative factor in total education.

Provide for an open forum for discussion of various opinions.

Be a a university community center.

## **Article II Membership of the Union**

Each student of the University of Minnesota possessing a current student fee statement with student services fee included is a member of the Union.

Current faculty and staff of the University of Minnesota are members of the Union.

Alumni members of the University of Minnesota Alumni Association are members of the Union.

### Article III Trustees of Coffman Memorial Union

There shall be trustees of the Union, whose role shall be to advise of Union direction with special emphasis on the development of citizenship for Union volunteers and participants.

Trustees shall be chosen from alumni of the Union board or alumni of the University of Minnesota.

Trustees shall meet annually and at least once per academic term.

The Board of Trustees shall be as described in the bylaws of the Minnesota Union.

### Article IV Coffman Memorial Union Board

There shall exist a board for the purpose of university community participation in the operations and program of the Union. This board shall operate, in partnership with the director, so as to achieve the outcomes of the Union in a manner that satisfies the needs of the university community.

Membership of the board shall reflect the culturally pluralistic diversity of the university community and shall include representatives of the students, faculty, staff, and alumni.

Membership, officers, and duties shall be as specified in the bylaws of the Union constitution.

The board shall meet in regular session annually and at least once during each academic term, and at least once during summer session.

The director of the Union shall call the first meeting of the board following its formation within 30 days of the qualification of board members.

The board shall have such committees as indicated in the bylaws of the Union constitution.



#### Article VI By Laws

The Union shall adopt such bylaws as may be required for its operation, the operation of the trustees, and the operation of the board.

Bylaws shall be consistent with the Union constitution.

Notification in writing shall be provided to all members of the Union at least one week prior to any meeting at which bylaws or amendments are considered.

Bylaws, and amendments to bylaws will be effective upon approval of the trustees, the Assembly Committee on Student Affairs and the vice president for student affairs.

#### Article VII Amendments

This constitution may be amended by a 2/3 vote of the members of the Union voting by ballot in a regular or special referendum; providing that notice of the proposed change shall have been submitted in writing to the University of Minnesota community at least one week in advance of the meeting or election at which the amendment is considered and upon approval of the the Twin Cities Campus Assembly and the regents of the University of Minnesota.

# **Bylaws of Coffman Memorial Union**

## **Article I Membership and Participation**

Students shall be defined as those members of the community who have registered, in the University of Minnesota, for at least six credits for three of the four quarters in the academic year (both summer sessions count as one quarter). Continuing Education and Extension students must be registered for at least one course for three of the four quarters of the academic year. Graduate students who have completed course work and are not required to maintain continuous registration during interim periods of study in preparation for written and oral examinations must be certified by the individual department director of graduate studies.

Faculty/ Academic Professional shall be those members of the university community that hold academic rank as specified by the regents.

Staff shall be those members of the community holding regular appointments as specified by the regents.

Alumni shall be those members of the community that have received a degree from the University of Minnesota or are members of the University of Minnesota Alumni Association.

## **Article II Trustees of Coffman Memorial Union**

The role of the trustees of the Union is to provide community participation in the planning of the Union program with emphasis on the Union's responsibility to provide a laboratory of citizenship for the students of the university. Trustees shall represent the community at large and shall bring to the Union areas of interest that provide a diversity of experience, culture, and background.

### **Board of Trustees**

There shall be between six and twelve trustees of the Union. They shall comprise the Board of Trustees. Trustees shall serve a term of six years; at least two trustees shall be appointed in each even numbered year. The trustees shall meet annually, in the autumn, and at least once per academic term.

### **Officers of the Board of Trustees**

There shall be a chairman and a vice chair of the Board of Trustees. The duties shall be as typical to the office held.

Each officer shall serve for a term of two years, and may be reelected to no more than three consecutive terms.

### **Committees of the Board of Trustees**

There shall be an executive committee and a nominations committee.

The executive committee shall be responsible for the development of the agenda and discussion schedule for meetings of the trustees.

The chair of the Board of Trustees shall chair the executive committee.

The nominations committee shall prepare a slate of candidates for consideration as trustees of the Union. Nominees shall be recommended by the Board of Trustees and president of the university to be ratified by the regents of the University of Minnesota. Nominees shall take office at the annual meeting.

The immediate past chair of the Board of Trustees shall chair the nominations committee.

### **Article III Coffman Memorial Union Board**

In striving for the achievement of the Union mission and the goals put forth in the "Basic Policy on Student Activities" as approved by the Twin Cities Assembly, the board shall:

Concur with the director on a budget for funds to be allocated and earned for the operations of the Union for submission to and approval by the vice president for student affairs.

Consult with the director on fee requests, major space assignments, and capital requests.

Review program prospectus and make recommendations to the director.

Consult with the director on the establishment of rules and regulations concerning conduct in and use of Union facilities.

Submit an annual report to the university community through the Twin Cities Campus Assembly Committee on Student Affairs and the vice president for student affairs.

### **Special Meetings**

Special meetings of the board shall be called by the chair of the board or the director. Notification shall be sent by mail or telephone at least three calendar days before the time of the meeting whenever possible.

### Officers of the Coffman Memorial Union Board

Chair of the board. It shall be the duty of the chair to call all regular meetings, call special meetings, and preside over all meetings of the board. The chair shall name the appointive members of all committees of the board, and fill all vacancies in the membership of such committees. The chair shall call special meetings of the board.

The vice chair. In the absence, or at the request, of the chair, the vice chair shall assume the duties of the chair until the chair returns or a new chair is elected.

Director of the Union. The director shall keep minutes of all meetings of the board. The director shall file, index, and preserve carefully all minutes, papers, and documents pertaining to the discussions and recommendations of the Board. The director shall call special meetings of the board.

The chair and the director shall represent the Union to the university community.

### Committees of the Coffman Memorial Union Board

The executive committee shall consist of the chair of the board, the vice chair and the director of the Union. The executive committee shall act as a steering committee for matters brought before the Board. The executive committee shall determine that:

The topic is not germane to the Union; No further action.

The topic is not timely; Table.

The topic is not adequately prepared for consideration; Refer back to developer.

The topic is substantive, timely, fully prepared, and within the jurisdiction of the Union; The board will establish a timeline for action.

In cases where practicable or desirable, before action is taken on any subject or measure, the board may refer it to an ad hoc committee, which shall submit its recommendations, in writing, to the board as requested.

Special committees shall be temporary in nature, not exceeding the term of the chair of the board.

Committees shall be composed of both faculty and/or staff members and students who are members of the board. Members shall serve from time of appointment until their successor have been appointed or until the committee is dissolved.

**Article IV Amendments**

The bylaws of the Union may be amended by by a 2/3 vote of the total, qualified, voting members of the Coffman Memorial Union Board providing that notice of the proposed change shall have been submitted in writing to the trustees of the Union, and all members of the board at least one week in advance of the meeting at which the amendment is considered and upon approval of the trustees of the Union, the vice president for student affairs, and the Twin Cities Campus Assembly.

# **Rules of Coffman Memorial Union**

## **Rules of Procedure**

The order of business of regular Union board or committee meetings shall be:

1. Approval of minutes of previous meeting.
2. Reports.
3. Unfinished Business.
4. New Business.
5. Announcements.
6. Process.
7. Adjournment.

## **Meetings.**

All regular meetings of the Union shall be open to the public. A request for a hearing of a position before any Union board or committee by anyone who is not a member of that board or committee may be presented by any member of the community to the chair or director. Prior to each meeting of the appropriate board or committee the chair shall place the subject or subjects on the agenda. Each resolution, recommendation, petition, amendment, or other matters shall ordinarily be reduced to writing and read to the board or committee before it is acted upon.

The discussion of any particular motion or resolution shall be limited to a reasonable time.

A simple majority of the qualified voting members of a board or committee shall constitute a quorum for the conduct of business. Notification of other than regular meetings shall normally be provided to all members at least 24 hours prior to such meeting and shall state the business to be conducted. Business not specified in the call shall not be considered except by a 2/3 vote of those present.

The current edition of "Sturgis Standard Code of Parliamentary Procedure" shall govern in all parliamentary situations not provided for in the law, the constitution, and the bylaws of the Union.

It shall be the duty of the chair of each committee to call, and preside over, all meetings of his/her committee and to cause to be prepared such reports as may be appropriate.

**Minutes.**

The minutes of all Union board and committee meetings shall record recommendations and action taken by the board or committee and may contain a summary of reports and pertinent discussion.

All minutes of any board or committee meeting shall be an open record and may be distributed to any member of the university community upon request.

Where action is not by a unanimous vote, the "ayes" and "nays" and abstention of individual board or committee member shall be recorded only upon the request of any member of the board or committee . Remarks, personal views, or vote explanations of any individual member shall be included in the minutes only upon the member's request.

University of Minnesota  
 Coffman Memorial Union  
 Board of Governors

Executive Committee Agenda Item:

I. Title: "An Educational Program for the Volunteer"  
XXX Discussion  
Information  
XXX Motion for Action Requested 16 Jun 1986

II. Recommended or Proposed Action:

Endorsement and approval of the direction, scope, and content of the proposed curriculum for the student activities area of the University of Minnesota.

III. Purpose or Intent of Item:

To provide recommendation for the implementation of the curriculum with the 1986-87 academic year.

IV. Previous Board Action and/or Pertinent Information:

The UBOG has received preliminary reports of the progress of the curriculum in the past several months.

Action by UBOG is germane due to the nature of the curriculum as part of the traditional "activities projects" within the jurisdiction of the board.

V. Presented by Bernie Molitor, CMU Assistant Director

VI. Date 28 April 1986

VII. Refer to:	referred	due back
<u>XXX Program Committee</u>	<u>28 Apr 86</u>	<u>16 Jun 86</u>
<u>XXX Committee of the Whole</u>	<u>2 Jun 86</u>	<u>16 Jun 86</u>



**AN EDUCATIONAL PROGRAM FOR THE VOLUNTEER**

**Student Activities**

**The University of Minnesota**

**Presented by:**

**Tim McCarty**

**Richard Melton**

**Bernie Molitor**

## I. History, Context, and Guiding Principles

The Educational Program for The Volunteer is the result of the efforts of a work group initiated by Carl Nelson, Student Activities Director, Twin Cities Campus, during the Winter of 1985. The work group based its deliberations upon an organizational policy which emphasized the delivery of union services and activities, but also, in Nelson's words, "explicitly assumed a union obligation for provision of volunteer learning opportunities..."

The challenge for the work group was to articulate what we teach, and how we teach it to our volunteers. A first step in considering our role was to turn to our roots by examining the most fundamental statements of purpose about a college union. The two most significant documents were The Role Statements of The Association of College Unions-International, and The Mission Statement of The Minnesota Union.

### ACU-I Role Statement

1. The union is the community center of the college, for all the members of the college family - students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

2. As the 'living room' or the 'hearthstone' of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

3. The union is part of the educational program of the college.

As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in a democratic society.

Through its various boards, committees, and staff, it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

#### The Minnesota Union Mission

To provide a sense of community through a variety of programs, facilities and services; to become an integral part of the educational life of the University by providing the services, conveniences and amenities important to its members; and to provide for those informal associations which will foster knowing, understanding and caring.

These statements indicate that Student Activities has a very important part to play in higher education. However, a shared problem among union and student activities people is the difficulty in clearly identifying educational purposes and methods in day-to-day program production work with volunteers. While it is easy to affirm role and mission statements, the translation of those abstractions to a usable curriculum is a problem and a challenge which has persisted for twenty-five years.

Examination of mission and purpose, discussion of our history, and focus upon what is unique about cocurricular education led us to the identification of seven major goals of intended learning and development: autonomy, commitment to values, integration of knowledge, intellectual competence, interpersonal competence, moral reasoning, and other centeredness. We concluded that they are integral to the definition of an educated person and that we can contribute to their achievement.

Having grounded our mission in significant goals, we were closer to a usable curriculum, but the connection of those educational goals with the substance of day-to-day program production activities remained elusive. We needed a bridge or a "stairway" between mission, goals, and actual program production. Kathy Allen, Director of Comstock Memorial Union at Moorehead, Minnesota has authored and implemented a series of fourteen life skills which gave us the needed connection. The life skills are teachable and transferable, meaning that they can be taken from out of classroom education and applied to other life circumstances.

## II. Life Skills

**ADAPTABILITY:** Tolerance and acceptance of others; the ability to relate to many types of people and situations; to make transitions fluently; to be flexible.

**ASSERTIVENESS:** To speak for one's self in a clear, direct, and positive manner.

**COMMUNICATION - NON VERBAL:** The ability to be an effective observer and active listener; to recognize and understand body language.

**COMMUNICATION - VERBAL:** The ability to express oneself in writing and orally with clarity and effectiveness.

**CREATIVE THINKING:** The ability to generate and develop new ideas and concepts. Involves thought processes such as theorizing which is speculating on the basis of fact; imagining or forming mental images; visualizing, which is much like imagining but is based on a clearer advance notion of the image; and design, which involves conceptualizing and fashioning according to a plan. Thinking creatively does not necessarily follow a set of rules but it does lead to ideas which in turn can be analyzed critically.

**CRITICAL THINKING:** The ability to gather and organize information relevant to the subject under study and analyze the information and the arguments that it contains, to develop hypotheses and to construct convincing arguments of one's own. To be critical such analysis would involve generalizing, drawing comparisons, separating large, complex ideas and problems into smaller, simpler ones; identifying unstated premises, generating questions from hypotheses, and detecting logical fallacies in arguments.

**DECISION-MAKING:** The ability to be objective and logical in making a decision; to be able to prioritize, take responsibility for decisions, and direct action resulting from one's decisions.

**FINANCIAL MANAGEMENT:** The ability to plan, develop and implement, monitor and manage a budget.

**FOLLOW THROUGH:** The ability to stay on the project until completion, to be persistent, to recheck progress of others and help solve problems as they arise during each phase of task accomplishment.

**IMPLEMENTATION:** The ability to plan the steps and time frame needed to accomplish a task; to select and organize appropriate human and material resources and delegate tasks; to manage the resources at the time and place of delivery.

**INITIATIVE:** The ability to recognize an uncompleted task or potential opportunity or problem and do the job without being told; to be a self-starter.

**PLANNING:** The ability to develop informal and formal statements of purpose, plan potential uses of resources, and be able to identify the criteria for success in the goal.

**RELATIONSHIP BUILDING:** The ability to initiate, develop, and maintain relationships on a number of levels and in different situations.

**PROBLEM SOLVING:** The ability to evaluate, assess, diagnose, generate alternatives, and anticipate needs.

**TOLERANCE FOR RISK:** The willingness to try something new, to experiment. To be able to make a decision which one hopes will be helpful but is without assurances of success or improvement and may result in failure.

**TOLERANCE FOR STRESS:** The ability to cope, control emotional reactions, and deal with failure, ambiguity, or success appropriately.

### III. Major Educational Goals

#### AUTONOMY

(Intellectual, Psychological, Moral)

The person who is intellectually, psychologically and morally autonomous is able to think and act independently without the need for continual reassurance and approval, and without having to rely excessively on authority figures, including family, friends, faculty, advisors and mentors. Autonomy is a necessary condition for the development of critical thinking and moral reasoning as well as for the achievement of true interdependence, based on thoughtfulness and a sense of self-esteem.

The life skills that are related to this educational goal include tolerance for risk, tolerance for stress, initiative, decision making, implementation and follow through. Tolerance for risk, initiative, assertiveness are particularly important in the achievement of autonomy.

Volunteers involved in program production have opportunities to learn how to become more autonomous by developing and putting forward their program

ideas, learning to take full responsibility for those programs, dealing with crisis and controversy, managing meetings, supervising other volunteers, working with artists, performers, and speakers, and developing program rationales and goals.

Topics for instruction related to the development of autonomy would include assertiveness, decision making, critical thinking, applied ethics, cultural pluralism (issues involving racism, sexism, ageism, homophobia, etc.), the dynamics of self-esteem, and stress management.

#### COMMITMENT TO VALUES

The person who has made such a commitment has discovered and affirmed a set of core life purposes and values which could be broadly moral, vocational, recreational, artistic, religious, "spiritual", or nonreligious. The process is based upon a thorough and reflective examination of alternative values and moral obligations and a careful and critical inquiry into one's own values, beliefs, and interests.

The life skills required to facilitate this kind of self-discovery include problem solving, decision making, risk taking, and planning (particularly career and life planning).



Program volunteers are involved in the discovery and affirmation of values as they select programs, determine program priorities, struggle with values and ethical issues in group meetings, work with people of diverse cultures and backgrounds, and participate in programs in which values and ethics are at issue.

Topics for instruction that would help prepare the volunteer for the commitment to values include problem solving and decision making, career and life planning, applied ethics, values identification, and cultural pluralism (issues involving racism, sexism, ageism, homophobia, etc.).

#### INTEGRATION OF KNOWLEDGE

Involvement in the production of campus programs offers volunteers the opportunity outside the classroom to further develop their understanding and appreciation for the interconnectedness of the arts, the sciences and the humanities and expand and enrich their knowledge in these disciplines.

Critical and creative thinking, decision-making, planning and problem solving are life skills which will contribute to developing understanding and appreciation for the interconnectedness of knowledge.

The production of programs engages volunteers in activities particularly suited to gaining such understanding and appreciation, activities such as researching program ideas, conceptualizing program topics and themes, selecting topics, evaluating results and attending programs.

Instruction in critical and creative thinking, program planning, brainstorming, problem solving, decision making and evaluation techniques will assist volunteers in their program production and lead to the acquisition of the life skills related to gaining understanding and appreciation for the interconnectedness of knowledge.

#### INTELLECTUAL COMPETENCE

Intellectual competence is the ability to think critically and creatively in the course of drawing conclusions, making decisions and generating and developing ideas.

The life skills associated with the development of intellectual competence include by definition critical and creative thinking and, additionally, decision making, financial management, planning, implementation, verbal communication, problem solving, and follow through.

The projection of programs for the campus audience necessarily involves creative and critical thinking and the other life skills associated with the development of intellectual competence. The development of goals and objectives, the setting of priorities, the development of program concepts and strategies and the selection and scheduling of programs themselves all require creative thinking and careful analysis of relevant and complex factors. But it does not end there. The marketing of programs including promotion, publicity and advertising also necessitate creative and critical

thinking as does human resource development, delegation, agenda setting, and program evaluation.

Instruction in methods and techniques of creative and critical thinking, problem solving, evaluation and planning will directly contribute to a volunteer's acquisition of these skills and aid them in related program production activities.

### INTERPERSONAL COMPETENCE

Interpersonal Competence is the ability to communicate effectively, to initiate, develop, and maintain relationships with individuals and groups.

The life skills central to the mastery of interpersonal competence are verbal communication, relationship building, tolerance for risk, non verbal communication, tolerance for stress, and adaptability.

Typical program production activities associated with interpersonal competence include developing group skills and process, chairing/ facilitating meetings, dealing with program crisis management, working with a program committee, and working with artist and speaker relations.

The topics for instruction for acquiring interpersonal competence include active listening, decision making, problem solving, motivation, delegation, team building, conflict resolution, stress management, assertiveness training, and other aspects of group and leadership dynamics.

## MORAL REASONING

Moral reasoning is the use of logical analysis in the solution of everyday ethical problems and involves the application of ethical principles, rules, and beliefs to decisions and actions. Since it is not purely intellectual activity, it also requires imagination in the framing of ethical issues or dilemmas and empathy in considering the interests and concerns of other persons.

The life skills most closely connected with the achievement of this educational goal are problem solving, decision making, tolerance for risk, and critical and creative thinking.

In planning and producing programs, volunteers encounter numerous ethical issues - both in program content and in their relations with their fellow programmers. In setting program goals and priorities and in dealing with interpersonal and group conflict, volunteers learn to recognize ethical issues and to connect them with decisions and actions.

Topics for instruction related specifically to the development of moral reasoning would include problem solving and decision making, critical and creative thinking, applied ethics (including the subfield of leadership and ethics), and issues in cultural pluralism (i.e., racism, sexism, ageism, homophobia, etc.). Consideration should also be given to the values, customs and beliefs of cultures in other parts of the world.

## OTHER CENTEREDNESS

Other Centeredness is respect for others; the capacity for caring and appreciating people for their essential humanness. An other centered person can relate to people without bias about race, class, gender, age, ethnicity, sexual orientation, physical features and abilities. Other centeredness results in the celebration and affirmation of diversity.

The life skills associated with other centeredness are communication skills, verbal and non verbal communications (especially active and empathic listening), relationship building, adaptability, and tolerance for risk.

Program production activities related to other centeredness include program selection, consensus building, working with people of diverse backgrounds, and identifying and developing diverse audiences.

Topics for instruction related to other centeredness are workshops on multiculturalism, conflict resolution, team building, creative program planning, active and empathic listening, and assertiveness training.

## THE LEARNING ENVIRONMENT AND TEACHING METHODS

The environment for learning must be intellectually stimulating and open and must actively foster and support the pursuit of knowledge. Interdisciplinary approaches to the selection of program content are essential.

Students, staff, and faculty must be able and willing to engage each other in discussion and disagreement about the fundamental values and purposes of life. Risk taking and venturing must be encouraged, and staff must model critical and creative thinking as well as effective decision making techniques. There must be room for disagreement, constructive conflict, and the exploration of multiple points of view.

Staff must possess sensitivity to group dynamics, and the ability to select positive and appropriate teaching methods. Certain methods quite obviously work better than others for a certain skill or competency. Lectures, written material and discussion may work well for teaching information only, while simulation, coaching and mentoring may work better for teaching practical application. Role modeling and advising may be best for shaping attitudes. The volunteer acquires the skills and competencies through the actual experiences of producing programs with other volunteers and professional staff. Self assessment and reflection should be supported and encouraged, and staff and volunteers should give each other quality feedback and evaluation.

Students, staff and faculty should engage in discussion and debate about ethical issues, and staff should help students to identify ethical questions as they surface in volunteer work groups and committee meetings. Staff should help students to think through the application of ethical principles

in day to day decision making. The environment should emphasize emotional and empathic qualities that are essential for the ethical life. Staff should role model and nurture an orientation of service and commitment to the University community and to all its citizens - students, faculty, staff, guests and alumni. Mission and purpose of the organization should be paramount in the eyes of staff and volunteers, values surrounding mission should be identified, clarified, discussed, and, if necessary, debated. Citizenship and the exercise of social responsibility in the larger world are values that also ought to be promoted.

The environment must be as representative as possible of the world and of the variety of values and ways of life within it. All staff and students should be expected to exhibit public behavior which is respectful of others: the canons of civility should be maintained. The staff, who should be trained in cultural pluralism, must not use racist, sexist, ageist, homophobic or ethnocentric language or engage in discriminatory behavior. Tolerance must be an organizational norm, and the affirmation and celebration of differences the ultimate goal.

## REFERENCES

- Chickering, A. Education and Identity. San Francisco: Jossey-Bass, 1969.
- Chickering, Arthur W. and Associates. The Modern American College. San Francisco: Jossey-Bass, 1981.
- Coleman-Boatwright, Patrice. "Multiculturalism: The Missing Element in Student Development." In The Bulletin of The Association of College Unions-International, March, 1986.
- Erickson, E. Childhood and Society (2nd Ed.). New York: W.W. Norton and Co., 1963.
- Heath, D. Growing Up in College. San Francisco: Jossey-Bass, 1968.
- Heath, D. Maturity and Competence: A Transcultural View. New York: Gardner Press, 1977.
- Heath, D. "A Model of Becoming a Liberally Educated and Mature Student." In C. Parker (Ed.), Encouraging Development in College Students. Minneapolis: University of Minnesota Press, 1978.
- Klepper, W. (Ed.) The Impact of College Unions and Their Programs on Today's Students. Stanford: Association of College Unions - International, 1981
- Knefelkamp, L., Widick, C., and Parker, C., Guest Editors. Applying New Developmental Findings. San Francisco: Jossey-Bass, 1978.
- Kohlberg, L. "Stage and Sequence: The Cognitive Developmental Approach to Socialization." In D. Goslin (Ed.), Handbook of Socialization Theory and Research. New York: Rand McNally, 1969.
- Loevinger, J. Ego Development: Conceptions and Theories. San Francisco: Jossey-Bass, 1976.
- Perry, W., Jr. Forms of Intellectual and Ethical Development in the College Years. New York: Holt, Rinehart and Winston, 1970.
- Rogers, C. Client-Centered Therapy. New York: Houghton Mifflin, 1951.



University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

I. Title: UBOG Summer Session Quorum qualification

XXX Discussion

--- Information

XXX Motion for Action Requested 16 June 1986

II. Recommended or Proposed Action:

That the Union Board of Governors endorse and enact the following resolution:

*Resolved - The Union Board of Governors shall recognize the governors present at any meeting to constitute a quorum for the conduct of business.*

*This order shall be effective from 1:00pm 16 June 1986 until: a new board is elected and qualified and any pending proposed amendments to the Coffman Memorial Union constitution are acted upon, or rescinded by action of the UBOG at a regular or special meeting.*

III. Purpose or Intent of Item:

To allow for the uninterrupted operation of the board through a period of traditionally unpredictable attendance.

IV. Previous Board Action and/or Pertinent Information:

Typical action by the UBOG for summer of each year.

V. Presented by Scott R. Chesney, Chairman 

VI. Date 19 May 1986

VII. Refer to: referred due back

XXX Board of Governors

19 May 86

16 Jun 86

*coffman*

Board of Governors

---

Committee of the Whole  
2 June 1986

Agenda

- |      |  |                                   |
|------|--|-----------------------------------|
| I.   | Call to Order<br><i>Scott R. Chesney, Presiding</i>  | 12:10                             |
| II.  | Dept. of Student Activities<br>"An Educational Program for the Volunteer"<br>the co-curriculum | 12:10<br>discussion               |
| III. | Minnesota Union 1986-87 Planning<br>Program prospectus<br>Budget                               | 12:20<br>discussion<br>discussion |
| IV.  | Coffman Memorial Union Constitution<br>Intents and purposes                                    | 12:35<br>discussion               |
| V.   | Announcements<br>16 June 1986 - Board of Governors   | 12:55                             |
| VI.  | Process  | 1:00                              |
| VII. | Adjournment  | 1:05                              |

*colbman*

Board of Governors

---

16 June 1986

**Agenda**

- |       |  |               |
|-------|--|---------------|
| I.    | Call to Order                                    | 12:15         |
|       | <i>Scott R. Chesney, Presiding</i>               |               |
| II.   | Approval of Minutes                              | 12:15         |
|       | 19 May 1986 - Board of Governors                 |               |
|       | 2 June 1986 - Committee of the Whole             |               |
| III.  | Unfinished Business                              | 12:20         |
|       | Dept. of Student Activities                      | Action (10 m) |
|       | "An Educational Program for the Volunteer"       |               |
|       | Minnesota Union planning                         |               |
|       | Project strategies                               | Action (10 m) |
|       | 1986-87 Budget                                   | Action (5 m)  |
|       | Qualification of a summer quorum                 | Action (5 m)  |
|       | CMU Constitution                                 |               |
|       | Amendments                                       | Action (15 m) |
| IV.   | New Business                                     |               |
| V.    | Reports  |               |
|       | Chairman   |               |
|       | Director   |               |
| VI.   | Announcements                                    |               |
|       | Summer address and phone numbers needed - see Vi |               |
| VII.  | Process  |               |
|       | How did we do this year ?                        |               |
| VIII. | Adjournment                                      | 1:15          |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Meeting May 19, 1986

Present: Scott Chesney, Chair  
Glen Lindgren, CUPC  
Ken Martin, MN Alumni  
Marie Mac, IT  
Bernie Molitor, CMU  
John Wright, V Chair  
Peter Zeller, CLA  
Barry Bridges, UBOG Alumni  
Rufus Simmons, CMU  
Liz Andersen, CMU

Absent: Leslie Bowman Fd Service (exc)

Guests: Pam Smith, OSA; Mark Allen, OSA; Carl Nelson, OSA;  
Vi Justice, CMU

The meeting was called to order at 12:05 by Chair Scott Chesney. A quorum was present.

The Board of Governor minutes of May 5 were approved as published.  
The Program Committee minutes of May 5 were approved as published.  
The Program Committee minutes of May 12 were approved as published.

#### REPORT OF THE CHAIRMAN

Planning for the Future. Mr. Chesney noted the intent of his May 19 memo addressed to the Board was to inform and give update on future planning.

#### UNFINISHED BUSINESS

Constitution Convention Closure. Mr. Chesney noted the Constitution Convention rendered inappropriate the Board's Motion 86-23 "That the Coffman Memorial Union Board charge the convention to require closure and approval of a finished constitution at the end of the Sunday meeting." The Chair requested action on the motion which had been tabled due to lack of action.

MOTION 86-23A (Mac-Lindgren) To table indefinitely Motion 86-23. CARRIED

Structural Changes. Carl Nelson reviewed logic of structural change to establish the Center for Co Curriculum and the proposal to change MU management structure.

The chair presented a statement of endorsement for consideration of the board.

MOTION 86-24 (Lindgren-Mac) That the Board approve the following resolution:

Resolved, that the Union Board of Governors endorses and approves of the formation of a center for the university co curriculum for the purpose of providing a focused system for delivery of programs that serve the mission of the union.

Further, the board concurs with the director of student activities recommendation for the transfer of union activities projects and personnel to the proposed center, effective 1 July 1986.

Further, the board recommends that space be allocated within the facilities of the Union for the administrative offices and a representative portion of programming offices of the center.

John Wright asked to amend the motion to approve paragraphs 1 and 2 and vote on paragraph 3 separately. This was acceptable to Mr. Lindgren and Ms. Mac.

The chair ruled that the motion would be split as indicated.

Motion 24A (Wright-Martin) That the word support be substituted for endorses and approves ....

MOTION CARRIED

MOTION 86-24 as amended:

Resolved, that the Union Board of Governors support the formation of a center for the university co-curriculum for the purpose of providing a focused system for delivery of programs that serve the mission of the union.

Further, the board concurs with the director of student activities recommendation for the transfer of union activities projects and personnel to the proposed center, effective 1 July 1986.

MOTION CARRIED

MOTION 86-25

"The Union Board of Governors recommends that space be allocated within the facilities of the union for the administrative offices and a representative portion of programming offices of the center."

Mr. Wright's concern with the resolution was that the "living room" space of the union not be sacrificed for office space.

MOTION 86-25A (Lindgren-Wright) Add to motion, paragraph 3, "...as long as there is a concern for the living room atmosphere of the Union".

MOTION FAILED

MOTION 86-25 AYE: 2 NAY:3 ABS: Mr. Chesney

MOTION FAILED

MOTION 86-26 (Lindgren-Mac) To approve the following resolution:

Resolved, the Union Board of Governors endorses and approves of the formation of a "single director model for the Minnesota Union." This shall consist of one director of the Minnesota Union, one associate director, and three assistant directors.

Further, the board concurs with the recommendation of the director of student activities to charge each assistant director with administrative and primary board advisement responsibilities for one of the three constituent facilities of the Union.

Further, the Board approves of the elimination of the position of director of Coffman Memorial Union effective 1 July 1986.

MOTION 86-26A (Lindgren-Mac) To substitute support for endorses and approves. CARRIED

MOTION 86-26, as amended:

Resolved, the Union Board of Governors support the formation of a "single director model for the Minnesota Union." This shall consist of one director of the Minnesota Union, one associate director, and three assistant directors.

Further, the board concurs with the recommendation of the director of student activities to charge each assistant director with administrative and primary board advisement responsibilities for one of the three constituent facilities of the Union.

Further, the Board approves of the elimination of the position of director of Coffman Memorial Union effective 1 July 1986.

MOTION CARRIED

Constitution Convention synopsis and minutes of the convention were presented for information. They will be considered at the Committee of the Whole on June 2.

Minnesota Union Planning. Mr. Simmons said the directors will continue to meet until a balanced budget is achieved. Project sheets with goal and intended outcomes will be available before June 2.

Board members were encouraged to attend ACC meeting Wednesday at 11:00. A packet of information will be available from program office.

#### NEW BUSINESS

CMU Constitution Amendments were presented to the Board for consideration for a recommendation at the June meeting of UBOG. Attention was called to item describing previous board action and pertinent information.

Educational Program for Volunteers, a document explaining the development of the program - where it came from, its purposes, major goals and associated life skills was presented. Mr. Molitor noted it is a statement of what we hope to teach in partnership with the Minnesota Union. It is a statement of the philosophy of student staff partnership. It will be a topic of discussion at the Committee of the Whole on June 2.

Summer Quorum Qualification. Mr. Chesney said that any governors present will constitute a quorum for summer business. Every effort will be made to have governors attend the meetings. A final resolution will be made by the full board. Mr. Simmons asked if there was a desire to have a quorum number designated. It was noted last summer a quorum consisted of the XC Committee, plus one.

#### REPORTS

Mr. Simmons reported the directors are working on the budget.  
Mr. Molitor reported he is working on budget balancing. He noted the CMU Recognition Dinner is this evening.

#### ANNOUNCEMENTS

Committee of Whole - 2 June 1986.  
Board of Governors - 16 June 1986.

#### PROCESS

Mr. Molitor complimented the Chair and Board on the organization of the meeting, the quality of discussion, and meticulous organization of material.

Mr. Chesney thanked the Board for getting through the lengthy agenda.

The meeting adjourned at 1:00.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

Coffman Memorial Union  
Board of Governors

Program Committee  
5 May, 1986

Present: Scott Chesney, Bernie Molitor, John Wright, Glen Lindgren,  
Marie Mac, Peter Zeller

Absent: Barry Bridges, Brigetta Allen, Stefano Romagnoli, Ken Martin,  
Leslie Bowman

I. Meeting was called to order at 12:15 p.m. by Chair John Wright.

II. Unfinished Business

86-87 Planning Cycle - Mr. Wright announced to the committee that recommendations for the 86-87 budget will need to be made by next week.

Mr. Molitor reported that within the Co-curriculum the budget has been established. Mandate priorities are: educational programming; multi-culturalism; volunteer development.

Mr. Molitor and/or Mr. Tom Fuitak will give a status report on the development next week.

Mr. Chesney asked Mr. Molitor how the recommendation for the Artcraft Studio will be followed. Will it be a part of the Union or the Co-curriculum? Mr. Molitor stated that after review of the intended outcomes for the area the crafts are a part of visual arts appreciation which would fall under the Co-curriculum. There will be a need for strengthening the educational component, upgrade quantity and quality of what is done, complete a market study of who the audience is, look at the arts community. It was decided that the Union Idea would suffer if the area was eliminated.

Mr. Lindgren brought up the change in Social/Hospitality as a project which is eliminated in the budget proposal. Mr. Molitor responded that the intended outcomes for Social/Hospitality implies for all areas - unit wide.

Mr. Chesney said that the board was concerned last year in making a separate area for Social/Hospitality and feels that it is a good step to eliminate the area and make it a concern for all facilities and services.

The change from Coffman Union management to SODC over the SOAC area was brought up by Mr. Chesney. He felt concern over house policy being upheld. Is SODC then held responsible for the entire area?



Page 2

Program Committee Meeting  
5 May, 1986

III. New Business

An update of "An Educational Program For The Volunteer" paper was distributed to committee members by Mr. Molitor. Changes were made after feedback from students/staff. Mr. Molitor noted that a new page 11 will be forthcoming, there is a error that will be corrected. Mr. Molitor hopes that it will go to MUCB for adoption, and requested that this item be put back on UBOG agenda for review and then approval.

Meeting was adjourned at 1:00 p.m.

Coffman Memorial Union  
Board of Governors

Program Committee  
12 May 1986

Present: Scott Chesney, John Wright, Peter Zeller, Ken Martin,  
Glen Lindgren,

Absent: Barry Bridges, Marie Mac, Leslie Bowman

Guests: Hank Heupel

Meeting was called to order at 12:15 p.m. by Chair John Wright.

I. Unfinished Business

86-87 Planning Cycle - Mr. Chesney said that a balanced budget will not be out until Thursday or Friday and will not be up for approval until June 16th, which will give the boards time for discussion.

Mr. Wright asked for any questions or issues any members had regarding the proposed budget. None were presented.

Mr. Wright brought up changes in the Social/Hospitality project. Carl Nelson's proposal is to eliminate Social/Hospitality as a single project and charge each project with the responsibility.

Mr. Wright asked the question as to where is the hospitality image going to come in for the building? What is the nature of the building and what makes it that way?

Mr. Martin asked the question as to what is a good environment? A survey taken several years ago indicated that providing certain amenities, a clean building and good signage was important. Assessment is that there has been improvement in the most visible areas except for food areas.

Mr. Chesney noted that expansion has been noted as being in need. The need for a more comfortable space. At present it seems as though you need a purpose to be here. Remodeling in the past was done for efficiency not atmosphere. Mr. Wright stated, presently Coffman does not offer the "Living Room" atmosphere of the campus as it is suppose to.

Mr. Martin stated that in most unions there is a overall general color scheme usually related to school colors and school symbols. That union staff have name tags and are dressed to the position they hold.

Mr. Chesney stated that part of the problem with Coffman's inability to offer more of a comfortable space is the layout of the building. It has many accesses and therefore services and lounge area is spread out and does not create a comfortable space but a services building.

Mr. Heupel said that he felt that Coffman was turning into a Administrative Building for Minnesota Union. College Unions usually house the director's office only.

Mr. Zeller added that he felt because of the amount of people through Coffman it is more difficult to maintain.

Mr. Wright asked how this issue should be brought forth.

Mr. Chesney said that the recommendation would be brought to the board through the minutes.

Mr. Wright will draft a motion to members to be brought to the board.

Mr. Zeller had concern about the Gopher Court area on Ground floor. What is the purpose and could the space be better utilized.

Mr. Chesney added that the space is scheduled for renovation but need allocation for money.

Mr. Lindgren stated that the building is very partitioned, and that causes a lack of open group space.

II. Adjournment. Mr. Wright will announce the next meeting on Monday.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Board of Governors  
Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2555

27 May 1986

To: Carl E. Nelson, Jr., Director of Student Activities

Fr: Scott R. Chesney, Chairman

Re: Administrative Components of DSA Reorganization

The Union Board of Governors, at its May meeting, passed the following resolutions pertaining to the reorganization of the departments within the student activities area:

Motion 86-24

*Resolved, that the Union Board of Governors supports the formation of a center for the university co curriculum for the purpose of providing a focused system for the delivery of programs that serve the mission of the union.*

*Further, the board concurs with the director of student activities recommendation for the transfer of union activities projects and personnel to the proposed center, effective 1 July 1986.*

Approved: UBOG, 19 May 1986

Motion 86-25

*Resolved, the Union Board of Governors supports the formation of a "single director model for the Minnesota Union." This shall consist of one director of the Minnesota Union, one associate director, and three assistant directors.*

*Further, the board concurs with the recommendation of the director of student activities to charge each assistant director with administrative and primary board advisement responsibilities for one of the three constituent facilities of the union.*

*Further, the board approves of the elimination of the position of director of Coffman Memorial Union effective 1 July 1986.*

Approved: UBOG, 19 May 1986

pc: UBOG executive committee  
A. Isaacson, MUCB

*coffman*

Board of Governors

Committee of the Whole  
2 June 1986

Agenda

- |      |  |                                   |
|------|--|-----------------------------------|
| I.   | Call to Order<br>Scott R. Chesney, Presiding   | 12:10                             |
| II.  | Dept. of Student Activities<br>"An Educational Program for the Volunteer"<br>the co-curriculum | 12:10<br>discussion               |
| III. | Minnesota Union 1986-87 Planning<br>Program prospectus<br>Budget                               | 12:20<br>discussion<br>discussion |
| IV.  | Coffman Memorial Union Constitution<br>Intents and purposes                                    | 12:35<br>discussion               |
| V.   | Announcements<br>3 June 1986 - MUCB<br>16 June 1986 - Board of Governors                       | 12:55                             |
| VI.  | Process  | 1:00                              |
| VII. | Adjournment  | 1:05                              |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Committee of the Whole Meeting June 2, 1986

Present: Scott Chesney Chair                      Glen Lindgren CUPC  
         Peter Zeller CLA                            Marie Mac IT  
         Ken Martin MN Alumni                      Barry Bridges UBOG Alumni  
         Rufus Simmons CMU                           Bernie Molitor CMU

Absent: John Wright V Chair                      Leslie Bowman Fd Service  
         Liz Andersen CMU

Guests: Aron Pilhofer, CUPC                      Vi Justice CMU

The meeting was called to order at 12:15 by Chair Scott Chesney. A quorum was present.

Minnesota Union 1986-87 Planning

The MU 1986-87 Plans and Budget document containing project information sheets, 85-86 budget information and 86-87 budget proposals was distributed for discussion.

Rufus Simmons noted the project sheets were from co-curriculum and service and facilities projects, with stated goal, intended outcomes and budget statements. There were three specific changes in service and facilities projects from 1985-86. College work study reimbursement for 1986-87 is projected at an amount 48% lower than 1985-86. There is a need to achieve a higher CWS percent. The additional non work study salaries required will be taken from reserves at the end of the year.

Scott Chesney questioned the dollar amount allocated to Social Hospitality, given the previous intent from the directors to eliminate this as a separate project. Mr. Simmons noted the Social Hospitality project is included as an intention at this time. The \$24,000 is for programmings resource, not salary.

Mr. Chesney questioned the level of support for the College Bowl project. Mr. Simmons noted that the College Bowl serves a campus mission and is a worthwhile project. The MU does not subsidize off campus competition as it serves relatively few students.

Barry Bridges questioned the flexibility of making changes in the budgets. Mr. Chesney noted Board recommendations would go to MUCB and if MUCB would concur, the recommendations would go the directors; however, emphasis should be placed on looking at intended outcomes - reviewing goals and outcomes and bringing questions to directors. The document will be reviewed further on Monday, June 9 at a meeting of the committee of the whole.

"An Educational Program for the Volunteer"

Glen Lindgren noted the program is the foundation for partnership. The Council finds the partnership flexible with learning contracts and a feedback system.

Committee of the Whole  
June 2, 1986  
Page 2

MOTION 86-27 (Lindgren-Martin) That UBOG endorse and approve the direction, scope, and content of the proposed curriculum for the student activities area of the University of Minnesota. Further, the UBOG accepts this curriculum as the 1986-87 union volunteer development program.

Bernie Molitor noted the document represents a vision and a plan. The challenge is to see that it happens.

Marie Mac questioned how it would be used.

Mr. Molitor said the educational goals are the foundation of the document. What will be taught and learned will be experiential - workshops and lectures.

Mr. Chesney noted governance volunteers should not be ignored.

Barry Bridges said the document does not state who is responsible for implementation. Mr. Molitor noted page 25 of the document refers to the intended outcomes. Mr. Chesney noted that the board would hold the union director accountable for achievement of the intended outcomes.

Mr. Lindgren suggested if there would be a constitutional convention next year that this document might be included as an agenda item.

Question called; there were no objections.

MOTION 86-27 CARRIED

#### Constitution

The proposed amendments to the union constitution will be discussed at June 9 meeting and voted on at June 16 meeting. Mr. Chesney asked that questions/comments regarding the constitution be given to him before the June 9 meeting.

#### Announcements

Next meeting June 9th in 346. Box lunch.

3 June 1986 - MUCB

16 June 1986 - Board of Governors

#### Process

Mr. Chesney thanked the Board for taking the time to meet during final week.

The meeting adjourned at 1:05.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

*Coffman*

Board of Governors

---

1 June 1986

Ms. Diana Walsh, Editor  
Student Activities Planning Office  
340 Coffman Memorial Union

Dear Diana,

Thank you for the invitation to submit a guest column for the Directions newsletter. I have enclosed my thoughts for your consideration:

***Partnership; Key to Student/ Staff Relationships***

*Partnership between student and staff leaders of any organization is critical to effective achievement of the goals of the organization. The college union is perhaps the keeper of this philosophy, as it is a cornerstone to our foundation of university community participation in the planning and operations of the union. An effective partnership can take several forms, but the common bond is an accepted understanding of appropriate roles and responsibilities for all partners.*

*These roles and responsibilities imply a level of trust in each partner; the staff must trust the dedication and decision making capability of the student volunteer and the students must trust the expertise of the professional staff to provide responsible and ethical leadership to the deliberations of the board or committee. When this confidence in each others role and ability is solid, the partnership will produce outcomes of the highest quality and with the most chance to succeed.*

*Although this concept has its origins within the college union, it can and should be developed throughout the student activities area at the University of Minnesota. Coffman Memorial Union has adopted this partnership between its key staff and student leaders. The officers of the Union Board of Governors and the director have had a solid, respectful, and rewarding relationship using this philosophy.*

*I would enthusiastically encourage all staff and students to look, critically, at their working relationship within the context of this partnership. The existence of such a partnership will clearly serve our University and its community well.*

Scott Chesney, Chairman ✓



*coffman*

Board of Governors

---

Committee of the Whole  
9 June 1986

Agenda

- |      |  |                                   |
|------|--|-----------------------------------|
| I.   | Call to Order<br>Scott R. Chesney, Presiding                     | 12:10                             |
| II.  | Minnesota Union 1986-87 Planning<br>Program prospectus<br>Budget | 12:10<br>discussion<br>discussion |
| III. | Coffman Memorial Union Constitution<br>Intents and purposes      | 12:40<br>discussion               |
| IV.  | Announcements<br>16 June 1986 - Board of Governors               | 12:55                             |
| V.   | Process  | 1:00                              |
| VI.  | Adjournment  | 1:05                              |

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS

Committee of the Whole Meeting June 9, 1986

Present: Scott Chesney Chair                      Glen Lindgren CUPC  
          Ken Martin MN Alumni                    Marie Mac IT  
          Rufus Simmons CMU                      Bernie Molitor CMU

Absent: John Wright V Chair (exc)            Leslie Bowman Fd Service  
          Liz Andersen CMU                      Barry Bridges UBOG Alumni  
          Peter Zeller CLA

Guests: Vi Justice CMU

The meeting was called to order at 12:15 by Chair Scott Chesney. A quorum was present.

Minnesota Union 1986-87 Planning

The Chair informed the committee that MUCB voted to table indefinitely approval of 1987-87 plans and budget.

Ken Martin referred to Social Hospitality Project goal and intended outcomes (p. 4) and Reservations and Comm Media (pp. 6, 7). The intended outcomes for Reservations and Comm Media appear to be OK but the differences in the projected budgets are a concern in supporting hospitality.

Rufus Simmons explained that a Comm Media maintenance item was shifted from Comm Media to the Maintenance Project. It is the intent of the Social Hospitality Project to make areas more hospitality minded.

Mr. Martin referred to Housekeeping Project (p. 11). With the decrease in budget will the intended outcomes be possible? He noted housekeeping and maintenance support a desirable building atmosphere.

Is there an intent to study the air use patterns? Mr. Chesney said the intent is to provide adequate ventilation generally through the rebuilding of the ventilation system. The ventilation is expected to be in place fall quarter.

Mr. Chesney expressed concern regarding the budget for Info/Concessions (p.8) and intended outcomes. He hoped the outcomes would include some sort of integration with University-wide information service. Glen Lindgren noted this was a PR goal last year. Mr. Simmons said it would not be practical at this time.

Mr. Chesney referred to item 7 in Outdoor Store Project (p.9). Why was student employee HRD not included in Planning and Operations? Mr. Simmons said it was not discussed with the directors and will need future defining.

Mr. Martin referred to Visual Arts (p.14), complimenting those who wrote the goals and outcomes for what appears to be an effective program for 1986-87.

Mr. Chesney asked what is happening in the ethnic cultural areas of the co-curriculum. Bernie Molitor said a position will open internally and perhaps regionally and nationally for a director. Mr. Lindgren asked if Bob Ross would be returning to that area.

The Chair asked Mr. Lindgren if there was any discussion he would like to bring forward from CUPC regarding the activity projects. Mr. Lindgren said CUPC is comfortable with the projects as presented.

The Chair asked Mr. Simmons how and when the projects would be evaluated. Mr. Simmons said a rigorous program would be developed to evaluate project progress; probably a quarterly report. The Chair said it would be helpful for Governance to have at least a mid-year report.

MOTION 86-28 (Lindgren-Martin) To recommend UBOG approval of 86-87 Goals, Intended Outcomes, and Budgets.

MOTION 86-28 CARRIED

#### CMU Constitution

Discussion centered around the title, Coffman Memorial Union Council, and the responsibilities of the Council as stated on page 4 of the Bylaws. Mr. Lindgren asked if "Program" was intentionally left out of Union Program Council. Mr. Chesney said it was left ambiguous in order to fit into the MU constitution. Mr. Molitor expressed concern regarding the stated responsibilities of the Council as it implies the Council makes decisions. The person responsible and accountable is the paid staff person. Project leaders in partnership with students do the functions.

The Chair suggested amending the responsibilities of the council as follows: Insert after "...university community." in the first paragraph:

The council shall provide an annual report and evaluation of its activities and their success to the university community through the director of the union.

Mr. Lindgren and Mr. Molitor had a positive reaction to the amendment.

Mr. Chesney noted the constitution will not be presented to the Board for approval at this time. It is intended to provide direction and focus on the role of the student in future planning. It will be discussed at the Minnesota Union and Department of Student Activities levels.

Mr. Chesney thanked the Committee for their comments.

#### ANNOUNCEMENTS

UBOG Meeting - June 16, 1986

The meeting adjourned at 1:10.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary

*Coffman*

Board of Governors

16 June 1986

**Agenda**

- I. Call to Order 12:10  
*Scott R. Chesney, Presiding*
  
- II. Approval of Minutes 12:10  
 19 May 1986 - Board of Governors  
 2 June 1986 - Committee of the Whole  
 9 June 1986 - Committee of the Whole
  
- III. Unfinished Business 12:15
  - Dept. of Student Activities Action ( 5 m )
  - "An Educational Program for the Volunteer"
  - Minnesota Union planning
  - Project strategies Action ( 5 m )
  - 1986-87 Budget Action ( 5 m )
  - Qualification of a summer quorum Action ( 5 m )
  - CMU Constitution
  - Amendments Discussion (10 m)
  
- IV. New Business 12:45
  
- V. Reports 12:45
  - Chairman
  - 1985-86 Wrap-up
  - Director
  
- VI. Announcements 1:05  
 Summer address and phone numbers needed - see Vi  
 Summer meeting - UBOG - early August
  
- VII. Process 1:10  
 How did we do this year ?
  
- VIII. Adjournment 1:15

University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

- I. Title: "An Educational Program for the Volunteer"  
Discussion  
Information  
XXX Motion for Action Requested 16 Jun 1986
- II. Recommended or Proposed Action:  
Endorsement and approval of the direction, scope, and content of the proposed curriculum for the student activities area of the University of Minnesota.
- III. Purpose or Intent of Item:  
To provide recommendation for the implementation of the curriculum with the 1986-87 academic year.
- IV. Previous Board Action and/or Pertinent Information:  
The Committee of the Whole has reviewed and recommends UBOG approval of the curriculum as presented.
- V. Presented by Bernie Molitor, CMU Assistant Director
- VI. Date 16 June 1986
- VII. Refer to:
- |                                   | referred         | due back         |
|-----------------------------------|------------------|------------------|
| <u>XXX Program Committee</u>      | <u>28 Apr 86</u> | <u>16 Jun 86</u> |
| <u>XXX Committee of the Whole</u> | <u>2 Jun 86</u>  | <u>16 Jun 86</u> |

**AN EDUCATIONAL PROGRAM FOR THE VOLUNTEER**

**Student Activities**

**The University of Minnesota**

**Presented by:**

**Tim McCarty**

**Richard Melton**

**Bernie Molitor**

## I. History, Context, and Guiding Principles

The Educational Program for The Volunteer is the result of the efforts of a work group initiated by Carl Nelson, Student Activities Director, Twin Cities Campus, during the Winter of 1985. The work group based its deliberations upon an organizational policy which emphasized the delivery of union services and activities, but also, in Nelson's words, "explicitly assumed a union obligation for provision of volunteer learning opportunities..."

The challenge for the work group was to articulate what we teach, and how we teach it to our volunteers. A first step in considering our role was to turn to our roots by examining the most fundamental statements of purpose about a college union. The two most significant documents were The Role Statements of The Association of College Unions-International, and The Mission Statement of The Minnesota Union.

### ACU-I Role Statement

1. The union is the community center of the college, for all the members of the college family - students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

2. As the 'living room' or the 'hearthstone' of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

3. The union is part of the educational program of the college.

As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in a democratic society.

Through its various boards, committees, and staff, it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

#### The Minnesota Union Mission

To provide a sense of community through a variety of programs, facilities and services; to become an integral part of the educational life of the University by providing the services, conveniences and amenities important to its members; and to provide for those informal associations which will foster knowing, understanding and caring.

These statements indicate that Student Activities has a very important part to play in higher education. However, a shared problem among union and student activities people is the difficulty in clearly identifying educational purposes and methods in day-to-day program production work with volunteers. While it is easy to affirm role and mission statements, the translation of those abstractions to a usable curriculum is a problem and a challenge which has persisted for twenty-five years.

Examination of mission and purpose, discussion of our history, and focus upon what is unique about cocurricular education led us to the identification of seven major goals of intended learning and development: autonomy, commitment to values, integration of knowledge, intellectual competence, interpersonal competence, moral reasoning, and other centeredness. We concluded that they are integral to the definition of an educated person and that we can contribute to their achievement.



Having grounded our mission in significant goals, we were closer to a usable curriculum, but the connection of those educational goals with the substance of day-to-day program production activities remained elusive. We needed a bridge or a "stairway" between mission, goals, and actual program production. Kathy Allen, Director of Comstock Memorial Union at Moorehead, Minnesota has authored and implemented a series of fourteen life skills which gave us the needed connection. The life skills are teachable and transferable, meaning that they can be taken from out of classroom education and applied to other life circumstances.

## II. Life Skills

**ADAPTABILITY:** Tolerance and acceptance of others; the ability to relate to many types of people and situations; to make transitions fluently; to be flexible.

**ASSERTIVENESS:** To speak for one's self in a clear, direct, and positive manner.

**COMMUNICATION - NON VERBAL:** The ability to be an effective observer and active listener; to recognize and understand body language.

**COMMUNICATION - VERBAL:** The ability to express oneself in writing and orally with clarity and effectiveness.

**CREATIVE THINKING:** The ability to generate and develop new ideas and concepts. Involves thought processes such as theorizing which is speculating on the basis of fact; imagining or forming mental images; visualizing, which is much like imagining but is based on a clearer advance notion of the image; and design, which involves conceptualizing and fashioning according to a plan. Thinking creatively does not necessarily follow a set of rules but it does lead to ideas which in turn can be analyzed critically.

**CRITICAL THINKING:** The ability to gather and organize information relevant to the subject under study and analyze the information and the arguments that it contains, to develop hypotheses and to construct convincing arguments of one's own. To be critical such analysis would involve generalizing, drawing comparisons, separating large, complex ideas and problems into smaller, simpler ones; identifying unstated premises, generating questions from hypotheses, and detecting logical fallacies in arguments.

**DECISION-MAKING:** The ability to be objective and logical in making a decision; to be able to prioritize, take responsibility for decisions, and direct action resulting from one's decisions.

**FINANCIAL MANAGEMENT:** The ability to plan, develop and implement, monitor and manage a budget.

**FOLLOW THROUGH:** The ability to stay on the project until completion, to be persistent, to recheck progress of others and help solve problems as they arise during each phase of task accomplishment.

**IMPLEMENTATION:** The ability to plan the steps and time frame needed to accomplish a task; to select and organize appropriate human and material resources and delegate tasks; to manage the resources at the time and place of delivery.

**INITIATIVE:** The ability to recognize an uncompleted task or potential opportunity or problem and do the job without being told; to be a self-starter.

**PLANNING:** The ability to develop informal and formal statements of purpose, plan potential uses of resources, and be able to identify the criteria for success in the goal.

**RELATIONSHIP BUILDING:** The ability to initiate, develop, and maintain relationships on a number of levels and in different situations.

**PROBLEM SOLVING:** The ability to evaluate, assess, diagnose, generate alternatives, and anticipate needs.

**TOLERANCE FOR RISK:** The willingness to try something new, to experiment. To be able to make a decision which one hopes will be helpful but is without assurances of success or improvement and may result in failure.

TOLERANCE FOR STRESS: The ability to cope, control emotional reactions, and deal with failure, ambiguity, or success appropriately.

### III. Major Educational Goals

#### AUTONOMY

(Intellectual, Psychological, Moral)

The person who is intellectually, psychologically and morally autonomous is able to think and act independently without the need for continual reassurance and approval, and without having to rely excessively on authority figures, including family, friends, faculty, advisors and mentors. Autonomy is a necessary condition for the development of critical thinking and moral reasoning as well as for the achievement of true interdependence, based on thoughtfulness and a sense of self-esteem.

The life skills that are related to this educational goal include tolerance for risk, tolerance for stress, initiative, decision making, implementation and follow through. Tolerance for risk, initiative, assertiveness are particularly important in the achievement of autonomy.

Volunteers involved in program production have opportunities to learn how to become more autonomous by developing and putting forward their program

ideas, learning to take full responsibility for those programs, dealing with crisis and controversy, managing meetings, supervising other volunteers, working with artists, performers, and speakers, and developing program rationales and goals.

Topics for instruction related to the development of autonomy would include assertiveness, decision making, critical thinking, applied ethics, cultural pluralism (issues involving racism, sexism, ageism, homophobia, etc.), the dynamics of self-esteem, and stress management.

#### COMMITMENT TO VALUES

The person who has made such a commitment has discovered and affirmed a set of core life purposes and values which could be broadly moral, vocational, recreational, artistic, religious, "spiritual", or nonreligious. The process is based upon a thorough and reflective examination of alternative values and moral obligations and a careful and critical inquiry into one's own values, beliefs, and interests.

The life skills required to facilitate this kind of self-discovery include problem solving, decision making, risk taking, and planning (particularly career and life planning).

Program volunteers are involved in the discovery and affirmation of values as they select programs, determine program priorities, struggle with values and ethical issues in group meetings, work with people of diverse cultures and backgrounds, and participate in programs in which values and ethics are at issue.

Topics for instruction that would help prepare the volunteer for the commitment to values include problem solving and decision making, career and life planning, applied ethics, values identification, and cultural pluralism (issues involving racism, sexism, ageism, homophobia, etc.).

#### INTEGRATION OF KNOWLEDGE

Involvement in the production of campus programs offers volunteers the opportunity outside the classroom to further develop their understanding and appreciation for the interconnectedness of the arts, the sciences and the humanities and expand and enrich their knowledge in these disciplines.

Critical and creative thinking, decision-making, planning and problem solving are life skills which will contribute to developing understanding and appreciation for the interconnectedness of knowledge.

The production of programs engages volunteers in activities particularly suited to gaining such understanding and appreciation, activities such as researching program ideas, conceptualizing program topics and themes, selecting topics, evaluating results and attending programs.

Instruction in critical and creative thinking, program planning, brainstorming, problem solving, decision making and evaluation techniques will assist volunteers in their program production and lead to the acquisition of the life skills related to gaining understanding and appreciation for the interconnectedness of knowledge.

#### INTELLECTUAL COMPETENCE

Intellectual competence is the ability to think critically and creatively in the course of drawing conclusions, making decisions and generating and developing ideas.

The life skills associated with the development of intellectual competence include by definition critical and creative thinking and, additionally, decision making, financial management, planning, implementation, verbal communication, problem solving, and follow through.

The projection of programs for the campus audience necessarily involves creative and critical thinking and the other life skills associated with the development of intellectual competence. The development of goals and objectives, the setting of priorities, the development of program concepts and strategies and the selection and scheduling of programs themselves all require creative thinking and careful analysis of relevant and complex factors. But it does not end there. The marketing of programs including promotion, publicity and advertising also necessitate creative and critical

thinking as does human resource development, delegation, agenda setting, and program evaluation.

Instruction in methods and techniques of creative and critical thinking, problem solving, evaluation and planning will directly contribute to a volunteer's acquisition of these skills and aid them in related program production activities.

### INTERPERSONAL COMPETENCE

Interpersonal Competence is the ability to communicate effectively, to initiate, develop, and maintain relationships with individuals and groups.

The life skills central to the mastery of interpersonal competence are verbal communication, relationship building, tolerance for risk, non verbal communication, tolerance for stress, and adaptability.

Typical program production activities associated with interpersonal competence include developing group skills and process, chairing/ facilitating meetings, dealing with program crisis management, working with a program committee, and working with artist and speaker relations.

The topics for instruction for acquiring interpersonal competence include active listening, decision making, problem solving, motivation, delegation, team building, conflict resolution, stress management, assertiveness training, and other aspects of group and leadership dynamics.



## MORAL REASONING

Moral reasoning is the use of logical analysis in the solution of everyday ethical problems and involves the application of ethical principles, rules, and beliefs to decisions and actions. Since it is not purely intellectual activity, it also requires imagination in the framing of ethical issues or dilemmas and empathy in considering the interests and concerns of other persons.

The life skills most closely connected with the achievement of this educational goal are problem solving, decision making, tolerance for risk, and critical and creative thinking.

In planning and producing programs, volunteers encounter numerous ethical issues - both in program content and in their relations with their fellow programmers. In setting program goals and priorities and in dealing with interpersonal and group conflict, volunteers learn to recognize ethical issues and to connect them with decisions and actions.

Topics for instruction related specifically to the development of moral reasoning would include problem solving and decision making, critical and creative thinking, applied ethics (including the subfield of leadership and ethics), and issues in cultural pluralism (i.e., racism, sexism, ageism, homophobia, etc.). Consideration should also be given to the values, customs and beliefs of cultures in other parts of the world.

## OTHER CENTEREDNESS

Other Centeredness is respect for others; the capacity for caring and appreciating people for their essential humanness. An other centered person can relate to people without bias about race, class, gender, age, ethnicity, sexual orientation, physical features and abilities. Other centeredness results in the celebration and affirmation of diversity.

The life skills associated with other centeredness are communication skills, verbal and non verbal communications (especially active and empathic listening), relationship building, adaptability, and tolerance for risk.

Program production activities related to other centeredness include program selection, consensus building, working with people of diverse backgrounds, and identifying and developing diverse audiences.

Topics for instruction related to other centeredness are workshops on multiculturalism, conflict resolution, team building, creative program planning, active and empathic listening, and assertiveness training.

## THE LEARNING ENVIRONMENT AND TEACHING METHODS

The environment for learning must be intellectually stimulating and open and must actively foster and support the pursuit of knowledge. Interdisciplinary approaches to the selection of program content are essential.

Students, staff, and faculty must be able and willing to engage each other in discussion and disagreement about the fundamental values and purposes of life. Risk taking and venturing must be encouraged, and staff must model critical and creative thinking as well as effective decision making techniques. There must be room for disagreement, constructive conflict, and the exploration of multiple points of view.

Staff must possess sensitivity to group dynamics, and the ability to select positive and appropriate teaching methods. Certain methods quite obviously work better than others for a certain skill or competency. Lectures, written material and discussion may work well for teaching information only, while simulation, coaching and mentoring may work better for teaching practical application. Role modeling and advising may be best for shaping attitudes. The volunteer acquires the skills and competencies through the actual experiences of producing programs with other volunteers and professional staff. Self assessment and reflection should be supported and encouraged, and staff and volunteers should give each other quality feedback and evaluation.

Students, staff and faculty should engage in discussion and debate about ethical issues, and staff should help students to identify ethical questions as they surface in volunteer work groups and committee meetings. Staff should help students to think through the application of ethical principles

in day to day decision making. The environment should emphasize emotional and empathic qualities that are essential for the ethical life. Staff should role model and nurture an orientation of service and commitment to the University community and to all its citizens - students, faculty, staff, guests and alumni. Mission and purpose of the organization should be paramount in the eyes of staff and volunteers, values surrounding mission should be identified, clarified, discussed, and, if necessary, debated. Citizenship and the exercise of social responsibility in the larger world are values that also ought to be promoted.

The environment must be as representative as possible of the world and of the variety of values and ways of life within it. All staff and students should be expected to exhibit public behavior which is respectful of others: the canons of civility should be maintained. The staff, who should be trained in cultural pluralism, must not use racist, sexist, ageist, homophobic or ethnocentric language or engage in discriminatory behavior. Tolerance must be an organizational norm, and the affirmation and celebration of differences the ultimate goal.

## REFERENCES

- Chickering, A. Education and Identity. San Francisco: Jossey-Bass, 1969.
- Chickering, Arthur W. and Associates. The Modern American College. San Francisco: Jossey-Bass, 1981.
- Coleman-Boatwright, Patrice. "Multiculturalism: The Missing Element in Student Development." In The Bulletin of The Association of College Unions-International, March, 1986.
- Erickson, E. Childhood and Society (2nd Ed.). New York: W.W. Norton and Co., 1963.
- Heath, D. Growing Up in College. San Francisco: Jossey-Bass, 1968.
- Heath, D. Maturity and Competence: A Transcultural View. New York: Gardner Press, 1977.
- Heath, D. "A Model of Becoming a Liberally Educated and Mature Student." In C. Parker (Ed.), Encouraging Development in College Students. Minneapolis: University of Minnesota Press, 1978.
- Klepper, W. (Ed.) The Impact of College Unions and Their Programs on Today's Students. Stanford: Association of College Unions - International, 1981
- Knefelkamp, L., Widick, C., and Parker, C., Guest Editors. Applying New Developmental Findings. San Francisco: Jossey-Bass, 1978.
- Kohlberg, L. "Stage and Sequence: The Cognitive Developmental Approach to Socialization." In D. Goslin (Ed.), Handbook of Socialization Theory and Research. New York: Rand McNally, 1969.
- Loevinger, J. Ego Development: Conceptions and Theories. San Francisco: Jossey-Bass, 1976.
- Perry, W., Jr. Forms of Intellectual and Ethical Development in the College Years. New York: Holt, Rinehart and Winston, 1970.
- Rogers, C. Client-Centered Therapy. New York: Houghton Mifflin, 1951.

University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

I. Title: UBOG Summer Session Quorum qualification

Discussion

Information

XXX Motion for Action Requested 16 June 1986

II. Recommended or Proposed Action:

That the Union Board of Governors endorse and enact the following resolution:

*Resolved - The Union Board of Governors shall recognize the governors present at any meeting to constitute a quorum for the conduct of business.*

*This order shall be effective from 1:00pm 16 June 1986 until: a new board is elected and qualified and any pending proposed amendments to the Coffman Memorial Union constitution are acted upon, or rescinded by action of the UBOG at a regular or special meeting.*

III. Purpose or Intent of Item:

To allow for the uninterrupted operation of the board through a period of traditionally unpredictable attendance.

IV. Previous Board Action and/or Pertinent Information:

Presented for discussion 19 May 1986.

V. Presented by Scott R. Chesney, Chairman

VI. Date 16 June 1986

VII. Refer to:	referred	due back
<u>XXX Board of Governors</u>	<u>19 May 86</u>	<u>16 Jun 86</u>

University of Minnesota  
Coffman Memorial Union  
Board of Governors

Executive Committee Agenda Item:

I. Title: CMU Constitutional Amendments

XXX Discussion  
\_\_\_\_\_ Information  
\_\_\_\_\_ Motion for Action Requested

II. Recommended or Proposed Action:

Discussion of an amendment to the union constitution that continues to focus Coffman Memorial Union toward a future of active student and community participation in the achievement of its intended outcomes.

Discussion will continue throughout the summer; action will be requested at a regular meeting, fall quarter 1986.

III. Purpose or Intent of Item:

To provide for more effective achievement of the responsibilities of the union within the mission of the university.

To provide for a stronger, integral, role of alumni within the planning of the union program through a constitutionally mandated outreach effort.

To provide for satisfying and effective participation in the union planning and operation for a wide variety of volunteers.

IV. Previous Board Action and/or Pertinent Information:

Action is consistent with the intent of the board to clarify roles and responsibilities of volunteers, professional staff, and boards. Current supporting documents have been distributed and discussed since spring quarter 1985. Other supporting documents are as noted in previous UBOG minutes.

V. Presented by Scott R. Chesney, Chairman

VI. Date 16 June 1986

VII. Refer to:                      Dates: referred                      due back

<u>XXX Ad Hoc Committee</u>	<u>19 May 86</u>	<u>16 Jun 86</u>
<u>XXX Committee of the Whole</u>	<u>19 May 86</u>	<u>Sep 86</u>

# **Constitution of Coffman Memorial Union**

## **Article I Name and Mission**

The name of this organization shall be Coffman Memorial Union, hereinafter called the Union.

The Union mission is to contribute significantly to the educational mission of the University of Minnesota through development of a stimulating and supportive educational environment which provides for active learning, co-curricular, experiences.

In the achievement of this mission, the Union will:

Provide for a stimulating campus environment, the intellectual/ social/ cultural climate of the University of Minnesota as experienced by students, faculty, staff, and alumni.

Make a substantial contribution to the community life of the University by providing the services, conveniences, and amenities members of the university community need in their daily life on campus.

Provide for its members maximum opportunity for self realization and for growth in individual competency and group effectiveness.

Be particularly attuned to student needs so as to provide them with the most valuable return for their student service fees.

Make free time activity a cooperative factor in total education.

Provide for an open forum for discussion of various opinions.

Be a university community center.

## **Article II Membership of the Union**

Each student of the University of Minnesota possessing a current student fee statement with student services fee included is a member of the Union.

Current faculty and staff of the University of Minnesota are members of the Union.

Alumni members of the University of Minnesota Alumni Association are members of the Union.



### **Article III Trustees of Coffman Memorial Union**

There shall be trustees of the Union, whose role shall be to advise of Union direction with special emphasis on the development of citizenship for Union volunteers and participants.

Trustees shall be chosen from alumni of the Union or alumni of the University of Minnesota.

Trustees shall meet annually and at least once per academic term.

The Board of Trustees shall be as described in the bylaws of the Union.

### **Article IV Coffman Memorial Union Board**

There shall exist a board for the purpose of university community participation in the planning and operations of the union. This board shall operate, in partnership with the director, so as to achieve the outcomes of the union in a manner that satisfies the needs of the university community.

Membership of the board shall reflect the culturally pluralistic diversity of the university community and shall include representatives of the students, faculty, staff, and alumni.

Membership, officers, and duties shall be as specified in the bylaws of the union constitution.

The board shall meet in regular session annually and at least once during each academic term, and at least once during summer session.

The director of the Union shall call the first meeting of the board following its formation within 30 days of the qualification of board members.

The board shall have such committees as indicated in the bylaws of the Union constitution.

#### Article V Coffman Memorial Union Council

There shall be a Coffman Memorial Union Council; whose purpose it shall be to participate in the development and delivery of a variety of educational, social, cultural, and recreational programs for the university community, and to provide a diversity of co-curricular learning opportunities for students.

Membership, officers, and duties shall be as specified in the bylaws of the union constitution.

The council shall meet in regular session at least once per month during each academic term, and at least once during summer session.

The director of the union shall call the first meeting of the council

The council shall have such committees as indicated in the bylaws of the union constitution.

#### Article VI By Laws

The Union shall adopt such bylaws as may be required for its operation, the operation of the trustees, and the operation of the board.

Bylaws shall be consistent with the Union constitution.

Notification in writing shall be provided to all members of the Union at least one week prior to any meeting at which bylaws or amendments are considered.

Bylaws, and amendments to bylaws will be effective upon approval of the trustees, the Assembly Committee on Student Affairs and the vice president for student affairs.

#### Article VII Amendments

This constitution may be amended by a 2/3 vote of the members of the Union voting by ballot in a regular or special referendum; providing that notice of the proposed change shall have been submitted in writing to the University of Minnesota community at least one week in advance of the meeting or election at which the amendment is considered and upon approval of the the Twin Cities Campus Assembly and the regents of the University of Minnesota.

# **Bylaws of Coffman Memorial Union**

## **Article I Membership and Participation**

Students shall be defined as those members of the community who have registered, in the University of Minnesota, for at least six credits for three of the four quarters in the academic year (both summer sessions count as one quarter). Continuing Education and Extension students must be registered for at least one course for three of the four quarters of the academic year. Graduate students who have completed course work and are not required to maintain continuous registration during interim periods of study in preparation for written and oral examinations must be certified by the individual department director of graduate studies.

Faculty/ Academic Professional shall be those members of the university community that hold academic rank as specified by the regents.

Staff shall be those members of the community holding regular appointments as specified by the regents.

Alumni shall be those members of the community that have received a degree from the University of Minnesota or are members of the University of Minnesota Alumni Association.

## **Article II Trustees of Coffman Memorial Union**

The role of the trustees of the Union is to provide community participation in the planning of the Union program with emphasis on the Union's responsibility to provide a laboratory of citizenship for the students of the university. Trustees shall represent the community at large and shall bring to the Union areas of interest that provide a diversity of experience, culture, and background.

### **Board of Trustees**

There shall be between six and twelve trustees of the Union. They shall comprise the Board of Trustees. Trustees shall serve a term of six years; at least two trustees shall be appointed in each even numbered year. The trustees shall meet annually, in the autumn, and at least once per academic term.

### **Officers of the Board of Trustees**

There shall be a chairman and a vice chair of the Board of Trustees. The duties shall be as typical to the office held.

Each officer shall serve for a term of two years, and may be reelected to no more than two consecutive terms.

### **Committees of the Board of Trustees**

There shall be an executive committee and a nominations committee.

The executive committee shall consist of the officers of the Board of Trustees and the director of the union. The chair of the Board of Trustees shall chair the executive committee. The executive committee shall be responsible for the development of the agenda and discussion schedule for meetings of the trustees.

The nominations committee shall consist of the vice chair, the immediate past chair, the senior member, and the junior member of the Board of Trustees. The immediate past chair of the Board of Trustees shall chair the nominations committee. The nominations committee shall prepare a slate of candidates for consideration as trustees of the Union. Nominees shall be recommended by the Board of Trustees and president of the university to be ratified by the regents of the University of Minnesota. Nominees shall take office at the annual meeting.

### **Article III Coffman Memorial Union Board and Council:**

#### **Coffman Memorial Union Board**

In striving for the achievement of the Union mission and the goals put forth in the "Basic Policy on Student Activities" as approved by the Twin Cities Assembly, the board shall:

Participate, in partnership with the director, in the development of a budget for funds to be allocated and earned for the operations of the Union for submission to and approval by the vice president for student affairs.

Consult with the director on fee requests, major space assignments, and capital requests.

Review program prospectus and make recommendations to the director.

Consult with the director on the establishment of rules and regulations concerning conduct in and use of union facilities.

Submit an annual report to the university community through the Twin Cities Campus Assembly Committee on Student Affairs and the vice president for student affairs.

**Membership of the board:**

The voting membership of the Coffman Memorial Union Board shall include;

The officers of the board;

One representative of the Minnesota Student Association or corresponding body;

One representative of the Minnesota International Student Association or corresponding body;

One representative from each college, institute, or school having its primary location on the Minneapolis east bank campus, and having an elected student or student-faculty governing organization; provided that such an organization is not subsumed under a larger academic structure with a superior student or student-faculty governing organization. Representatives shall be elected by the governing organization from among interested candidates enrolled within the college, institute, or school;

Two faculty representatives appointed by the president of the university from among persons recommended by the board and/ or the vice president for student affairs. The term of office for faculty representatives shall be two years, with the terms starting in alternate years;

One representative of the University of Minnesota Alumni Association, appointed by that organization;

At large membership as recommended by the chair or director and approved by the board;

The director of University Food Services, or his/ her designee;

The director of Coffman Memorial Union, or his/ her designee.

**Executive Committee of the Coffman Memorial Union Board**

The executive committee shall consist of the chair of the board, the vice chair and the director of the Union. The executive committee shall act as a steering committee for matters brought before the Board. The executive committee shall plan, in partnership with the director, the agenda of the board, with the following guidelines:

*The topic is not germane to the Union; No further action. The topic is not timely; Table. The topic is not adequately prepared for consideration; Refer back to developer. The topic is substantive, timely, fully prepared, and within the jurisdiction of the Union; The board will establish a timeline for action.*

### Coffman Memorial Union Council

There shall be a Coffman Memorial Union Council; which shall be dedicated to the achievement of the union mission through successful development and delivery of programs and activities, in partnership with the professional staff of the union, to the university community. The council shall provide an annual report and evaluation of its activities and their success to the university community through the director of the union.

The council shall meet at least once per month during the academic year and at least once during the summer session.

### Composition and membership of the council:

Areas of the council shall be designated at the beginning of each fiscal cycle. There shall be one area corresponding to each approved project strategy designated in the Minnesota Union plans and operating budget for that fiscal cycle which is considered by the director of the union to be germane to the council.

The membership of the council shall include; the officers of the council, student volunteers as chosen by the staff and coordinators, and professional union staff as designated by the director of the union.

The student volunteer members and the staff members of the council shall have a working partnership in the achievement of the intended outcomes for each area of the council. The staff membership shall serve as educators, who shall articulate and organize co-curricular learning opportunities associated with program production. The student volunteer membership shall identify relevant learning opportunities for personal growth provided by the staff, and shall follow through on said opportunities by mastering the activities and life skills associated with program production.

### Officers of the Coffman Memorial Union Board and Council

Chair of the board or council. It shall be the duty of the chair to call all regular meetings, call special meetings, and preside over all meetings of the board or council. The chair shall name the appointive members of all committees of the board or council, and fill all vacancies in the membership of such committees. The chair shall call special meetings of the board or council.

The vice chair. In the absence, or at the request, of the chair, the vice chair shall assume the duties of the chair until the chair returns or a new chair is elected.

Director of the union. The director shall keep minutes of all meetings of the board or council. The director shall file, index, and preserve carefully all minutes, papers, and documents pertaining to the discussions and recommendations of the board or council. The director shall call special meetings of the board or council.

Coordinators of the council shall serve as volunteer project leaders of their program areas, chair area meetings, and be the formal representatives for their areas to the council. Coordinators shall appoint all committees and chairs in their respective areas.

The chair of the board, the council, and the director shall represent the Union to the university community.

#### Article IV Amendments

The bylaws of the Union may be amended by by a 2/3 vote of the total, qualified, voting members of the Coffman Memorial Union Board providing that notice of the proposed change shall have been submitted in writing to the trustees of the Union, and all members of the board at least one week in advance of the meeting at which the amendment is considered and upon approval of the trustees of the Union, the vice president for student affairs, and the Twin Cities Campus Assembly.

# **Rules of Coffman Memorial Union**

## **Rules of Procedure**

The order of business of regular Union board or committee meetings shall be:

1. Approval of minutes of previous meeting.
2. Reports.
3. Unfinished Business.
4. New Business.
5. Announcements.
6. Process.
7. Adjournment.

## **Meetings.**

All regular meetings of the Union shall be open to the public. A request for a hearing of a position before any Union board or committee by anyone who is not a member of that board or committee may be presented by any member of the community to the chair or director. Prior to each meeting of the appropriate board or committee the chair shall place the subject or subjects on the agenda. Each resolution, recommendation, petition, amendment, or other matters shall ordinarily be reduced to writing and read to the board or committee before it is acted upon.

The discussion of any particular motion or resolution shall be limited to a reasonable time.

A simple majority of the qualified voting members of a board or committee shall constitute a quorum for the conduct of business. Notification of other than regular meetings shall normally be provided to all members at least 24 hours prior to such meeting and shall state the business to be conducted. Business not specified in the call shall not be considered except by a 2/3 vote of those present.

The current edition of "Sturgis Standard Code of Parliamentary Procedure" shall govern in all parliamentary situations not provided for in the law, the constitution, and the bylaws of the Union.

## **Minutes:**

The minutes of all meetings of the trustees of the union, the union board, or the union council shall record recommendations and action taken by the trustees, the board, or the council and may contain a summary of reports and pertinent discussion.

All minutes of any union meeting shall be an open record and may be distributed to any member of the university community upon request.



Where action is not by a unanimous vote, the "ayes" and "nays" and abstention of individual member shall be recorded upon the request of any member of the trustees, the board, or the council. Remarks, personal views, or vote explanations of any individual member shall be included in the minutes only upon the member's request.

**Committees of the union:**

In cases where practicable or desirable, before action is taken on any subject or measure, the trustees, the board, or the council may refer it to an ad hoc committee, which shall submit its recommendations, in writing, as requested.

Special committees shall be temporary in nature, not exceeding the term of the chair of the trustees, the board, or the council.

Committees shall be composed of both faculty and/or staff members and students wherever practical and desirable. Members shall serve from time of appointment until their successor have been appointed or until the committee is dissolved.

It shall be the duty of the chair of each committee to call, and preside over, all meetings of his/her committee and to cause to be prepared such reports as may be appropriate.

**Special meetings**

Special meetings of the trustees of the union, the Coffman Memorial Union Board, or the Coffman Memorial Union Council shall be called by the chair of the trustees, the board, or the council or the director. Notification shall be sent by mail or telephone at least three calendar days before the time of the meeting whenever possible.

**Election of board and council officers:**

Officers of the Coffman Memorial Union Board and Coffman Memorial Union Council shall be elected from their respective membership not later than the tenth week of spring quarter of each year. Officers shall be elected by secret ballot and must receive a majority of all votes cast. Officers shall be considered to hold at large membership on the board or council.

**Removal of board and council members:**

A voting member of the board or council with two unexcused absences from regular board or council meetings shall automatically relinquish his/her membership and privileges. The individual may appeal to the board or council for reinstatement at the next regular meeting. Excused absences shall be granted by the chair of the board or council or the director of the union.

A member of the board or council requesting removal of a voting member of the same board or council shall register his/her complaint in writing to the chair of the board or council. In the event the chair is involved, the director of the union shall receive the complaint. The officer receiving the complaint shall first try to mediate the difficulty. If he/she is unsuccessful, the matter shall be brought to the respective board or council for appropriate action.

**Vacancies on the board or council:**

Vacancies occurring on the board or council shall be filled by the organization whose representation shall have been lost by the vacancy. If such group does not name a replacement within two weeks of being notified of such vacancy the board or council may elect to fill such positions from among applicants of the group to be represented.

No person shall sit on the board or council as a representative of more than one category of membership.

*coffman*

Board of Governors

*"I will not criticize something unless I am willing to do something to improve it".*

*Mark Allen, ACU-I Region 10 conference, Nov. 1984*

16 June 1986

Governor Barry Bridges  
Governor Leslie Bowman  
Governor Glen Lindgren  
Governor Marie Mac  
Governor Ken Martin  
Governor Andy Seitel  
Governor John Wright  
Governor Peter Zeller

**CONFIDENTIAL**

*draft*

Colleagues:

The academic year is coming to a close, unlike past years however, much remains undone, unanswered, and unknown. The Minnesota Union has not experienced such discord in many years, if ever. Yet, the union is poised for great opportunity; for in this most unpleasant of circumstances, we have the chance to rebuild the integrity of our college union within the context of the greater university as a whole, a status not enjoyed since before the construction of Coffman Memorial Union.

Never has the environment been so favorable for significant change in the intended outcomes of our organization. Just as the University has embraced a "commitment to focus" its role, so too the college union. "Strategies for Educational Excellence" put forth a vision for the Department of Student Activities that is derived from the efforts of the Task Force on the Student Experience and the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus, as well as the planning efforts of the president.

Assistant Vice President for Academic Affairs, John Wallace, in presenting a progress report on the student experience task force recommendations to a committee of the regents noted three significant, yet unmet, priorities; the need for physical space that will facilitate interaction and association of students and faculty, a desire for all students to have the experiences of full time study, and the importance of active learning experiences in undergraduate education.

CONFIDENTIAL

Professor William H. Hanson, Chair of the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus, concurs with these comments with his committee's recommendation encouraging the development of "intellectual communities" on the Twin Cities campus. Professor Hanson endorses several recommendations from the Wallace report specifically; "the need to create a stronger sense of community among undergraduates," and "the need to encourage one-to-one interaction between students and faculty."

Clearly, the Minnesota Union is being called on to actively serve the interests of the University of Minnesota. It is a challenge to relish, not reject. I believe we are in position to move positively to succeed in this effort, others do not necessarily agree

As you know, the St. Paul Student Center Board has acted to block any changes in the structure of the Minnesota Union; further, they wish to see any changes currently in place that affect the SPSC rolled back to the status of June 1985. This position has been endorsed by the vice president for student affairs and the president. Discounting the process with which the student center achieved this result, this presents an opportunity to reflect on, and modify, this vision to better achieve the mission of the total Minnesota Union.

With all of this in mind, I will present several recommendations for your consideration. While these will be based on the efforts previously mentioned, the past efforts of this board, and the traditional role of the college union, they must also be viewed as my personal recommendations. However, I would not discourage their endorsement by the UBOG.

*The Minnesota Union should focus its efforts to strengthen its role in support of the educational mission of the University.*

For the union to have an impact on the members of the university community, it must reestablish itself as a vital, integral part of the university experience. The union has neglected this part of its mission recently, it would serve the union well to return to its roots in this regard.

*The Minnesota Union should specifically address relevant concerns recommended by the Task Force on the Student Experience and the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus.*

CONFIDENTIAL

Supporting documentation is enclosed. The opportunity exists to serve multiple ends with this effort; the University has identified needs that are not presently met, if the Minnesota Union can step in to fill this need, both the university and the union can be well served. I admit to some confusion in that these needs are so clearly within the purview of the college union, yet the union is not mentioned by the authors or the administration as potential means to achieve them. Has the Minnesota Union moved that far from our foundation?

*The creation and development of active co-curricular experiences should occur within the Minnesota Union.*

The original vision resulted in the creation of the Center for the University Co-curriculum to take responsibility for these experiences. The Center was to operate independent of the Minnesota Union within the Department of the Student Activities. There has been concern over an apparent loss of responsibility for union activities in their transfer to the Center. It seems that since the strength of the Minnesota Union has been these programs, the continuing development of these efforts should remain within the scope of the union mission, rather than outside of that mission. However, I believe that current planning for CUCC programming can be retained with little difficulty moving it back into the union charge. This area holds much potential for success.

*Maximum effort should be made to reestablish active participation by the faculty in the program of the Minnesota Union.*

It is clear that the Minnesota Union has lost its faculty base in the recent past. Obviously, the faculty must be an integral part of union planning and delivery of programs and services. Involvement of the faculty will benefit all parts of the university and its community.

Within each of these broad recommendations, specific objectives and intended outcomes can be developed for consideration by the UBOG and other boards within the student activities area. The Council of Board Chairs has agreed to meet over the summer to plan a area wide orientation program for early fall quarter 1986. It seems wise to use this forum to present and consider any future planning efforts to insure maximum participation and subsequent ownership of agreed on plans.

UBOG/ Chairman's Synopsis  
16 June 1986  
Page 4

It is inevitable that other recommendations will develop as the union progresses through this discussion. These should be encouraged, wherever feasible, and considered with equal respect by all parties.

The past year has indeed been difficult for all of the Minnesota Union. Our integrity has been damaged and trust between constituent parts is negligible. Although there is much to be done just to stop the negative momentum of the organization, I am confident that the vision for student activities at the University of Minnesota is achievable and in the best interest of the University.

Respectfully,

**CONFIDENTIAL**

Scott R. Chesney, Chairman

pc: Coffman Directors  
Carl Nelson, OSA  
Vice President Frank B. Wilderson, Jr.  
President Kenneth H. Keller  
The Honorable Charles McGuiggan

## Executive Summary

This progress report addresses the extent to which the recommendations of the Task Force on the Student Experience and the Committee on Quality Undergraduate Teaching and Learning have been implemented and also identifies those critical needs still to be addressed. Discussion of the implementation has been divided into four main headings: quality of teaching and learning, space and physical environment, student services, and coordination between Student Affairs and Academic Affairs.

### QUALITY OF TEACHING AND LEARNING

#### Achieved:

- Increased high ability student enrollment
- Expanded honors programs
- Explicit expectations about level of academic preparation required of students
- Teaching assistant training and development program (to begin fall 1986)
- English proficiency program for international teaching assistants
- Undergraduate Research Opportunities Program (UROP)

#### Needed:

- Documentation of the quality of instruction and provision for the improvement of instruction
- Budgetary flexibility to eliminate the problem of closed classes
- Review of allocation of faculty resources to the lower division

### SPACE AND PHYSICAL ENVIRONMENT

#### Achieved:

- Remodeling and re-equipment of several large classrooms on the Minneapolis and St. Paul campuses
- Pilot project to monitor the condition of heavily used classrooms and report needed repairs
- Preparation of legislative request for classroom renovation

#### Needed:

- Spaces for informal student/professor interactions and spaces where students may study
- Classroom maintenance
- Signs, interior and exterior

### STUDENT SERVICES

#### Achieved:

- Three-quarter registration schedule available in summer
- Continuing students may register in spring for fall classes
- Performance standards for student contact personnel have been established
- Information about the University's facilities, services, and resources are being more effectively provided to undergraduates

#### Needed:

- Improvement in quality and coordination of registration and advising for lower division
- Improvement in effectiveness of premajor advising

### COORDINATION BETWEEN STUDENT AFFAIRS AND ACADEMIC AFFAIRS

#### Achieved or in Process:

- The report of the Special Committee on a Unified Lower Division has addressed the concern for a common philosophy and authority

#### Needed:

- A common philosophy and authority binding together academic programs and the offices of admissions, financial aid, recruitment, orientation, and counseling and advising

With continued effort, these needs will be met and the quality of undergraduate student life and learning at the University of Minnesota will be enriched.



UNIVERSITY OF MINNESOTA

Office of the Vice President for  
Academic Affairs and Provost  
213 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455  
(612) 625-0051

May 29, 1986

Honorable Wendell R. Anderson  
Honorable Charles H. Casey  
Honorable Willis K. Drake  
Honorable Erwin L. Goldfine  
Honorable Wally Hilke  
Honorable David M. Lebedoff, Vice Chairman  
Honorable Verne E. Long  
Honorable Charles F. McGuiggan, Chairman  
Honorable Wenda W. Moore  
Honorable David K. Roe  
Honorable Stanley D. Sahlstrom  
Honorable Mary T. Schertler

Dear Ladies and Gentlemen:

I am pleased to submit this progress report on the implementation of recommendations from both the Student Experience Task Force Report and the report of the Committee on the Quality of Undergraduate Teaching and Learning. These two sets of recommendations have great significance for the quality of undergraduate student life and learning at the University of Minnesota.

In July 1984, The Task Force on the Student Experience (SETF or Wallace Committee), appointed by President C. Peter Magrath and chaired by Assistant Vice President John Wallace, submitted its final report. The report contained 37 major recommendations that addressed the quality of student services and the quality of teaching and learning on all five campuses of the University--campuses that vary widely in terms of student experiences and concerns.

President Keller has endorsed all of the recommendations in principle. Some have institution-wide applicability; some are campus-specific. Some focus on the classroom; others concentrate on the total learning environment.

In August 1985, the Committee on Quality Undergraduate Teaching and Learning (CQUL or Page Committee) appointed by John Wallace to make a more detailed study of undergraduate teaching and learning on the Twin Cities campus, and chaired by long-time associate dean of CLA Roger Page, made its report. All of its recommendations have been endorsed in principle by the Committee on a Unified and Coordinated Lower Division.



To what extent have the recommendations of these two reports been implemented? What remains to be done?

The present report addresses these questions, but only with respect to the Twin Cities campus and in very general terms. (Attached to this report are detailed item-by-item summaries of the implementation of both SETF and CQUL.) A future report may appropriately consider the implementation of the SETF report on the coordinate campuses.

I will discuss the implementation of the report under four main headings:

- Quality of Teaching and Learning
- Space and Physical Environment
- Student Services
- Coordination Between Student Affairs and Academic Affairs

#### QUALITY OF TEACHING AND LEARNING

A research university presents both obstacles to, and opportunities for, high quality undergraduate teaching and learning. Instruction, especially at the lower division level, often takes place in very large classes and is often in the hands of graduate teaching assistants.

The energies of both teaching assistants and regular faculty at a research university are divided between their teaching and research responsibilities. The system of rewards, both intrinsic and extrinsic, tends to favor research.

At the same time, students can benefit from having close association with faculty members who are active in their disciplines and making significant contributions to knowledge. In the best of circumstances, teaching and research are mutually enriching, and the learning of undergraduate students is enhanced.

These are some of the considerations of which the SETF was mindful as it made its recommendations about the quality of undergraduate teaching and learning. Some of those recommendations have been implemented or may be in the foreseeable future. Among the most significant are these:

- Efforts to increase high ability student enrollment and retention have been undertaken through the Recruitment Project and through the expansion of honors opportunities. Merit scholarship funds for undergraduates have been increased significantly for 1986-7. An honors program has been created in the Institute of Technology, and the existing honors program in the College of Liberal Arts has been expanded.

In addition, the Vice President for Academic Affairs has asked all colleges to develop plans for honors programs.

- Expectations about the level of academic preparation required by the University and about the relationship between entrance requirements and degree requirements for various colleges are addressed in the report of the Special Committee on Unified and Increased Preparation Requirements, designated for Regential action in May.
- Efforts to facilitate students' progress from lower division to upper division, to identify the most effective learning strategies for lower division students, and to provide active learning opportunities for lower division students are addressed in the report of the Special Committee on the Lower Division, designated for Regential action in June.
- Strategies to increase the number of departments and faculty members that give high priority to undergraduate teaching and learning are proposed in the Page Report.
- A program for training and developing graduate teaching assistants is being developed and will be implemented beginning fall 1986.
- A program for improving the English language proficiency of international teaching assistants has been established here and is a model of its kind.
- The Undergraduate Research Opportunities Program gives students the opportunity to work with a faculty member on a research project in a particular discipline.

#### SPACE AND PHYSICAL ENVIRONMENT:

Several recommendations of both the SETF and the Page Report address critical needs with respect to the physical environment that undergraduate students encounter every day.

Like most universities in the past 15 years, the University of Minnesota, confronted by diminishing resources, has had to defer needed maintenance and renovation of classrooms, laboratories and related space. Areas that receive heavy student use have deteriorated. Budgetary constraints have made it difficult for departments and colleges to invest in state-of-the-art instructional technology.

In addition, the pressure of student numbers has made it increasingly difficult to capture space for informal student/student and student/professor interactions. This is a serious matter: everything we

know about student learning suggests that the availability of such nonclassroom interactions is critical to the maximum effectiveness of the classroom experience.

Dirty classrooms, crowded facilities, and broken and outmoded equipment hamper learning and affect the morale of students and faculty alike.

To address these problems, the following efforts have been and are being undertaken:

- In 1985, \$54,325 allocated to remodel and re-equip several large classrooms on the Minneapolis and St. Paul campuses.
- A pilot project has been undertaken to monitor the condition of heavily-used classrooms and make small repairs and corrections, i.e., report burnt-out light bulbs, replace window shades.
- A legislative request is being prepared by the office of Space Programming and Management for an appropriation of approximately \$1,000,000 per year for classroom renovation. The Office of Space Programming and Management estimates that it will take that amount each year for several biennia to bring all classrooms to their maximum condition.

#### STUDENT SERVICES:

The SETF recommended that routine interactions with undergraduates be made as easy and efficient as possible, that performance standards for student contact personnel be established and communicated to the University staff, and that information about the University's facilities, services, and resources be more effectively provided to undergraduates.

In response to these recommendations, the following actions have been undertaken:

- Continuing students will be able to register in the spring for fall classes.
- Several types of "holds" on student records have been removed on a trial basis.
- A comprehensive set of office descriptions for CLA Student Support Services has been developed for use in all staff training and development sessions.
- A tentative registration schedule is now available well in advance of registration.

- A one-stop office has been established for high school students registering for courses under the Postsecondary Enrollment Options Act.

#### COORDINATION BETWEEN STUDENT AFFAIRS AND ACADEMIC AFFAIRS

The SETF recommended that a common philosophy and authority should bind together academic programs and the offices of admissions, financial aid, recruitment, orientation, and counseling and advising.

- The report of the Special Committee on a Unified Lower Division addresses this recommendation.

\* \* \* \* \*

As you may see from this report and from the two implementation reports attached much has been accomplished in the two years since the SETF report and the six months since the CQUL report. However, much remains to be done. Some of the most critical needs are these:

**QUALITY OF TEACHING AND LEARNING:** We need to address three critical needs here. To do so would have a salutary effect upon our student retention rates and upon the degree of students' satisfaction with their undergraduate education.

- Documentation of the quality of instruction and provision for improvement of instruction. The SETF report observed, "One of the most striking findings of the Task Force is a perception that under present arrangements colleges and departments are not held accountable for the quality of the instruction and advising they offer. Data on the quality of instruction and advising are not collected nor are allocations of resources tied to the quality of instruction and advising delivered."
- Budgetary flexibility to eliminate the problem of closed courses without de facto surcharges to students.
- Review of the allocation of faculty resources to the lower division.

**SPACE AND PHYSICAL ENVIRONMENT:** Even if the legislative request now being prepared is granted, and classroom renovation proceeds briskly over the next several biennia, the following problems will remain:

- Providing spaces for informal student-professor interaction and spaces where students may study is an almost insoluble problem given our present level of enrollment and use of facilities, especially on the Minneapolis campus.
- Classroom maintenance continues to be a problem that more resources alone are not likely to solve.
- "Signage," both interior and exterior, is a major need. Campus buildings are hard for newcomers to find; offices are hard to locate.

**STUDENT SERVICES:** The quality and coordination of registration and advising for lower division students needs to be improved. To improve the effectiveness of pre-major advising would also improve our retention rates.

**COORDINATION BETWEEN STUDENT AFFAIRS AND ACADEMIC AFFAIRS:** A common philosophy and authority ought to bind together academic programs and the offices of admissions, financial aid, recruitment, orientation, and counseling and advising.

The SETF and CQUL reports constitute effective guides to the improvement of undergraduate education at the University of Minnesota and, as you have seen, many of their recommendations have already been implemented. If we can direct the necessary human and financial resources to carrying out the rest of their agendas, we can realize the full potential of this major research university to enhance the lives and enrich the learning of its undergraduates.

Sincerely,



John Wallace  
Assistant Vice President  
for Academic Affairs

JW:alp

Enclosures

- c: Dr. Kenneth H. Keller, President  
University Vice Presidents  
University Chancellors  
Dr. Gretchen Kreuter, Assistant to the Vice President  
for Academic Affairs  
Ms. Barbara Muesing, Secretary to the Board of Regents



UNIVERSITY OF MINNESOTA

Office of the Vice President for  
Academic Affairs and Provost  
213 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455  
(612) 625-0051

May 29, 1986

TO: John Wallace, Assistant Vice President for Academic Affairs

FROM: Gretchen Kreuter, Assistant to the Vice President for Academic Affairs

SUBJECT: Progress Report: Implementation of Recommendations of the Page Committee on Quality Undergraduate Teaching and Learning (CQUL)

*Gretchen Kreuter*

As you know, the Page committee, in its report, made 32 recommendations designed to increase the number of faculty, departments, and students who give high priority to quality undergraduate teaching and learning.

Since October 1985, it has been my assignment to spend 50% of my time on developing strategies for the implementation of those recommendations. In my memorandum of November 12, I described four areas to which I had by that time given particular attention. In my report of January 16, 1986, I reported on the status of all the recommendations on which any specific action had been taken and on preliminary plans for, or next questions about, all the rest. The present summary is a further update.

As I indicated in my earlier report, and as the report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus reaffirms, the CQUL report has particular urgency in the light of the "Commitment to Focus." "Commitment to Focus" and the task forces it has launched makes certain implied promises to the state. One of them has to do with admissions standards and says, in effect, if prospective students will prepare more rigorously for a baccalaureate education at the University, the University will provide them with an even higher quality undergraduate experience than it has in the past.

I believe that the Page report constitutes an effective guide to keeping that promise because its recommendations, when implemented, will affect all undergraduate students, not just those who are in honors programs or are in the top 5% of their class.

John Wallace  
May 29, 1986  
Page 2

That said, let me tell you where we are now:

I. INCREASING THE NUMBER OF FACULTY WHO GIVE HIGHER PRIORITY TO QUALITY UNDERGRADUATE TEACHING/LEARNING.

A. EXTRINSIC FORMAL REWARDS

RECOMMENDATION 1. "Offer no appointment with a teaching responsibility without careful review of teaching experience or potential, and tenure or promote no one for whom there is not well documented evidence of teaching competence."

Implementation: This is listed as the committee's first recommendation because of its central importance and because concern about the evaluation of instruction and the documentation of teaching were central to the charge that the Council of Undergraduate Deans gave the committee. (See charge memorandum, Wallace to Committee, December 7, 1984.)

An important concern of the Page committee, however, has been that the new guidelines for tenure and promotion do not include the specificity of language about documenting teaching that was in the Koffler-Ibele memorandum. In the committee's report, therefore, it suggested alternatives, such as the "Canadian Dossier on Teaching." With the assistance of other members of your staff, and after consultation with the Senate Committee on Educational Policy and the University College Assembly, I have adapted the Dossier to a form that is suitable for the University of Minnesota.

This model deserves to be widely disseminated and widely discussed. It is an appropriate guide for the improvement of instruction. The Office of Educational Development Programs intends to use the document in some spring meetings it is planning.

In the near future I will convene the Directors of Undergraduate Studies to discuss this document and other recommendations of the Page Committee (see below).

RECOMMENDATION 2. Designate a certain minimum percent or amount of the merit money allotted each year for award on the basis of outstanding teaching.

Implementation: Implementation of this recommendation requires discussion and decision among the appropriate vice presidents. This recommendation is specifically endorsed in the report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus.

John Wallace  
May 29, 1986  
Page 3

RECOMMENDATION 3. Establish collegiate undergraduate teaching awards and fund them at a higher level than at present.

Implementation: The vice president needs to ask those colleges that do not have such awards--most do--to establish them.

RECOMMENDATION 4. Establish a University Chair for Undergraduate Studies.

Implementation: Patterned after a similar chair established at the University of California at Berkeley, the University Chair would be awarded, for a three-year period, on a competitive basis, to a faculty member whose proposal was deemed most likely to effect enduring improvement in undergraduate education, especially at the lower division level.

The proposal has been discussed in the Council of Undergraduate Deans, the Senate Committee on Educational Policy, and the University College Assembly.

The proposal will be submitted for foundation support in June.

RECOMMENDATION 5. Recognize the validity of educational development and instructional improvement as a basis for sabbaticals, single quarter leaves, etc; and establish Faculty Summer Instruction Grants analogous to the Graduate School's Faculty Summer Research Grants.

Implementation: Some of this is occurring already, and I am discussing the proposed Faculty Summer Instruction Grants with the Office of Educational Development Programs.

This recommendation is specifically endorsed by the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus.

## B. INTRINSIC REWARDS

RECOMMENDATION 6. Increase the frequency of public testimony, by the President, other central officers and the deans, on the value and significance of quality undergraduate teaching.

Implementation: University Relations can assist significantly on this proposal. I am setting up a small committee that will address this issue. Frequent reminders of this recommendation should have the desired effect. Such public testimony is particularly desirable to counter the widespread impression that "Commitment to Focus" is primarily directed at improving the University of Minnesota as a graduate research institution.



RECOMMENDATION 7. Encourage University Relations and other offices to seek more aggressively opportunities for appropriate publicity for teaching activities of the faculty.

Implementation: The committee mentioned above will do this. University Relations needs to indicate also to college editors that the University is seeking to publicize the teaching activities of its faculty.

RECOMMENDATION 8. Develop more activities within the University in which teaching is the focus.

Implementation: OEDP is developing activities of this sort and hopes to expand this area of its mission. It has recently completed a series of four Faculty Forums on teaching. Current efforts are hindered by the fact that there is only \$12,000 for workshops and conferences in the OEDP budget. There needs to be activities within all the colleges in which teaching is the focus. Conversations with collegiate deans and with departmental directors of undergraduate studies is necessary to encourage expansion of such activities.

RECOMMENDATION 9. Support international, inter-institutional, and interdepartmental teaching opportunities and exchanges, and encourage outreach teaching for atypical students and through atypical teaching/learning systems.

Implementation: A grant proposal is being developed to provide faculty exchanges between the University and private colleges in the area. It will be submitted in June 1986.

The OEDP has developed a proposal for a Visiting Faculty Program to provide stimulation to individuals and to programs through opportunities for faculty in one college or campus to teach in another for a quarter.

RECOMMENDATION 10. Increase the proportion of undergraduate students who are motivated to seek quality learning and adequately prepared to attempt it.

Implementation: The merit scholarship program (\$1000 to each entering freshman student who was in the top 5% of his/her high school class); the Recruitment Project, and the proposed Residential College all contribute to realizing the goals of this recommendation.

In a larger sense, however, this recommendation suggests the interdependence of teaching and learning. More highly motivated students will help to raise the motivation of faculty to give higher priority to undergraduate teaching. The recommendations of the Special Committee on Unified and Increased Preparation Requirements, when implemented, will help in this regard.

C. BARRIERS AND IMPEDIMENTS, SERVICES AND FACILITIES

RECOMMENDATION 11. Improve the overall quality and general maintenance of the classrooms of the University.

Implementation: To address this need to improve the overall quality of classrooms, a major legislative proposal is being prepared. (The last legislative appropriation for classroom improvement was in 1972.) I have discussed the forthcoming proposal with the appropriate administrators and with the Senate Committee on Physical Plant and Space Allocation.

With respect to general maintenance, efforts to monitor the condition of some heavily-used classrooms and correct minor deficiencies is underway on a pilot basis. Early reports are that the project is highly successful. This is, however, a tiny beginning at meeting a very large need.

RECOMMENDATION 12. Provide improved support for instructional supplies and equipment and for clerical/administrative assistance available for instruction; designate specific budget lines for these purposes.

Implementation: This needs to be discussed by the appropriate vice presidents.

RECOMMENDATION 13. Increase the number of teaching assistantships so that very large classes . . . can become better teaching/learning opportunities for both faculty members and students.

Implementation: This needs to be discussed by the appropriate vice presidents. It must not be forgotten, however, that increasing the number of teaching assistants is of little value in improving teaching and learning unless the preparation of those teaching assistants is sound. A program of TA training and development is needed, and a proposal has been developed this spring by OEDP.

At my request, a proposal for a three-year TA English program has been developed by Jan Smith and Mark Landa of ESL.

This recommendation has been especially endorsed by the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus.

RECOMMENDATION 14. Develop a coordinated University program of better supported services and assistance for improving instruction.

Implementation: The OEDP presently serves this function. Its resources are extremely limited, however, and not sufficient to perform the functions envisioned in this recommendation.

II. INCREASING THE NUMBER OF DEPARTMENTS THAT GIVE HIGHER PRIORITY TO QUALITY UNDERGRADUATE TEACHING/LEARNING.

The charge letter to the Committee (Wallace to Committee, December 7, 1984) specifically asked that the committee make recommendations about "How to bring departments into the category of those that give substantial attention and high priority to the undergraduate enterprise."

A. FINANCIAL REWARDS AND SANCTIONS

RECOMMENDATION 15. Upon occasion, make non-recurring awards of \$15,000 to \$25,000 to five to seven departments judged to be offering undergraduate instruction of outstanding quality, to be used at the department's discretion for undergraduate teaching.

Implementation: This recommendation has been discussed with some of the undergraduate deans and it has been specifically endorsed in the report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus. Before we seek resources for funding such awards, criteria needs to be developed for evaluating departmental attention to undergraduate education. I have prepared a draft, "Criteria: Departmental Awards for Excellence in Undergraduate Education," which I am circulating for comments and suggestions.

A next step will be to develop a peer nomination process: to identify ten or so departments that meet the requirements of an initial screening, and then invite them to submit further information in support of their candidacy for a departmental award.

Meritorious Department Awards were made once before, in Spring 1984, based primarily on national research ranking. I have gathered information on that procedure in order to inform our consideration of this recommendation.

RECOMMENDATION 16. Use the level of departmental attention to undergraduate instruction as an important consideration in responding to any requests that departments make.

Implementation: As above, the first step here is to develop measures of departmental attention to undergraduate education.

RECOMMENDATION 17. Establish a Fund for Improving Departments' Instruction (FIDI) to receive competitive submissions for broad, department-wide instructional improvement projects.

Implementation: Such a fund does not exist. OEDP guidelines make it possible for departments qua departments to apply for educational

John Wallace  
May 29, 1986  
Page 7

development awards, but that has not been an emphasis, and no such applications have come forward. Modifying EDP guidelines might be a sensible way to test out this recommendation before seeking the larger funding that it obviously intends.

B. PROCEDURES, ORGANIZATIONAL ARRANGEMENTS

RECOMMENDATION 18. Develop a set of departmental data that bear on undergraduate education and include full attention to the undergraduate mission of units in the University's formal, recurring departmental reviews.

Implementation: Joint Undergraduate Education--Graduate School protocols have been developed which suggest basic procedures to be followed when a program under review offers both undergraduate instruction and graduate programs. These need to be assessed and discussed. We also need to learn to what extent they are currently in use.

This is not a sufficient response to the recommendation, but it is a beginning.

This recommendation has been especially endorsed by the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus.

RECOMMENDATION 19. Encourage every college to have a faculty-student committee whose charge include overview of instruction and to include attention to instruction in the portfolio of some administrative officer of the college.

Implementation: What needs to be done first is to find out which colleges now have such a committee and which colleges assign attention to instruction to one of their administrative officers.

The Vice President should request that colleges follow this recommendation.

RECOMMENDATION 20. Encourage every department with a significant undergraduate mission to have a faculty-student committee whose charge includes instruction as a primary focus and to designate a Director of Undergraduate Studies.

Implementation: The Vice President should request that departments follow this recommendation.

RECOMMENDATION 21. Include specific attention to the member's teaching activities in the annual departmental review of each faculty member that determines salary for the next year, following a set of departmental procedures that outline how instructional contributions are to be appraised.

Implementation: The draft proposal, "How to Add Evidence of Good Teaching to a Faculty Member's Curriculum Vitae: A Guide" speaks to this recommendation: it suggests what competencies faculty members should possess and how documentation should be collected. The departmental responses to Associate Vice President Betty Robinett's memo of December 20, 1985, requesting a description of promotion and tenure processes should be reviewed to make sure that every unit attends adequately to teaching. If the responses are adequate for promotion, they can be used for determining merit assignment also.

RECOMMENDATION 22. Encourage departments to give faculty members differential assignments among the several faculty obligations, especially as this might be appropriate at different times in a career.

Implementation: Discussion of this alternative might be initiated by the faculty-student committees suggested above or by the director of undergraduate studies in each department. The proposal needs to be kept before the appropriate department authority by whom departmental assignments and faculty members expectations are established.

C. INCREASING THE PROBABILITY OF "HISTORICAL ACCIDENTS."

RECOMMENDATION 23. Evaluate seriously and critically the values of prospective heads/chairs concerning undergraduate teaching, as part of the review process leading to possible appointment.

Implementation: The vice president and collegiate deans can initiate discussion of this recommendation and, by doing so, indicate their confidence in the ability of departmental leadership to affect in important ways the value attached to undergraduate instruction.

RECOMMENDATION 24. Make dedication and contributions to undergraduate instruction a significant factor in appraising a colleague who presents a retention challenge.

Implementation: The vice president can initiate discussion of this recommendation.

D. BARRIERS AND IMPEDIMENTS, SERVICES AND FACILITIES.

RECOMMENDATION 25. Give to every department a priority assignment claim to some classrooms and assign as many classrooms as possible in this way to some department.

Implementation: I have consulted with Elizabeth Grundner and Sam Lewis about this recommendation, and both believe that the interests of faculty and students are better served when departments do NOT have a priority claim or responsibility for maintaining specific classrooms. However, I am initiating a small pilot project in the School of Management that would give SOM priority for about twenty classrooms.

If classroom were maintained and renovated on a reliable schedule this issue would be moot. The information necessary to do so is available. As yet, the resources are not.

RECOMMENDATION 26. Determine acceptable faculty-student ratios needed for departments to accomplish their mission.

Implementation: A study of existing faculty-student ratios needs to be made. Much of the necessary information is available through the AAUDE data of the University.

This recommendation has been particularly endorsed in the report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus.

III. INCREASING THE NUMBER OF STUDENTS WHO GIVE HIGHER PRIORITY TO QUALITY UNDERGRADUATE TEACHING/LEARNING

RECOMMENDATION 27. Describe clearly, through official documents, statements by University and college officers, meetings, and individual interviews, the characteristics of the students we especially seek to serve.

Implementation: "Commitment to Focus" and the discussion it has engendered both inside and outside of the University are accomplishing this as this time. The final outcomes should be institutionalized in University documents.

RECOMMENDATION 28. Offer merit scholarships, financial aid, employment opportunities, and other awards and recognitions that are competitive with those of other institutions.

Implementation: The activities of the Recruitment Project are directed toward these ends.

John Wallace  
May 29, 1986  
Page 10

RECOMMENDATION 29. Utilize more extensively "learning communities" and "active learning" as significant models for motivating students to achieve quality learning.

Implementation: The proposed Residential College is one effort to develop a learning community. Collegiate honors programs, which are being strengthened, are others.

RECOMMENDATION 30. Set high expectations for student performance.

Implementation: The report of the Special Committee on Unified and Increased Preparation Requirements makes recommendations which, if adopted, set higher standards, in terms of course preparation, than the University has required in recent years. The Special Committee expects that better prepared students will make it possible for University courses to be taught at a higher level.

RECOMMENDATION 31. Encourage and support good academic advising services.

Implementation: The Special Committee on Unified and Increased Preparation Requirements and the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus both recognize that their recommendations entail increased academic advising services and additional University resources.

A University-wide program for Academic Advising Awards, analogous to Distinguished Teaching Awards, has been initiated for 1986-87: it will provide three awards of \$1000 each for meritorious advising.

RECOMMENDATION 32. Offer quality undergraduate teaching.

Implementation: Like Recommendation 10 above, this one is intended to suggest the interdependence of teaching and learning and was included in the Committee report as a succinct summary statement rather than as a specific action recommendation.

GK:alp

- c: W. Andrew Collins, Chair, Special Committee on Unified and Increased Preparation Requirements  
William H. Hanson, Chair, Senate Committee on Educational Policy and Chair, Special Committee on Coordinating Lower Division Education on the Twin Cities Campus  
V. Rama Murthy, Acting Vice President for Academic Affairs and Provost  
Roger B. Page, Associate to the Dean, College of Liberal Arts  
Betty W. Robinett, Associate Vice President for Academic Affairs  
Deon D. Stuthman, Chair, Senate Consultative Committee

--TASK FORCE ON THE STUDENT EXPERIENCE--

IMPLEMENTATION SUMMARY  
Office of the Vice President for Academic Affairs  
University of Minnesota

-October 15, 1985

This document summarizes activities and actions directed at implementing specific recommendations contained in the Final Report of the Task Force on the Student Experience (July 13, 1984). It updates an earlier summary (February 5, 1985) of implementation activities.

The concern for implementation of recommendations was foremost in the minds of members of the Task Force when they decided to include a section in the Final Report that dealt specifically with implementations. The Task Force was concerned that its ideas and recommendations lead to changes that improve the quality of the student experience at the University of Minnesota.

Considerable action has taken place since the Final Report was submitted. There has been substantial discussion of the Final Report within the University due, in part, to the widespread distribution of approximately 900 copies of the Final Report. Overall response to the report has been favorable, both within the University and the Twin Cities area as a whole.

The Presidential response to the six task force reports indicates, too, that the Task Force report has the highest level endorsement.

The Task Force report contained 37 recommendations and 250 proposed action steps connected to those recommendations. The Presidential response endorsed, in principle, each of the recommendations in the Task Force report. The Presidential response indicated the need to establish a priority and time scale for each recommendation as the next step in the implementation of the Task Force report. Many of the concerns voiced in the recommendations about the Quality of Teaching and Learning form the basis for some of the suggested actions in the Commitment to Focus document. The Presidential response also contained



the following statement that pertains to implementation:

Third, it is sometimes said that recognizing a problem is half of the solution. The selection of the six themes and the appointment of the Task Force members proved exactly that. Both prompted an increased sensitivity to selected problems; both also resulted in a number of immediate corrective actions. In other words, even prior to the completion of the Task Force reports, various issues were being addressed and various recommendations implemented.

The Presidential response noted above also listed some steps that have already been taken to implement certain recommendations in the Report. That list described actions being taken on the following selected proposals:

- An all-University Recruitment Steering Committee has been appointed and charged with improving contacts with prospective students and their parents;
- Over \$700,000 has been allocated to strengthen University recruitment and information efforts, directed towards increasing the number of high-ability students in the University;
- A Presidential letters series has been initiated which is aimed at the top twenty-percent of high school students in Minnesota and in neighboring reciprocity states;
- The number of National Merit Scholarships has been increased by a quarter and the number of Presidential Scholarships has been doubled;
- An all-University committee has been appointed to consider the issues and problems to be resolved in a possible transition from a quarter to a semester system;
- The Office of Student Affairs has implemented more than thirty changes related to common office hours, "holds" on records, registration, intercampus bus transportation, the coordination of publications, the mailing of grades, transcripts, and diplomas, and the availability of notaries, cash machines, and advisor information.

The above list is but a portion of the actions that are directed at responding to the recommendations in the Final Report. The following detailed list is an attempt to provide a more comprehensive picture of implementation activities, particularly those that pertain to the Twin Cities campus.

Recommendations About the Quality of Student Services

To improve what the Task Force called, "the quality of student services," nine recommendations were submitted.

1. Routine interactions with undergraduates should be made as easy and efficient as possible.
  - The Student Experience Project, funded by the Office of the Vice President for Finance and Operations and directed by staff in the Office of the Vice President for Academic Affairs, is collecting detailed task-specific evaluations of 125 students new to the University as of Fall Quarter 1985.
  - The Office of Student Academic Support Services in CLA designed and began to use a unit-wide referral form to help students understand referral procedures and to locate the office to which they are directed, to assure clear communication among offices, and to provide a way in which inappropriate referrals may be corrected.
  - The University Visibility Project distributed "U" ask me badges at the beginning of Fall Quarters 1984 and 1985 as an effort to be friendly and helpful to new students on campus.
  - Common office hours have been established for several central student services offices and some offices are now open until 6:00 p.m. on Mondays.
  - The CLA Student Services Committee is discussing additional actions to improve student services along the lines noted in the Final Report.
  - The Office of Student Academic Support Services in CLA instituted a staff badge system for those office employees who interact with students.
  - Discussions are underway about revising the hold system, and several types of holds have been removed on a trial basis.
  - The University Counseling Services is open from 8 am to 6:30 pm on Mondays, instead of 8-4:30 to accommodate students whose schedules precluded use of services.
  - The \$.10 bus fare has been eliminated.

- Plans are underway to revise the service use procedure that now requires both an identification card and fee statement.
  - Changes are being made on the Twin Cities campus to achieve 24 hour turnaround on fee processing for Fall Quarter 1984 to encourage payment by campus drop box or by U.S. Mail.
  - Necessary programming work has been started to implement multiple quarter registration. The development work is considerable and will cost about \$92,000. The earliest possible date the work could be finished is Spring 1985.
  - Student Support Services has developed a User Services Evaluation Card for use by selected offices within Student Affairs.
  - In June of 1985, the Office of the Vice President for Academic Affairs sent a memorandum to all academic units asking them to review the need for the many special permissions that are required of students on the Twin Cities campus. These signature requirements are a major impediment to any change to telephone registration.
2. Performance standards for student contact personnel should be established and communicated to the University staff.
- A new faculty handbook on undergraduate education at the University is being prepared by Educational Development Programs and will be available soon.
  - A comprehensive set of office descriptions for Liberal Arts Student Support Services has been developed for use in all staff training and development sessions.
3. A central mechanism to oversee the development of publications should be created.
- The Calendar has appeared on a weekly basis in the Minnesota Daily, supported solely in 1984-85 by \$20,000 funding from the President's Fund.
  - The CLA Career Development Office now sends a letter to CLA students in the Spring of their junior year to offer help with students' post-baccalaureate plans.
  - The quantity of printed material at orientation has been reduced, in part, because a new and better Undergraduate Student Handbook has been prepared.
  - A student publication network has been created.

4. Information about the University's facilities, services, and resources should be more effectively provided to undergraduates.
- The student-staff directory was provided last Fall at no charge to students.
  - A tentative registration schedule is now available well in advance of registration.
  - A phone-in course closure system is available for advising offices.
  - A new student handbook is being planned and was available Fall Quarter 1985.
  - Physical Plant is planning the location for several more weatherproof roadside maps similar to the one installed near the Pleasant Street driveway.
  - Physical Plant is currently planning the locations for several more "You Are Here" type signs. Contingent upon available funds, the proposal includes three sites on the St. Paul campus, two sites on the West Bank and two or three additional sites on the East Bank.
  - The physical condition of the pedestrian tunnel system has begun with improvements made to the tunnel connecting Northrop and Nolte.
  - The need for information booths is being discussed as part of the Twin Cities Parking study and recommendations concerning the dissemination of information to campus visitors will be incorporated into the final report.
  - The idea of a main "gate" to campus is being pursued by the Twin Cities Long Range Campus Parking Study Committee. The final report is expected to be completed in the 1985-86 academic year.
  - As a result of follow-up discussions in Liberal Arts Support Services, plans are underway to install a new building directory system in Johnston Hall.
  - The Housing Office has developed a comprehensive package of academic support programs within the residence hall system. As part of this effort, they developed a brochure and provided a copy to every student in the residence hall system.

5. Realistic expectations about undergraduate education should be emphasized in contacts with high school counselors and students.
  - In the Summer of 1985, an NSF program brought together at the University 40 high school physics teachers from across the state to discuss whether schools should be encouraged to offer Advanced Placement courses in physics.
  - More emphasis is being placed on advance placement activities. The detailed discussion of issues and policies is summarized in a November 21, 1984 memorandum.
  - The K-12 Connections Task Force was established as a forum for discussing relationships to elementary and secondary education.
6. Increased efforts should be undertaken to assist students who transfer into the University.
7. University administrators should respond quickly to valid student complaints about the physical environment that could be remedied with minimal additional financial resources.
  - A nine-meter bench has been scheduled to be put in the front hall for use by students in Vincent Hall who are between classes.
  - More staff have been assigned to keep high student traffic areas cleaner. (Trash pick up schedules have been changed to daily pick up and cleaning schedules have changed from twice a week to three times a week.)
  - An internal "ombudsman" within Physical Plant Operations has been assigned to help address problems and concerns.
  - Physical Plant has taken steps to police, check, or clean at least once during the day all public areas in Fraser and Williamson Halls. This includes wiping down furniture, picking up cigarette butts, restocking the bathrooms, etc.
  - All preliminary work on a Quality Control Unit has been completed by Physical Plant and was scheduled to begin as of January 1, 1985 in conjunction with new custodial standards and guidelines. This unit would inspect on about a monthly basis which in turn should increase quality. A bi-yearly survey, to be distributed among the University community serviced, has been prepared. This will be an integral part of the Quality Control program with all returned surveys addressed personally by

the custodial department.

- A preliminary request for cost estimate to air condition rooms B12, 120 and the entire second floor of Fraser Hall has been completed. Cost estimates range from \$414,000 to \$456,000. Providing additional lounge space in the building would be difficult at this time because all usable areas in the building are already assigned and occupied.
- It is quite apparent that bathrooms, especially during day hours are of great concern to the University community. Some areas have been given additional day service on West Bank, especially female areas, to help improve conditions in extremely high traffic areas, but it is realized that this has not been campus-wide and shortcomings still exist. The problem of isolating priority areas and finding female students that can work from 11:00 a.m. to 3:00 p.m. are two major drawbacks.
- As part of the Electrical Engineering/Computer Science project, 200 lockers for students will be provided.
- The Committee for Improved Access for the Physically Handicapped is responsible for identifying physical barriers and recommending priorities for funding correction of deficiencies. Each biennium the University requests legislative funds for elimination of physical barriers with the last funding received in 1981. Recent handicapped projects completed include modifications to Northrup, Lind and Botany. The University is currently requesting \$500,000 from the Legislature for handicapped improvements. Elimination of physical barriers are currently being planned in Shevlin, Norris and the Physics building. Funds required to correct most deficiencies on campus are estimated to be \$4.5 million. Further progress is contingent upon available funds.
- A facilities consultant has been hired to study student support needs. An interim solution could be remodeling of Fraser Hall 20 for Accounts Receivable in the same manner as Fraser 120 was remodeled for Student Employment.
- Improvements in lighting can be anticipated, particularly, as it relates to the perimeter of the West Bank boundaries. The completion of the Music building, the Humphrey building project, the revised parking lot and the new West Bank Ramp as well as 19th Avenue improvements should provide substantial upgrading to exterior lighting. If this should not be the case, specific deficiencies need to be identified so that they can be considered for appropriate remedial response.

- A plan has been prepared to improve the West Bank commons area. The plan has been approved and work has been completed.
  - The Office of the Vice President for Finance and Operations has pulled out of the Task Force Report for consideration all of the items that relate to maintenance of the physical plant.
  - Discussions are underway to identify more student commons space on campus.
  - The Newman Center has written a letter welcoming any students to use their facilities and building as a common area.
  - Standards for student commons space have been established in the Minnesota Facilities Model. A request for funds to renovate Walter Library has been approved by the Board of Regents and will be submitted to the legislature. A utilization analysis of the approximately 145 classrooms assigned to departments will be conducted.
8. On-campus facilities to increase undergraduate peer interaction and student-faculty interaction should be increased.
9. The physical environment for undergraduates should be improved.
- Access to the Twin Cities campus is being studied by the Long Range Parking Committee. In addition the Physical Planning Office is working with the City of Minneapolis to improve vehicular access (e.g. the 19th Avenue bridge and roadway and the proposed Motley bypass roadway.) It is anticipated that completion of the proposed intercampus busway facility would have a positive effect on facilitating access to campus.
  - The Twin Cities Campus Long Range Parking Committee was appointed primarily to address parking concerns. In addition the Regents have approved the development of an intercampus busway facility which includes the development of a minimum additional 2,000 parking spaces. Studies indicate that this facility will meet approximately one-half of the current estimated parking space deficit. Studies to develop interim or temporary parking facilities prior to completion of the above and other long range parking solutions are currently being prepared.
  - The issue of short-term visitor parking is also being addressed by the Long Range Parking Committee.

- The construction of a new underground ramp next to Northrop will provide better parking for students visiting the campus.
- A task force was established to explore options for remodeling "the bridge" and improving the usefulness of that space. Their report was recently submitted to the Office of the Vice President for Finance and Operations for consideration.
- In fiscal year 1982-83 the Legislature appropriated Program Accomodation Remodeling funds, a portion-of which has been designated for classrom upgrading. Murphy Hall auditorium has been upgraded, Vincent Hall classrooms have been improved and cost estimates for classrooms in Zoology and Ford have been processed. In March, 1983 a set of criteria was developed to direct the flow of remodeling funds to the most needed areas.
- The need for Recreational Sports facilities has been identified in ten separate reports since 1960 including the October 1977 Recreational Sports Facilities Study and the more recent, November 1979 Ad Hoc Committee Athletic Facilities. The 1977 report highlighted the unsatisfactory condition of Recreational Sports facilities on the Twin Cities Campus concluding that fully 80% of the existing facilities were substandard. The report further substantiated that participation levels in additional participation were also very high. In particular, increased women's participation was predicted. The report concluded with a recommendation that two Recreational Sports Centers be constructed: one on the St. Paul Campus and one on the Minneapolis Campus to satisfy the needs of both Recreational Sports and Physical Education. The 1979 report included a complete review of all previous reports and reached the conclusion that current athletic facilities are inadequate to meet demands placed on them.
- A campus tree replanting program was developed in 1978. A list of specific landscaping improvement projects has been prepared in Physical Planning. In July, 1983, \$100,000 was appropriated for landscape improvements. Examples of recent improvements include the CMU transit stop and the Pleasant Street mall. The St. Paul Campus Landscape Advisory Committee conducted a fund drive several years ago for landscape improvements to the St. Paul Campus. Improvements resulting from this effort include the green space between the new library and Coffey Hall, landscaping of the Cleveland and Folwell Avenue intersection and the Commonwealth entrance to campus which is currently in progress. The cost of required landscape improvements to the Twin Cities Campus has been estimated



to exceed \$5 million. A capital request for \$533,000 will be submitted to the Legislature during the next session.

Recommendations About the Quality of Teaching and Learning

To enhance what the Task Force called "the quality of teaching and learning," 24 recommendations were submitted.

10. Efforts to increase high ability student enrollment and retention should be continued.
  - The numbers of merit scholarships has been increased as a result of work of the Recruitment Project.
  - An Honors' Retreat was held at Spring Hill Center in October 1985 to discuss University-wide honors issues.
  - The Honors Office and the Career Development Office jointly developed an experimental assessment workshop of potential interest to high ability students.
  - Student input relative to the admission of high ability students has occurred. A summary of a survey of several hundred high ability students has been prepared and discussed.
  - The number of entering high ability students has increased for Liberal Arts for Fall Quarter 1985.
  - A University-wide position as Director of Recruitment for High Ability Students has been established.
11. A clear, consistent approach to meeting the remedial needs of students should be developed.
  - Procedures for reviewing admission requirements and remedial course offerings are being developed.
  - Two subsets of deans of the Undergraduate Deans Council have been appointed to look at the issues of admission requirements in mathematics and admission requirements in languages.
12. Expectations about the level of academic preparation required by the University should be clearly communicated.
  - A proposal has been prepared to house students based on their academic goals.
  - The Alliance for Science, an example of a program to foster relationships between the University and the high schools, is now more closely connected to the Office of

the Assistant Vice President for Undergraduate Education and Outreach.

- An overall policy statement concerning students' preparation for the University is being discussed. The policy addresses issues for both ill prepared and well-prepared students.
13. A student's progress from lower division to upper division should be facilitated.
- As part of the implementation plan for the Commitment to Focus, the Special Committee on Coordinating Lower Division Education was established in the Fall of 1985.
  - A new exit survey on degree application forms for CLA students will provide useful evaluation information.
14. Entrance requirements for various colleges and their relationships to institutional, program and degree requirements should be reviewed.
- All colleges' entrance requirements have been assembled into a document to be discussed by the Special Committee on Unified Entrance Requirements.
  - A part of the implementation of Commitment to Focus, the Special Committee on Unified Entrance Standards was appointed Fall of 1985.
15. Studies to identify the most effective learning strategies for lower division students should be initiated.
- The Office of Educational Development Programs is planning to new University-wide training sessions for teaching assistants beginning. These plans are being guided by: (a) a survey of a random sample of teaching assistants; and (b) a survey of departmental policies and procedures relevant to training of teaching assistants.
  - A committee, chaired by Vice President Robinett, submitted a report describing the implications of a change to the semester system.
  - Beginning the week of October 21, 1985 Vice President Wallace and other staff connected with the Task Force began meetings with deans of each college to explore the implementation of this recommendation.
16. Additional ways to reward superior teaching should be created and procedures for dealing with poor instruction should be developed.

- A procedure is being drafted by Academic Affairs to enable students to voice directly their complaints about the quality of instruction.
  - Language training opportunities, and associated assessment procedures, are now in place for non-English speaking teaching assistants.
  - The Report on the Committee on Quality Undergraduate Teaching and Learning submitted in August 1985, described specific steps necessary to increase the number of students, faculty, and departments that assign a higher priority to undergraduate teaching.
17. Budgetary flexibility should be increased to respond to the programmatic and course demands of students.
  18. Staff resources to alleviate course access problems should be identified.
  19. Programs to facilitate the integration of new students into campus life should be increased.
    - Discussions are underway in CLA about ways to shape entering students' freshmen year into a more meaningful educational experience.
    - Several related projects are under consideration: events at arts/cultural organizations which would be distributed to organizations to which undergraduate dormitory and non-dormitory residents would be bused, and the publication of a four-page arts and culture supplement describing the whole spectrum of opportunities and organizations in the Twin Cities which would appear in The Daily.
  20. The benefits of participation in student clubs and organizations should be emphasized.
    - A pilot project to develop an activities inventory is being done through the Student Organization Development Center.
    - Experimental programs in extra-curricular aspects of foreign language coursework are being developed.
  21. Coordination and scheduling to create small student groups within the larger student environment should be emphasized.
    - The Institute of Technology has instituted an experimental program to use block registration procedures for groups of students to register for the same set of classes.

22. Priority should be given to non-classroom space for the promotion of student interaction.
23. Active learning strategies for undergraduates should be fostered by the Vice Presidents for Academic Affairs and Student Affairs.
  - A portion of last year's Educational Development Program fund was targeted to proposals that emphasize active learning.
  - As part of the recruitment project, a fund of money is available to colleges for proposals to enrich and expand learning opportunities for students.
  - The following proposals are under consideration: the publication of a series of field learning brochures to assist faculty supervisors, community supervisors, and interested students in planning, field learning notebooks containing listings of specific opportunities and general information, courses that help undergraduates plan field learning, and courses that help community sponsors better supervise student field workers.
24. More active learning opportunities should be offered to students.
  - The Office of the Vice President for Academic Affairs is collecting information about ways to increase the use of the Twin Cities areas as an educational resource for students. Two areas of initial concern are field learning opportunities and cultural and arts activities. The surveys were conducted. The first was an assessment of current collegiate activities in field-learning. The second was a survey of the arts and cultural interests of a random sample of undergraduates on the Twin Cities campus. Results of the second study have been sent to area arts organizations as the next step in measuring linkages with the arts community.
  - The recently completed Northwest Area Program on Active Learning will soon publish a handbook on active learning strategies.
25. Active learning programs that are important to the recruitment and retention of highly motivated students should be encouraged.
  - Responsibility for the administration of scholarships for undergraduates has been shifted to the Office of the Vice President for Academic Affairs.

- A series of meetings have been held to discuss a Residential College. Tentative plans are ready to implement the idea on a trial basis, pending meetings with student and faculty representatives.
  - The University Counseling Services conducted a survey supporting the recommendation regarding financial planning skills. The first offerings for undergraduates will be this Spring.
26. Research studies on class size should be conducted.
- A study of the extent to which colleges place restrictions on 1-xxx level courses was conducted in September of 1985 in preparation for discussions by the Special Committee on Coordinating Lower Division Education.
27. Special help for the development of teaching large classes should be provided.
- A portion of last year's funding through the Educational Development Program focused on large classes.
  - An issue of Focus, the Educational Development Programs newsletter, will be published this winter on large classes.
28. A public information program relating to average class size should be initiated.
- A segment of last Spring's orientation leaders training program included a discussion of large University classes and how to help students deal with large classes.
29. Opportunities for student-faculty interaction on a one-to-one basis should be publicized.
30. Opportunities for faculty-student contact outside the classroom should be expanded.
- The Fall issue of Focus, published by Educational Development Programs, will describe field learning opportunities.
  - A survey of faculty advising roles and responsibilities in each of the colleges was conducted. This data are now being discussed within the context of thinking about the University's mission relative to undergraduates.
  - The area of field learning is one for special funding priority for the 1985-86 Educational Development Programs.

31. Funds to increase faculty-student interaction should be identified.

- The Bush Sabbatical Program, directed at University faculty who wish to integrate their research into their teaching was funded solely by the University for the coming year.
- The Undergraduate Research Opportunities Program (UROP) begun on a trial basis Spring Quarter 1985, provided funding for 96 students to work closely with faculty on research projects. Funding for UROP increased to \$250,000 for the current academic year and all undergraduate colleges now participate.

#### Recommendations on Implementation

The last six recommendations describe actions necessary to implement recommendations in Parts I and II of this report.

32. The Vice President for Academic Affairs should appoint a small committee to oversee the implementation of this report, to continue the planning for the improvement of undergraduate education begun by the Task Force, and report annually to the Budget Executive and the Senate Committee on Educational Policy on actions executed and planned.

- The overall responsibility for implementation of this Task Force report has been delegated to the Assistant Vice President for Undergraduate Education and Outreach. He will review each recommendation and after establishing priorities and costs, shall determine appropriate assignments for implementation. He will consult with and be assisted in these efforts by representatives from the Offices of the Vice President for Student Affairs and Finance and Operations, by the Provosts and their designees; and by appropriate consultative bodies within the university.

33. The Vice President for Academic Affairs and Student Affairs should take steps immediately to see that academic programs, admissions, financial aid, recruitment, and orientation are guided by a common philosophy and authority.

- This recommendation is interpreted as underlining the importance of having cohesive and unified institutional policies to guide the various undergraduate programs and support services. Such policies are found in the Mission Statement and other planning documents. The Vice Presidents for Academic Affairs, Health Sciences, and Student Affairs are charged with ensuring that the operations for which each is responsible are carried

one in accordance with such an action. The Budget Executive will coordinate among the Vice Presidents on day-to-day planning and budgeting issues relating to these matters. Moreover, as part of the recently established efforts to recruit high-ability students, a permanent structure has been put in place to coordinate recruiting, admission, financial aid, and honors program issues.

34. The Vice President for Academic Affairs should immediately take steps that will result in explicit attention to documentation of the quality of instruction and advising. Guidelines should be developed describing how the quality of these activities will influence resource allocation to the units responsible for them.

- This recommendation is already under study by the Assistant Vice President for Undergraduate Education and Outreach in consultation with appropriate persons within the colleges and the Office of the Vice President for Student Affairs. A variety of quantitative and qualitative measures are being examined and a number of resource allocation criteria are being considered. As soon as the staff work is completed, proposed guidelines will be brought forward for University discussion.
- The Committee on the Quality of Undergraduate learning has been appointed to formulate issues and recommendations for the Undergraduate Deans Council to consider.
- Discussions are underway in Academic Affairs to develop a data base to look at accountability issues in undergraduate education. As part of this effort, a revision of the Departmental/Program Review Protocol has been drafted that includes considerably more focus on undergraduate education. This system will also include data comparing the University with other systems, data provided through the AAU Data Exchange.
- Steps have been taken to develop a prototypic assessment program collaboratively with other large research institutions. Tentative plans have been made to begin this process by assessing students' writing skills.

35. The Vice President for Student Affairs should immediately take steps that will result in explicit attention to documentation of the quality of co-curricular activities. Guidelines should be developed describing how the quality of these activities will influence resource allocation to the units that sponsor them.

- Implementation of this recommendation began in 1981 through the Office of Student Affairs' Task Force on

Research and Planning Information. Currently, an additional study is being initiated by the Offices of Academic Affairs and Student Affairs to examine the quality and educational impact of co-curricular activities. Appropriate guidelines will be developed once the study is completed.

36. Standards for the quality and accessibility of service courses should be established and implemented.
37. Goals and the progress towards them in terms of the honors programs and enriched learning opportunities should be established and monitored.
  - The Undergraduate Deans Council chaired by Vice President Wallace, was established to focus University-wide attention on specific aspects of Undergraduate education.

In addition to the above activities, other actions have taken place that do not fit neatly into the above list:

- The UND Student Life Group prepared a response to the Final Report, including their Preliminary Report on the Student Experience at UND.
- The co-chairs of the 1984-85 Collegiate and Office for Student Affairs Student Personnel Group provided a set of reactions to the Final Report.





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Philosophy  
355 Ford Hall  
224 Church Street S.E.  
Minneapolis, Minnesota 55455

May 8, 1986

Dear Colleague:

Enclosed is the final report of the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus. Also enclosed is a resolution (containing some of the major recommendations from the report) that will be presented to the Twin Cities Assembly on June 5.

The Special Committee was appointed last September. We were charged with examining goals and means for improving lower-division education and, more specifically, with determining how best to implement those recommendations in Commitment to Focus that concern coordinating lower-division education on this campus. In January we issued an interim report that was widely distributed. We received many comments on the interim report, and we have tried to take all of them into consideration in drafting our final report. Although the final report has some things in common with the interim report, they differ significantly in a number of ways.

The Special Committee adopted the final report almost without dissent, but a minority response has been written by one member. That document, by Professor Sandra Flake, is also enclosed.

I welcome your comments on the Committee's final report. You can reach me by phone at 625-7573 or by mail at the address printed above.

Sincerely,

William H. Hanson, Chair  
Special Committee on Coordinating  
Lower-Division Education on  
the Twin Cities Campus

WHH/ra

## RESOLUTION

April 30, 1986

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

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

1. There should be established on the Twin Cities campus an Undergraduate Center, responsible to the Office of the Vice President for Academic Affairs, for the purposes of: a) providing a single office to serve as a point of first contact with the University for undergraduates and prospective undergraduates; b) serving as a visitor center in a highly visible and accessible location on the Minneapolis campus; c) helping people new to the Twin Cities campus--students and visitors alike--find their way to appropriate services and offices; d) providing advising referral and certain important advising services that are not currently provided; and e) simplifying the processes of approaching, entering, and moving through the University.
2. The Undergraduate Center and Student Support Services should be linked under Academic Affairs in such a way as to facilitate and encourage cooperative work in recruiting, prospective-student relations, admissions and records, financial aid, and other important student services. The Center should also be linked under Academic Affairs with the Office of Minority and Special Student Affairs in such a way as to facilitate and encourage cooperative work and to ensure that the needs of students are adequately met. The possibility of a similar linkage of the Center and the Office for Students with Disabilities should be studied and seriously considered.

3. The faculty should seek to provide in all undergraduate classes, but especially in large classes, structured experiences that promote active learning and work to lessen the anonymity that students too often encounter. Such experiences are especially important during the freshman year when students new to the University feel most isolated.
4. Faculty and administrators should seriously consider establishing on the Twin Cities campus a research center on undergraduate education that would deal with all aspects of the educational process, including curriculum, teaching, learning, advising, and special programs. Such a center would draw on the expertise of the University's faculty, including specialists from the General College, the College of Education, and other colleges, to seek ways of improving the undergraduate experience.
5. Major administrative responsibility for protecting and enhancing the quality of undergraduate education should be focused on a senior officer in the Office of the Vice President for Academic Affairs. That officer should be given sufficient authority to carry out his or her charge. In particular, the officer should: a) be responsible for the Undergraduate Center and for its linkage with Student Support Services and the Office of Minority and Special Student Affairs; b) coordinate and support, in concert with their respective deans, the lower-division academic-support services offices in the several colleges in such a way as to encourage a higher quality of services, easier student access to services, greater efficiency, and protection of those offices' budgets in times of retrenchment; c) be responsible for carrying out the recommendations for improving undergraduate education contained in the report of the Committee on Quality Undergraduate Teaching and Learning (Page report) and the report of the Task Force on the Student Experience (Wallace report); d) take steps to ensure that the All-University Liberal Education requirements are met by students in every college; e) take steps to ensure that barriers between colleges--both those that inhibit transferring from one college to another and those that inhibit students in one college from taking courses in another--are kept at a minimum; and f) initiate and support ongoing review of teaching and advising, curriculum overlap, and student involvement.

Resolution  
Page 3  
April 30, 1986

The Special Committee's final report contains not only the recommendations listed above, but a number of others concerning curriculum, quality of teaching and learning, academic student services, creation of intellectual communities, and the role of the General College. In implementing this resolution the University should be guided by all the recommendations in the Special Committee's final report.

William H. Hanson, Chair  
Special Committee on Coordinating  
Lower-Division Education on the  
Twin Cities Campus

**FINAL REPORT  
OF THE SPECIAL COMMITTEE ON  
COORDINATING LOWER-DIVISION EDUCATION  
ON THE TWIN CITIES CAMPUS**

**University of Minnesota**

**May, 1986**

**MEMBERS OF THE SPECIAL COMMITTEE ON  
COORDINATING LOWER-DIVISION EDUCATION  
ON THE TWIN CITIES CAMPUS**

William Hanson, Professor and Chair, Department of Philosophy, Chair, Senate Committee on Educational Policy; Chair

Thomas Daniels, Student, School of Management, and Student Representative to the Board of Regents

Sandra Flake, Associate Professor, General College, and Member, University College Assembly

Patricia Gearrick, Student, Institute of Technology, and Member, Senate Consultative Committee

Russell Hobbie, Associate Dean, Institute of Technology

Kenneth Howey, Associate Dean, College of Education

Fred Lukermann, Dean, College of Liberal Arts

Ian Maitland, Associate Professor, School of Management, and Member, Senate Committee on Educational Policy

William Rempel, Professor, Department of Animal Science

Steven Schomberg, Director, Summer Session

Alexander Sellers, Student, College of Liberal Arts

Eleanor Sullivan, Associate Dean and Associate Professor, School of Nursing

Patricia Swan, Professor, Department of Food Science and Nutrition, and Member, Senate Planning Committee

Elizabeth Wales, Director, University Counseling Services

John Wallace, Assistant Vice President, Academic Affairs

George T. Wright, Professor, Department of English

Kenneth O. Doyle, Research Associate, Academic Affairs; Staff

## FOREWORD

The charge of this Special Committee was to "examine goals and means for improving lower-division education" on the Twin Cities campus of the University of Minnesota. Specifically, we were charged with determining how best to implement those recommendations in Commitment to Focus that concern coordinating lower-division education. We were asked to examine and make recommendations on four areas: advising and counseling, curriculum, co-curricular activities, and standards for transition to the upper division; and to take up such matters as the feasibility of establishing an administratively distinct lower division, possibilities for improved coordination of resources in colleges and other units that serve lower-division students, guaranteed admission to the upper division for a selected group of new freshmen, access to the University for underprepared students, and the possible roles of the General College in a coordinated lower division.

The work that led to this final report spanned the better part of seven months. Early on we interviewed representatives of each of the freshman-admitting colleges and the various student support services, and we studied documents these people provided. We also divided into subcommittees to examine in detail some major areas of lower-division education: curriculum and breadth of educational opportunity, advising, quality of teaching, and student involvement. We used the reports of these subcommittees and the results of our discussions in writing an interim report that was circulated widely in January, 1986. We received many comments on the interim report, including major documents from the General College, the Commitment to Focus Coordinating Committee, and the Faculty Consultative Committee. All of these we studied carefully as we prepared this final report.

**THE CHALLENGE OF PROVIDING  
HIGH-QUALITY LOWER-DIVISION EDUCATION  
ON THE TWIN CITIES CAMPUS**

In implementing Commitment to Focus the University faces both an opportunity and a challenge with respect to lower-division education on the Twin Cities campus. The opportunity is to use the more rigorous and focused nature of the institution to enhance significantly the experiences of lower-division students. The challenge is to plan and allocate resources wisely so as to take maximum advantage of this opportunity. More specifically, the University needs to decide what sort of balance it will strike between its mission of lower-division education and its other missions. It then needs to carry out that decision in a way that maximizes the educational opportunities available to students, while preserving access in a manner that is consistent with its land-grant tradition. The recommendations contained in this report are intended to inform the decision and guide the action that will be required.

In carrying out its charge the Special Committee reflected on the major goals of lower-division education, which it takes to be three: to introduce students to life in an academic community; to provide them with the beginnings of a sound liberal education; and to prepare them for, and facilitate their transition to, the more specialized phase of their undergraduate work, the upper division. Each of these goals poses special difficulties and challenges on the Twin Cities campus of the University of Minnesota.

Helping students to function effectively as members of an academic community involves both introducing them to appropriate habits of thought, study, and communication, and helping them become integrated socially into the community. These are of course related, and they pose special challenges on the Twin Cities campus in view of the size and diversity of the student body, the fragmentation of many student careers due to part-time and discontinuous registration, and the fact that most students are commuters.

Providing students with the beginnings of a sound liberal education involves ensuring that they acquire certain basic skills and that they become familiar with the methods and the results of inquiry in several areas of learning. Nationally, the latter goal is often pursued by means of distribution requirements, a core curriculum, or courses that attempt to integrate the subject matter of several disciplines. (Not all of this needs to be accomplished during the first two years of study, but it seems reasonable to expect that a good deal of it will be.) The challenge on the Twin Cities campus is to decide on an approach or approaches that best meet the needs of the diverse student body described above and that make optimum use of the resources available at a major research university.

Preparing students for and facilitating their transition to the more specialized part of their undergraduate education is integrally related to provision of the skills and background just mentioned, since all have



traditionally been thought of as important parts of a liberal education. The sheer size of the Twin Cities campus and the large number of different programs it offers make it essential that students be well apprised of the range of opportunities and that they receive good counsel in making their choices.

We believe that a balanced approach to lower-division education on the Twin Cities campus requires recognition and creative use of the unique resources that are available here. These include: a high-quality faculty actively engaged in research; a large graduate-student population, many of whom play important roles as teaching assistants; a collection of fields of study that is by far the largest of any available in the state; and the cultural opportunities available in the metropolitan area. By creative and efficient use of these resources the Twin Cities campus can offer a program of both lower- and upper-division education that is sound, attractive to students, and unavailable at any other institution in the state, public or private.

In reflecting on the place of lower-division education within undergraduate education, however, we became convinced that it would be a mistake to try drawing too sharp a line between lower and upper division. On the Twin Cities campus, with its diverse and mobile student body, students with fewer than 90 credits do not always take traditional "lower-division" courses or sequences, and students with more than 90 credits often do take them. More importantly, perhaps, many of the students who would benefit most from the kinds of services and opportunities that are often thought of as most appropriate for lower-division students are those who are transferring (either into, within, or out of the University) or returning after a break in their study. Not all of these are lower-division students. Finally, the distinction between lower and upper division is one to which colleges on the Twin Cities campus have paid less attention recently than in the past, and this suggests that it may not be wise to make too much of the distinction. For these reasons this report does not attempt to restrict its attention to lower-division education, and many of our recommendations deal with undergraduate education generally.

We believe the entire undergraduate program on the Twin Cities campus can be improved significantly, and this report contains a number of recommendations for doing so. Before getting down to specifics, however, we want to make several points as a background to everything else that is said in this report.

1. When implementing changes in the present system, we should take care not to deplete the resources of valuable programs that are already seriously underfunded. Funding for instructional expenditures in the undergraduate colleges on the Twin Cities campus is low, and in some colleges these funds have decreased significantly in recent years. Yet these same colleges bear the major responsibility for lower-division education, and under the recommendations of this report they will continue to do so. There are many valuable programs that need more funds if the number of students they serve stays the same, or fewer

students to serve if the level of funding remains constant. One of the main principles of Commitment to Focus is that ways must be found to increase the level of funding per student. This principle must be borne in mind when implementing the recommendations of this report.

2. The focus on research and graduate education on the Twin Cities campus can be used to advantage in lower-division education. Too much has been made of the tension between this focus and the goal of undergraduate--and especially lower-division--education. Undergraduates can play an active role in the research mission of the University (witness the success of the recently initiated UROP program), and graduate teaching assistants are a maligned group. With proper training and supervision graduate students can be effective teachers. They often approach their work with enthusiasm and, being not far removed from their own undergraduate experiences, can readily understand and empathize with their students' problems. Furthermore, professors actively engaged in significant research are often excellent undergraduate teachers.
3. A new state law makes it particularly important that special attention be paid to lower-division education at this time. Under the Post-Secondary Enrollment Options Act of 1985, Minnesota high school students in grades 11 and 12 may register for courses at colleges and universities in the state and use the state aid that would ordinarily go to their school districts. There are already nearly 200 students at the University under this act. The act has the potential to bring many more young students to the University and seems to be part of a trend to soften the present sharp boundaries between secondary and post-secondary education. In these circumstances it is important for the University to review carefully its plans and procedures for educating beginning students.
4. New preparation requirements are likely to be adopted that will change the University's opportunities and responsibilities with respect to lower-division students. The Special Committee on Unified and Increased Preparation Requirements is recommending a number of requirements (i.e., four years of high school English, two years of social studies, three years of mathematics, three years of science, and two years of a foreign language) that students would be strongly encouraged to meet before entering the University and would be required to have met at a subsequent point in their careers. If this recommendation is adopted the University will need to provide: appropriately challenging courses for entering students who meet the requirements; more basic courses for those who do not; advising that is sensitive to these requirements and helps students satisfy them in a way that is least disruptive of their college-level work.
5. The recent reports of two other special committees bear heavily on lower-division education and should be considered in conjunction with this report. The reports of the Task Force on the Student Experience (1984; "the Wallace Report") and the Committee on Quality Undergraduate

Teaching and Learning (1985; "the Page Report") contain many excellent recommendations, the implementation of which would substantially improve lower-division education on the Twin Cities campus. We see our role as differing from that of these two committees in a number of ways, the most important being that our charge focuses on lower-division education, and that we are specifically charged with considering the feasibility of establishing an administratively distinct lower division. We nevertheless think of this report as complementing the two reports just mentioned.

6. A very recent report on graduation and retention rates among undergraduates on the Twin Cities campus is also relevant to this report. The report entitled "Understanding Twin Cities Campus Graduation Rates" (Student Support Services, March, 1986) contains data on the percent of our entering students who complete degrees and on the length of time it takes them. These data are alarming when compared with corresponding data from peer institutions. The Special Committee hopes that implementation of its recommendations, along with those of the Special Committee on Unified and Increased Preparation Requirements, will bring improvement in graduation and retention rates.

### RECOMMENDATIONS

The Special Committee's recommendations concerning the substance of undergraduate education deal with five areas: curriculum, quality of teaching and learning, academic student services, creation of intellectual communities, and the role of the General College. In addition to these recommendations of substance, the Committee has one further recommendation concerning their implementation and coordination.

#### 1. Curriculum

The Special Committee recognizes the importance of having entering students be uniformly well-prepared for college work, and of being able to offer these students challenging courses. At the same time the Committee believes that preparatory coursework should be available for students who are generally qualified for admission but have some specific deficiencies. We also recognize and affirm the importance of requiring that students in all the University's undergraduate programs acquire a strong liberal education background. Finally, we see the diversity of its programs and courses as one of the University's great strengths, and we think that this diversity should be readily available to undergraduates. We therefore make the following recommendations:

- a. There should be a formal review of the manner in which the University defines and implements its liberal education goals. This review should include, but not be limited to, an examination of current all-University liberal education requirements and of

the ways in which they are implemented. It should be carried out under the joint auspices of the Senate Committee on Educational Policy (SCEP) and the Assistant Vice President for Undergraduate Education and Outreach, and it should take into consideration recent national reports on undergraduate education, such as "Involvement in Learning" (National Institute of Education, 1984) and "Integrity in the College Curriculum" (Association of American Colleges, 1985). More generally, SCEP should assume, as one of its principal ongoing responsibilities, review and recommendation of changes in University liberal education goals and policy, and the Assistant Vice President should monitor and enforce compliance with this policy in all colleges.

- b. SCEP and the Assistant Vice President should conduct a campus-wide review of undergraduate curricula to identify and initiate changes necessary to adjust instructional programs to the needs of students who are more consistently and rigorously prepared. (The University will admit increasing numbers of such students as the recommendations of the Special Committee on Unified and Increased Preparation Requirements are implemented. This recommendation reflects and supports recommendation 15 of the final report of that special committee.)
- c. There should be established on the Twin Cities campus an adequate program of preparatory coursework to meet the needs of students who are otherwise qualified for admission, but are deficient in specific areas. (This recommendation reflects and supports recommendation 12 of the Special Committee on Unified and Increased Preparation Requirements.)
- d. Some integrative courses should be developed in each major area (e.g., science, social science, and humanities) that would count toward the satisfaction of the all-University liberal education requirements. These should be designed cooperatively by departments and the six freshman-admitting colleges. Whether or not such courses should be required by departments or colleges is a question that can be answered only after the courses have been designed and tried out.

Alternative models for such integrative courses should also be considered: for example, thematic courses that raise questions or invite solutions across the whole spectrum of humanistic, social-scientific, and scientific disciplines; or a basic course or courses in each of the four groups (A, B, C, D). Such alternative models might have the advantage of stressing content less than method of inquiry.

These courses should be taught by both senior and junior faculty rather than by teaching assistants.

- e. Our examination of the state of affairs with regard to barriers suggests that this problem may not be widespread. Nevertheless, we believe that some further study should be directed at: problems caused by home-college restrictions on transfer of credits, the feasibility of simplifying procedural steps for cross-college transfer and registration, the uniformity of rules and regulations regarding transfer from and to the various colleges, the availability of information as to which courses meet specific requirements in or transfer to another college (perhaps as a listing in the college bulletins), the issue of student access to courses essential for their academic progress, and the availability of information on the full range of courses offered on the Twin Cities campus (e.g., a campus-wide bulletin).

## 2. Quality of Teaching and Learning

The Special Committee believes that this is an area in which there are great opportunities for improving undergraduate education, but that hard decisions will need to be made and determined actions taken if these opportunities are to be realized. Fortunately, a large amount of good advice is readily available in the reports of the Task Force on the Student Experience (Wallace report, 1984) and the Committee on Quality Undergraduate Teaching and Learning (Page report, 1985). We recommend that both of these reports be used to guide decisions and actions in this area. Our more specific recommendations are divided into those concerning administrative actions, those concerning the teaching activities of the faculty, and those concerning research on undergraduate education.

- a. Administrative Actions. We recommend that a senior officer in the Office of the Vice President for Academic Affairs be responsible for developing data and goals, providing incentives, and establishing sanctions concerning the quality of undergraduate teaching and learning. (In carrying out this recommendation, the officer should of course consult widely with faculty and collegiate deans.) To illustrate what we have in mind in each of these areas, we cite specific recommendations from the Page report that we strongly endorse.

- Data and Goals:

Recommendation 18. Develop a set of departmental data that bear on undergraduate education and include full attention to the undergraduate mission of units in the University's formal, recurring departmental reviews.

Recommendation 26. Determine acceptable faculty-student ratios needed for departments to accomplish their mission.

- Incentives:

Recommendation 5. Recognize the validity of educational development and instructional improvement as a basis for sabbaticals, single quarter leaves, and other institutionally sponsored programs; establish Faculty Summer Instruction grants, analogous to the (Graduate School) Faculty Summer Research grants.

Recommendation 13. Increase the number of teaching assistantships, so that very large classes--to the extent that they remain a necessity in some areas--can become better teaching/learning opportunities for both faculty members and students.

Recommendation 15. Upon occasion make non-recurring awards of \$15,000 to \$25,000 to five to seven departments judged to be offering undergraduate instruction of outstanding quality, to be used at the department's discretion for undergraduate teaching.

Recommendation 17. Establish a Fund for Improving Departments' Instruction (FIDI) to receive competitive submissions for broad, department-wide instructional improvement projects.

Recommendation 22. Encourage departments to give faculty members differential assignments among the several faculty obligations, especially as this might be appropriate at different times in a career.

- Sanctions:

Recommendation 2: Designate a certain minimum percent or amount of the merit money allotted each year for award on the basis of outstanding teaching.

Recommendation 16. Use the level of departmental attention to undergraduate instruction as an important consideration in responding to any requests that departments make.

In making these recommendations we want to emphasize the importance of having appropriate data readily available, especially data that are directly relevant to the University's goals. We refer here not just to the departmental data mentioned in recommendation 18 of the Page report, but also to data that bear on retention and graduation rates, movement of students within the University, and on educational outcomes. This suggests that the University should undertake a far more comprehensive program of

assessment of the effects of its programs on students than it has up to this time.

- b. Teaching activities of the faculty. We recommend that faculty seek to provide in all undergraduate classes, but especially in large classes, structured experiences that promote active learning<sup>1</sup> and work to lessen the anonymity that students too often encounter. Such experiences are especially important during the freshman year when students new to the University feel most isolated.
- c. Research on undergraduate education. We recommend that faculty and administrators seriously consider establishing on the Twin Cities campus a research center on undergraduate education that would deal with all aspects of the educational process, including curriculum, teaching, learning, advising, and special programs. Such a center would draw on the expertise of the University's faculty, including specialists from the General College, the College of Education, and other colleges, to seek ways of improving the undergraduate experience.

### 3. Academic Student Services

By academic student services we mean: a) those basic services needed by all students to approach, enter, and progress through the University, such as provision of information, prospective student services, admissions, orientation, and financial aid; b) academic advising; and c) programs for special groups of students, such as high-ability, under-prepared, minority, and handicapped students. Our overall goals with respect to these services are that complete and reliable information about them be readily available to students, that access to the services themselves be simple and convenient, and that they be of high quality. We believe that these goals can best be achieved by having final authority for academic student services rest with a single administrator. We further believe that, given the academic nature of these services, that administrator should be the Vice President for Academic Affairs. Our specific recommendations in this area include the establishment of an Undergraduate Center, several steps designed to integrate and coordinate the activities of the Center with those of existing student-service units, and some specific recommendations concerning advising.

---

<sup>1</sup>Active learning focuses on a task requiring observation, analysis, evaluation, synthesis, or problem-solving, often in a group setting. Students are prompted to go beyond note taking and memorization to active consideration of ideas and points of view. A handbook of teaching strategies developed by University of Minnesota faculty called Strategies for Active Teaching and Learning in University Classrooms is available from the Office of Educational Development Programs.

- a. An Undergraduate Center. We propose a Center that would be a single point of contact for prospective students, new students, and students who need special help in transferring within the University or between the University and another institution. It would also provide leadership to support and coordinate teaching, advising, and co-curricular efforts that are intended primarily for large numbers of new students. The Center would be headed by a director who would report to a senior officer in the Office of the Vice President for Academic Affairs, and in all of its activities it would work closely with the several undergraduate colleges. The Center would be a valuable resource not only for lower-division students, but also for prospective students and their parents, transfer students, and students who have not formed strong collegiate or departmental associations.

A major purpose of the Center would be to present accurate information about University programs and services with a friendly and helpful attitude, even one of advocacy, while itself providing certain concrete services to students and visitors who need any of the following:

Help in finding a location, an individual, an officer, or a service on the Twin Cities campus and in understanding the most effective way to gain access.

Help in understanding the appropriate route to solving a problem related to a University service (e.g., questions of financial aid, food services, housing, academic records, non-academic organizations).

Referral to the right counseling service to help with a personal, vocational, or financial problem.

Help in deciding whether the University of Minnesota can provide the type of academic programs and educational environment desired by a prospective student.

A related concern of the Center would be to help ensure that students are able to obtain appropriate academic advising. The Center's staff would be thoroughly informed about the advising services available on the Twin Cities campus, and so the Center would be a major source of advising referrals. It would be able to provide guidance in finding appropriate academic advising if a student is considering changing his or her major, wishes to explore certain types of academic opportunities and doesn't know exactly where they exist in the University, or needs some help in getting appropriate academic advising in his or her present academic home. The Center would also have some advising services of its own that are not available elsewhere, and it would work to coordinate undergraduate advising on the Twin Cities campus. More



specifically, the Center could be responsible for providing the following advising services:

Pre-college advising

Advising for students enrolled under the Post-Secondary Enrollment Options Act

Advising concerning transfers into, within, and out of the University

The Center's role in advising would be to supplement but not supplant existing advising services. In particular, major and pre-major advising would continue to be provided by the several colleges.

In addition to its responsibilities for information and advising, the Center could play an important role in other areas of undergraduate education. These might include recruitment and orientation of new students, and coordination among offices responsible for special student needs (e.g., commuter, extension, minority, handicapped, transfer). They might also include coordination of planning for the preparatory courses that will have to be offered because of new preparation requirements, and encouragement of a reduction in restrictions that limit the extent to which students may use credits taken in one college to satisfy the requirements of another.

- b. Realignment of Existing Student Service Units. If the Center is really to simplify the Twin Cities campus for undergraduates, it must be carefully coordinated with other student service units. To this end we recommend that the Center and Student Support Services be linked under Academic Affairs in such a way as to facilitate and encourage cooperative work in recruiting, prospective-student relations, admissions and records, financial aid, and other important student services. The Center should also be linked under Academic Affairs with the Office of Minority and Special Student Affairs in such a way as to facilitate and encourage cooperative work and to ensure that the needs of students are adequately met. The possibility of a similar linkage of the Center and the Office for Students with Disabilities should be studied and seriously considered.
- c. Coordination of Central and Collegiate Student Service Units. Our study of advising and other student services on the Twin Cities campus has convinced us that the general structure of the present system, under which some services are provided by centralized offices while others are provided at a number of decentralized locations, is a good one. In order to ensure proper functioning of this complex system, we recommend that a senior officer in the

Office of the Vice President for Academic Affairs be given the responsibility and authority to coordinate the undergraduate academic-support services offices of the several colleges with each other and with the corresponding central offices.

- d. Academic Advising. We believe that several different kinds of academic advising are needed, and that these are often best provided by different kinds of staff: content advising by faculty, university-requirements advising by professional advisors, etc. The University should catalogue the kinds of advising that are available and communicate that information to students. In order to help improve performance and increase the status of advising done by faculty we recommend:

Increasing the relevance of advising in hiring, promotion, tenure, and salary decisions; and

Providing appropriately adjusted work loads in selected cases for faculty who have heavy undergraduate advising responsibilities.

With respect to both faculty and professional advisors we recommend:

Increasing the frequency of public testimony by top administrators on the value and significance of high-quality undergraduate advising;

Creation of a comprehensive and regularly updated information source (e.g., a notebook or a computerized data base) that would be available to all advisors and contain information on such things as registration procedures, courses, majors, distribution and graduation requirements;

Recognition of the importance of reasonable advisor/student ratios; and

Support for a collaborative network and newsletter for advisors.

#### 4. Creation of Intellectual Communities

The Committee believes that it is desirable for students to be actively involved with other students and with faculty in intellectual pursuits that go beyond work required for specific courses. We also realize that, because of the large number of part-time and commuter students, implementation of all the other recommendations in this report may not be sufficient to bring this about on a very large scale. We therefore recommend that faculty, administrators, and students adopt as a special goal the creation of student-centered intellectual communities on the Twin Cities campus. To

this end we specifically endorse the following recommendations from the Wallace report:

II.D. The Need to Create a Stronger Sense of Community among Undergraduates

Recommendation 19: University and college administrators should develop programs that integrate new students into campus life.

Recommendation 20: University, college, and departmental administrators should emphasize to students the benefits of participation in student clubs and organizations.

Recommendation 21: University and college administrators should use coordination and scheduling as means to create small groups of students within the larger undergraduate environment.

Recommendation 22: University, college, and departmental administrators should give priority to non-classroom space used to promote interaction among students.

II.G. The Need to Encourage One-to-One Interaction between Students and Faculty

Recommendation 29: The University should better publicize to students current opportunities for one-to-one interaction with faculty, and should increase the status of faculty advising activities.

Recommendation 30: University faculty should try to create opportunities for faculty-student contact outside of the classroom.

Recommendation 31: University, campus, and college administrators should identify additional funding to increase the number of educational experiences that offer students one-to-one interaction with faculty.

5. The Role of the General College

The General College has a long history of special contribution to the teaching mission of the University as well as particular experience in advising undergraduate students, in developing and offering introductory, integrative, and cross-disciplinary courses, and in research and experimentation with teaching. In the light of that history and experience, we see the following as activities that should be emphasized in the General College:

Helping students who do not qualify for admission to other colleges of

the University to correct their deficiencies in preparation so that they can move into four-year degree programs;

Developing and implementing preparatory or remedial courses that help students meet new University preparation requirements, as well as integrative courses of the kind described in 1.d., above;

Disseminating knowledge gained from research and experience in undergraduate instruction (e.g., on active learning strategies, on teaching to students with different cognitive styles, and on teaching large classes), including knowledge gained through participation in the research center on undergraduate education mentioned in 2.c., above;

Working with other colleges to facilitate transfer of General College credits to those colleges; and

Consulting on the training, evaluation, and use of graduate and undergraduate teaching assistants and advisors.

If it is to achieve its goals, the General College will need to work closely with other colleges and the Undergraduate Center. To do this effectively, it will need the cooperation of faculty and administrators throughout the University.

#### 6. Recommendation Concerning Implementation and Coordination of the Preceding Recommendations

Major administrative responsibility for protecting and enhancing the quality of undergraduate education should be focused on a senior officer in the Office of the Vice President for Academic Affairs. That officer should be given sufficient authority to carry out his or her charge. In particular, the officer should: a) be responsible for the Undergraduate Center and for its linkage with Student Support Services and the Office of Minority and Special Student Affairs; b) coordinate and support, in concert with their respective deans, the undergraduate academic-support services in the several colleges in such a way as to encourage a higher quality of services, easier student access to services, greater efficiency, and protection of those offices' budgets in times of retrenchment; c) be responsible for carrying out the recommendations for improving undergraduate education contained in the report of the Committee on Quality Undergraduate Teaching and Learning (Page report) and the report of the Task Force on the Student Experience (Wallace report); d) take steps to ensure that the all-University liberal education requirements are met by students in every college; e) take steps to ensure that barriers between colleges--both those that inhibit transferring from one college to another and those that inhibit students in one college from taking courses in another--are kept at a minimum; and f) initiate and support ongoing review of teaching and advising, curriculum overlap, and student involvement. In the course of carrying out these responsibilities the officer might engage in some or all of the following activities:

Hold regular meetings of directors of collegiate prospective-student advising offices;

Work closely with departments to coordinate teaching-assistant training, especially the orientation of non-native teaching assistants to American educational practices and social mores;

Encourage and organize workshops teaching strategies and other academic issues;

Convene and chair a committee on the teaching of larger classes;

Work to provide optimum integration of the resources and services available in the General College with other units of the University; and

Encourage appropriate departments to offer courses of the sorts described in l.d., above.

#### ALTERNATIVES CONSIDERED BY THE SPECIAL COMMITTEE

The Special Committee considered a number of alternatives, both general administrative models and specific educational strategies, for improving undergraduate education. Although we see no need to mention or describe all of them, two deserve comment.

We considered and rejected various proposals for a required core curriculum or highly-structured curricular tracks for lower-division students. There are several reasons why a substantial majority of the Special Committee believes it would be a mistake to try imposing this kind of curricular uniformity on Twin Cities campus students. For one thing, given the size and complexity of the campus, it would be a formidable undertaking. More importantly, given the registration patterns of students, it is doubtful that it would be effective. Such programs are most effective when students are able to register for sequences of courses with a group of their peers that remains fairly constant over the sequence. This is unlikely to happen on a campus where many students attend only part-time and frequently stop out for one or more quarters. The Cross-Disciplinary Studies experiment in the College of Liberal Arts was abandoned in part because of problems caused by this kind of registration pattern. Finally, the majority of our committee is unsure of the rationale for greater curricular uniformity on this campus. The diversity of courses and programs on the Twin Cities campus makes it unique in the state, and the breadth of opportunity available to students is one of our strengths. Student programs must of course be coherent, but proper curricular offerings and good advising are the ways to ensure this. The majority sees no need for, nor does it understand the rationale for, a required core curriculum or

highly-structured curricular tracks. In the view of the majority, then, well-designed liberal education requirements and a few carefully developed integrative courses, which would be widely attractive to students but not compulsory, are more appropriate means of curricular reform.

We also considered and rejected various proposals for a single registration unit for lower-division students. Here as in the previous case, a substantial majority of the Committee had difficulty understanding the rationale for the proposals. If part of the rationale is to provide curricular uniformity, then the objections raised above apply. If it is to improve access to and quality of student services, then our response is that we believe the recommendations contained in this report provide better means to those ends. The majority also believes that all such proposals lead to problems concerning two classes of faculty, one for lower-division and the other for upper-division and graduate education, and finds this undesirable. Finally, the majority suspects that the uniformity of student experiences and the cohesiveness of student society that some have claimed would result from the creation of a single registration unit would not materialize on this campus. Given the commuter and part-time nature of the student body, and given that students in a single lower-division unit would be preparing themselves for many different upper-division colleges, this seems unlikely. We cannot solve all the problems that arise from our size, diversity, and metropolitan setting; what we can do is to help students draw more effectively on the great resources of the University.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

General College  
106 Nicholson Hall  
216 Pillsbury Drive S.E.  
Minneapolis, Minnesota 55455

May 6, 1986

TO: Members of the Special Committee to Coordinate Lower Division  
Education on the Twin Cities Campus

FROM: Sandra Flake, Associate Professor, General College

*Sandra Flake*

SUBJECT: Minority Response to the Final Report of the Special Committee  
Coordinating Lower Division Education

While I believe that the Final Report supported by the majority of the Special Committee Coordinating Lower Division Education is definitely an improvement over the Interim Report, I find that I cannot support fully the conclusions and recommendations of the majority viewpoint. The Report does not deal effectively with several major issues, and this memorandum will summarize my remaining major concerns with the Report.

#### ISSUES THAT ARE INSUFFICIENTLY ADDRESSED IN THE FINAL REPORT

##### 1. The structure of improved coordination of the lower division

The Report reassigns several functions to a "senior officer in Academic Affairs." A more specific recommendation would be more helpful in facilitating the coordinating functions assigned to such an officer, and the Report would be strengthened by a clearcut structural reorganization proposal to merge the current functions of the Assistant Vice President for Undergraduate Education and those outlined in the Final Report under the Assistant Vice President for Undergraduate Education or an Associate Vice President for Undergraduate Education. Such a clearcut recommendation would give much more focus to establishing the kinds of linkages endorsed in the Final Report. Additionally, such a structure should include, under the Vice President for Undergraduate Education, the General College, the Undergraduate Research Center, and perhaps, University Counseling Services. Also, given the nature of the Undergraduate Center the Final Report endorses, some consideration should be given to the merger of the Undergraduate Research Center with this concept. Research should be tied to implementation as much as possible, and separating the two functions appears to serve no real purpose.

##### 2. Improvement in lower division curriculum

At the least, the University should be open to experimentation with curricular tracks or packages, as suggested by the Commitment to Focus Coordinating Committee, and General College could well serve as the site for such tracks. General College is already beginning experimentation in this area, and while the Final Report need not endorse adoption of the tracks concept, it should encourage experimentation and evaluation of such a concept before rejecting it outright. The rejection of such experimentation ignores recent national reports in Higher Education which call for a coherent curriculum at the lower division. Furthermore, curricular tracks or packages do not result in curricular uniformity, since they are developed in response to a variety of student needs.

Rather, they move in the direction of providing students with a coherent curriculum which is meaningful to their preparation for upper division study.

The Final Report, in Recommendation 1 (c), endorses an adequate program of preparatory coursework for students who are deficient in meeting new preparation requirements, but fails to charge a specific body or group with overseeing the development of such work and effective implementation of such coursework in a student's curricular planning.

### 3. The feasibility of establishing an administratively distinct lower division

The Final Report rejects the concept of a lower division unit or college without offering a clear rationale, simply stating that such a concept is better dealt with by the recommendations made in the Final Report and that a coordinated lower division college would lead to problems with two classes of faculty. No provision is made for further study should implementation of the recommendations not result in improved lower division education, nor is there recognition of the fact that two classes of faculty might well be avoided if the faculty of a lower division college were properly empowered to deal with the University-wide lower division needs.

### 4. Responsibility for implementation, monitoring, and evaluating the proposed recommendations

The Final Report makes no recommendation for a schedule of implementation, for overall responsibility for implementation, for progress reporting, and for evaluating the effect of the implemented recommendations on lower division education. Without such a plan, the University is unlikely to know whether or not changes are being implemented and whether or not they are working effectively.

### 5. Implications for the role of the General College

The recommendations made in the Final Report do not facilitate the General College's integration into the total University Community. To coordinate the activities within the General College more closely with the Colleges to which its students aspire, the General College, like the Undergraduate Center, the Office of Minority and Special Student Affairs, and other academic support services, should be placed under the responsibility of the Senior Officer in Academic Affairs, ideally the Assistant (or an Associate) Vice President for Undergraduate Education. Furthermore, the Report fails to recommend a significant role for General College in developing and experimenting with curriculum and teaching methods which could be of value to students throughout the University. Recommending experimentation with curricular tracks and a centralized location, within the General College, of all University pre-college developmental coursework and services would enhance the role of the College, but would also eliminate some duplication and focus attention on the expertise General College can bring to such activities.

CC: Kenneth Keller, President  
Rama Murthy, Vice President for Academic Affairs  
Richard Heydinger, Chair, Commitment to Focus Coordinating Committee  
Deon Stuthman, Chair, Faculty Consultative Committee



*Coffman*

Board of Governors

---

3 June 1986

To: Members of the Minnesota Union Coordinating Board

Fr: Scott R. Chesney, Chairman

Re: Union Board of Governors Report to the MUCB

The Minnesota Union has reached a point of great opportunity for the union and the volunteers that serve in its role. The union is poised for the future, both in planning for governance and planning for another year's intended outcomes. Coffman Memorial Union and the UBOG believe that the union can achieve success in these efforts. However, there is one stumbling block, the lack of integrity within the Minnesota Union.

We have spent the past year drawing lines for battle and using those lines to play one constituent union off against another. Clearly, there is a better way to resolve our differences. If you recall, the board chairs were in conceptual agreement with the vision proposed for student activities when we left the winter leadership retreat. Yet we were not able to build upon that to resolve the specific differences that remain. We spent our time making one "end run" after another based on the belief that the MUCB would not provide a legitimate forum for the resolution of the issues, rather we chose others to fight our battles for us.

Those mercenaries have now taken control of the battle. I do not believe that there is anyone better to discuss any level of planning for the Minnesota Union than the members of the four boards. Neither Mary Davy, Frank Wilderson, Richard Sauer, the deans of St. Paul colleges, Ken Keller, nor the regents has the knowledge required to resolve this issue. It must be up to us, the boards of the Minnesota Union, to come to the table with no hidden agenda, with no assumptions, and with honest and ethical effort to reach a conclusion that is satisfactory to our constituencies.

It is to this end that I am trying to move Coffman Memorial Union and the UBOG. I do so with every intent that the Minnesota Union will be the forum for our overall union planning. With this in mind, I update you as to the actions of the Union Board of Governors to date.

The UBOG is discussing, and has scheduled for action, plans for intended outcomes for those projects currently within the jurisdiction of the UBOG, including those proposed for transfer to the Center for the University Co-curriculum.

The UBOG is also deliberating an amendment to the Coffman Memorial Union constitution which would focus the role of the board and council more accurately within the context of university community participation and regents' policies. The proposed amendment will also strengthen the role of union and university alumni in planning for the leadership, citizenship, and life skills areas of the union mission.

The UBOG is scheduled to act on these proposals at its meeting of 16 June 1986; and will then request funding from the University of Minnesota for those projects approved.

The UBOG has previously acted to support the formation of the Center for the University Co-curriculum, the transfer of union projects to the center, and the transfer of administrative authority to the director of the Minnesota Union from the director of Coffman Memorial Union. Supporting documentation is attached.

Finally, the UBOG will begin a recruitment and development process that we hope will conclude with a student activities orientation being planned by the council of board chairs over the summer. This effort has been dormant due to the lack of clarity for the future, thus, as our role for the coming year has become evident we are planning to provide a rewarding experience for new members of the union board.

The common theme to this planning, is progress, the intent of the Union Board of Governors to move ahead in its efforts to serve the University of Minnesota through the Minnesota Union.

The Minnesota Union is moving toward a positive future where the union will serve the university not as a service center or just another campus auxiliary enterprise, but as an integral part of the educational mission of the university. The UBOG shall do everything in its power to move Coffman Memorial Union and the Minnesota Union in a positive direction.

Thanks for your time,

A handwritten signature in black ink, appearing to be "J. Hanson", written in a cursive style.

pc: Governors of Coffman Memorial Union  
Dr. Frank B. Wilderson, Jr.



UNIVERSITY OF MINNESOTA

Office of the President  
202 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

May 30, 1986

TO: The Honorable Wendell R. Anderson  
The Honorable Charles H. Casey  
The Honorable Willis K. Drake  
The Honorable Erwin L. Goldfine  
The Honorable Wally Hilke  
The Honorable David M. Lebedoff  
The Honorable Verne E. Long  
The Honorable Charles F. McGuiggan  
The Honorable Wenda W. Moore  
The Honorable David K. Roe  
The Honorable Stanley D. Sahlstrom  
The Honorable Mary T. Schertler

Dear Ladies and Gentlemen:

The issue of the reorganization of the Twin Cities Campus Unions has been under discussion within the University for some time. Although there are several aspects to the reorganization plan, the basic intention of those in the administration who developed the plan was to increase the quality of programming by sharing among the three unions a larger and more knowledgeable programming staff. The reasoning, which seems to me sound, is that the larger volume of programming would allow individuals to be assigned to one area — say film or lecture series or musical events — and would also prove economical because visiting individuals or groups might appear at more than one union.

The tradeoff, of course, in pooled resources is some diminution in the independence of each of the three unions involved. One can make adjustments in the governance structure to minimize that effect, but probably not eliminate it entirely. It is my understanding that the people involved in the St. Paul Union find that tradeoff unacceptable and that dialogue between the Office of Student Affairs and those groups has not resolved the matter. On the other hand, both the West Bank Union Board and the Coffman Memorial Union Board have endorsed the proposed administrative changes.

Under the circumstances, it appears to me reasonable to move ahead with those changes endorsed by the Coffman Union and West Bank Union Boards as least to the extent that they do not impact upon the St. Paul Union. I have asked Vice President Wilderson to insure that no changes are made in the operations of the St. Paul Union which their Board has not endorsed in writing and that any changes already made be reversed until such time as a further resolution is achieved. I have also asked that the budget for the St. Paul Union not be reduced unless agreement has been reached to do so.

Board of Regents  
May 30, 1986  
Page Two •

With respect to this last point, I am informed that consideration is being given to a one quarter experiment (Fall Quarter, 1986) in which some joint programming would take place that involves the St. Paul Union. Under this plan, one FTE program staff person would be moved from St. Paul to the central group and the St. Paul Student Center would have access to and make use of certain central programming during that time. I have agreed to let this go forward if the St. Paul Union Board of Governors agrees to the experiment. Since it represents a fixed period of time in which we could learn how effective or ineffective the proposed changes are, which clearly is one of the questions at issue in this whole discussion, it would seem to me that if the St. Paul Union Board is interested in an open consideration of the questions that have been raised, this is a reasonable approach to the matter. However, we will await their reaction.

There had been discussion of adding this matter to the meeting agenda in June. Since the issue is resolved for the moment, or at least no controversial action will be taken, we have not placed it on the agenda. However, if any of you have questions that remain unanswered, please let me or Vice President Wilderson know.

Sincerely yours,



Kenneth H. Keller

KHK:pln

Enc.

cc: Ms. Barbara Muesing  
University Vice Presidents  
Student Representatives to the Board of Regents



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Student Body President  
240 Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2414

June 11, 1986

President Keller  
Office of the President  
202 Morrill Hall  
East Bank Campus

Dear President Keller:

On June 10, the M.S.A. Executive Committee met for its final meeting of the 1985-86 school year. The major item on our agenda was put forth by Mary Davy and dealt with the St. Paul Student Center's objections to the changes being implemented within the Office of Student Activities.

I just read your memo of May 30 to the Regents, in which you outlined your proposal to move ahead with those changes endorsed by the Coffman Union and West Bank Union Boards to the extent that do not have an impact upon the St. Paul Union.

The St. Paul Union has strong reservations to your approval of the "one quarter experiment" in which certain element of the plan, including more centralized programming, would occur in the fall of 1986. The St. Paul Union Board has not formally reacted to your proposal, and seriously doubt that it will. St. Paul, we were told feels that it is in a catch-22 situation. Board members feel that if they agree to the experiment, there will be no turning back. In short, the board is as suspicious of the proposed changes and the process behind those changes as much as it was six months ago.

On the other side, I suspect that the Office of Student Activities feels that it has gone a long way in seeking Union Board approval for the plan. Again, I am speculating, but my guess is that O.S.A. feels that you have suspended its authority to implement the reorganization of the Unions by allowing the St. Paul Board to reconsider the changes.

I sense that your letter is somewhat of a middle ground stance between these two positions, but neither side completely agrees. In my personal opinion, it is a sensible compromise that both parties can live with. On the one hand, I take you for your word that the University community can closely examine the impact and success of the proposed changes and reverse them; on the other hand, O.S.A. is able to implement some of the fundamental changes in the Union reorganization.

The Executive Committee adopted a resolution that is more sympathetic to the St. Paul Union Board. In short, we passed a resolution urging a complete halt to the process, and that changes to be made on July 1 be delayed until there is further consultation within the University Community. An amendment to the motion was adopted that mandated the Regents Liason Committee to discuss the changes with the Coffman Union and West Bank Union Boards.

While I am not surprised nor completely disgusted with the outcome of the debate, I was disheartened by the manner in which it was conducted, for several reasons:

1) Ms. Davy stated that your office and the Board were waiting for a signal to halt the process from the Minneapolis Campus. I naturally assumed that if you were waiting for such a reaction that you would have discussed it with me, and therefore concluded that no such situation existed.

2) While I do not entirely agree with the positions that the West Bank Union and Coffman union Boards adopted, I do not believe that it is the role of M.S.A. to say that "the actions that the Boards made were wrong, and it is our responsibility to change their minds." I believe that the structure of governance at the University clearly dictates that the Union Boards have the right to decide their fate, even if many believe that they made the wrong decision.

3) It was suggested that M.S.A. has not been consulted with by O.S.A. to the extent that it should have been throughout the process. As you know, I shared this concern last summer and fall, and Carl Nelson and Vice-President Wilderson made a significant effort to rectify the problem. While I cannot approve of the process that has evolved throughout the year, I can state that M.S.A. has been given ample opportunity to involve itself in the discussions.

There were other matters of the debate that troubled me, but they are not your problem. In general, I am sympathetic to the proposal that was adopted. Afterall, the enormous volume of paperwork that has been generated over this issue has confused a great many of us. The communication has been troubled from the start, and there are a great many questions unanswered. I believe your letter was a sensible compromise to the problem, but I must say that I wish that I has been a part of the process that resulted in it being written. If I had received a copy of your letter two weeks ago, I possibly could have intitiated a more cogent and sensible response to the debate. As I said, communications haven't been a strong point of the entire process, and I feel that this must improve markedly if we are to avoid complete chaos.

I hope this letter is helpful to you. I have no doubt that although this matter will not formally be on the June Regent's agenda, it will be discussed in some manner. I thought you would find this information useful before it ensued.

Sincerely,

*Andy*

Andrew Seitel

c.c.: Vice-President Wilderson  
Carl Nelson  
Rick Heydinger  
Barb Muesing  
Mary Jane Plunkett

AS:kmd

REVIEW OF PLANNED STUDENT ACTIVITIES REORGANIZATION:  
IMPACT ON THE MINNESOTA UNION

Submitted by  
Arthur M. Isaacson  
Chair, Minnesota Union Coordinating Board  
Senior, School of Management; Accounting Program

draft?

distributed at "State of the Union"



- I. The Minnesota Union
- II. The Required Student Review Process
- III. The Reorganization
- IV. Effects of Reorganization: Central Issues
- V. Recommendations
- VI. Budgeting
- VII. Students in the Budgeting Process
- VIII. Program Goals Statements
- IX. Concerns
- X. Review of Other Comments on Reorganization
- XI. Personal Aside
- XII. Benefits of Action/Inaction

### The Minnesota Union:

" The mission of the Minnesota Union (MU) is to provide students, faculty, staff, alumni, and guests with a sense of community within the University of Minnesota through a variety of programs, facilities, and services; to become an integral part of the University by providing services, conveniences and amenities important to University constituents; and to provide for those informal associations which will foster knowing, understanding and caring." (1)

To support the conceptual idea of MU and provide physical space for these services, Coffman Memorial Union, St. Paul Student Center, and West Bank Union were constructed. Each constituent union has its own unique character. Through their various boards, committees and staff, they provide cultural, social and recreational programming for the college family.

### The Required Student Review Process:

Each area within the MN Union that receives service fees is required by The Constitution of the Minnesota Union Coordinating Board and its constituents to have its budgets and programs reviewed by students.

Within the MU, the student review board is embodied by each constituent union's Board of Governors and an autonomous, "executive" forum, the MUCB. At the July, 1973 Board of Regents Meeting, Regent Gainey moved and had approved the following: "Recently, questions have been raised about the delegation of responsibilities by the Regents for the programs, facilities, and staff of the MU... within the program of the MU, the President of the University and Vice President of Student Affairs will provide the maximum possible development of union programs by the MUCB and the three campus union boards, known as CMUBOG, SPSCBOG, and WBUBOG."

The students actively interact with the staff in the development of goals for the programs and corresponding allocations of funds to each program. If not satisfied with the goals of each program or the level of funding a program is receiving, the students can request that the staff revamp that area.

### Reorganization:

In the summer of 1985 several task forces convened by the Director of Student Activities, Carl Nelson, developed a plan to reorganize MU within Student Activities. Included in this plan was a new department, the Center for University Co-Curriculum (CUCC). The co-curriculum takes from MU programming the Areas of Arts, Issues and Ideas, and International Multiculturalism. CUCC also takes from the Student Organizational Development Center Leadership and Volunteer Development programs. CUCC is run by a paid programming staff. CUCC estimated annual costs are \$750,000, three fourths of which come from Student Service Fees.

## Effects of Reorganization: Central Issues

From these reorganizational plans flowed several new concepts including CUCC. Included were the internal staff reorganizations under one Minnesota Union Director and the revamping of the student review process, Student Governance. I wish only to address the development of CUCC and its corresponding budget in this discussion (i.e. this review assumes that CUCC is the only change; all other reorganization is ceteris paribus). This is not an endorsement of the one union director position or the new student governance system.

## Recommendations to Administration and Students by MUCB Chair Through MU Consultations:

1. Keep CUCC programming and budgetary review under union board control
2. Keep CUCC under MU auspices
3. Include CUCC in union bylaws
4. Get CUCC representation on union boards
5. Further Review 1986/87 Budget
6. Set up short, intermediate budgets for MU
7. Move CUCC central location to SPSC, since it's only admin. housing
8. Mandate April 1 as the submission date of the budget to students
9. Review effects of proposed program (CUCC) in programming both by individual union and MU wide
10. Develop a CUCC board of Governors with 1 member (voting) from (each) CMU, SPSC, WBU, 2 members (voting) from MUCB, Director of Student Activities (no vote), Director of CUCC (no vote), and one staff Secretary (no vote).
11. Identify programs that fall under MU accountability and under CUCC accountability.
12. Eliminate the fear of the \$100.00 Student Service Fee from Student Fees Task Force mind. There isn't anything significant (magical) about such a figure.

## Budgeting:

In order to develop CUCC, part of MU's budget was redistributed to CUCC. MU's 1986/87 budget, which includes the co-curriculum, is approximately \$250,000 greater than the 1985/86 budget in net support from college work study and Student Service Fees.

Does co-curriculum cause this great increase? Not directly. Most of the increase is a salary increase (2-6% across the board) and an increase in utilities.

Does this reorganization put the 1987/88 budget in a precarious position? Quite possibly.

In the fee support budgeted for the 1986/87 MU budget, administration is depending on several one time revenue sources; the budget also assumes fee income in excess of allocations by 90,000 in each fiscal year (1986/87 and 1987/88), and an underspending of fee income by 60,000 in 1985/86. (2)

From my accounting standpoint, I view the 90,000 expected in fee income as a variance. Variances, like their name, are variable and are, to a great degree, uncontrollable. To develop a department's budget based on variance(s) is ludicrous. As for the 60,000 in underspending, this favorable variance stems from one central area, an underspending of 186,000 in MU area "Housekeeping". This denotes to me several explanations: a gross underspending in MU's Housekeeping area caused by unfulfilled programs or 2) "Fat" built into the previous year's budget. In either case, this is not a strong basis on which to build a budget.

Director Nelson believes that any overspending in 1986/87 can be made up by legislative 0100 funds in 1987/88. He "expects" nearly \$250,000 in 0100 funding for MU utilities. At the present time, with university-wide budget crunches, I highly doubt this ~~real~~ <sup>true</sup> feasibility. In conference with the Union Directors, they also doubt highly that this allocation will be fully recognized. Administration plans are to supplement the budget by increasing employment in college work study areas. This is quite a good plan, for after CWS reimbursement from the Federal government a dollar's worth of work is done for a quarter. However, with decreasing levels of financial aid and stricter CWS requirements for students, this is not a strong area. Many of the areas for which the Unions offer CWS (maintenance, janitorial, etc....) are menial jobs compared to what students can get in other CWS jobs outside the union or outside the university system.

I am apprehensive of the strength of the student voice when retrenchments come and obliterate MU planned variances. The rhetorical questions raised here are in light of afore mentioned facts: does CUCC "help" the budget; and does the budgeting process need, in addition to student review, a further administrative review.

#### Students in the Budgeting Process:

Summer task force

Questions have been raised about the place of students in the budgeting process. Many members of the staff have advocated that student voices should be limited to setting the goals that the MU should strive for: a process students presently effectively handle. The fact that a one-week student review process of the budget found such important questions (as detailed in the "budgeting" section) shows how valuable those reviews are.

by whose judgement

#### Program Goal Statements:

Before allocation of monetary amounts to areas within the Department of the Minnesota Union, overall goals, statements and intended outcomes must be set in place.

In the Student Review Process, administration supplies the students with such statements. (2) There is a broad project goal statement for each area supported by a listing of intended outcomes in each respective area. In our review process we have found that specific information about the programs (i.e. level of service) is lacking. The students have requested such information from administration, but have not yet received it.

#### Concerns:

Summarizing the previous discussion, we find that students approve of the goals of the programs, but disagree with the funding and implementation (i.e. student approval of CUCC)

Our concern stems from the development of CUCC. In this year's budgeting process, MU has the responsibility of setting goals and allocating funds for CUCC. CUCC embodies MU's activities area, and therefore has been centralized in Coffman Memorial Union. Our concerns are the following:

#### Programming:

1) MU now sets the goals for projects in this area. We are now concerned that CUCC may develop into another student activities department, eliminating the student review.

inconsistent with past action

2) CUCC programs have developed four new director's positions. CUCC's purpose is to educate in an extra-curricular manner. We feel that these directors will cause the interactive system to become lecture-type programs.

3) Each union is unique in terms of the programming it offers. To centralize the programming, staff in CMU may limit the constructive feedback currently received by constituent union programming staff.

4) Students are currently involved in programming, so as to develop programs while developing themselves. It is a concern that this "administrationization" of programming may eliminate in depth student involvement.

5) Potentially needed areas are being eliminated (i.e. graphics) without a thorough review of user alternatives.

not relevant to acc

#### Budgeting:

1) Currently the MU reviews and adjusts allocations to areas in MU and CUCC, and remains the best area to make decisions re: programming and budgeting allocations. If CUCC becomes another department, valuable MU input will be lost.

2) The division of the MU budget by union site will tend to make each union specifically concerned with its own individual allocation. This is exemplified by Governor Whitwam's comments that WBU seems to be doing better with CUCC in place. (5)

3) There is a lack of an intermediate financial plan further than one year in the future, which causes the staff to plan for "today" only.

4) The lack of resources for funding outside of student fees.

5) The manner and timing of the budget presentation for student review.

6) A 63% increase in MU activities staff salary is to be paid, and the origin of this increase has not been clearly designated. All other areas previously noted.

Bottom Line: I feel that Carl Nelson has been open about the budgetary process, although he and his staff were very delinquent in getting the budget to the students for review (May 21, 1986 compared to early April, 1985 for 1985/86 budgeting).

#### Review of other comments on reorganization:

"The co-curriculum concept is one that deserves further examination. However, the process of achieving its goals has seriously endangered any good that can come of it." (4)

From this these authors go on to state 13 March 1986, Vice President Wilderson Memo to Mr. Nelson:

"All union boards are expected to continue to function within the provisions of current constituents until changes are ratified by the Boards and approved by the Board of Regents."

Davy/Peterson further allege that the budgeting process for 1986/87 is being handled as if reorganization and governance changes are in place. They allege that MU is left without the resources to continue their programs.

On this point I must differ. For the most part the development of CUCC is an internal restructuring, not interfacing with the one union director position or proposed governance changes.

If, however, the concept of CUCC should violate MU program student involvement or programming goals, then students must be consulted. At this point it may be doing such.

CUCC is currently reviewed by each constituent union board in the context of program and fund allocation. As long as CUCC is reviewed in such a manner, students have a voice.

is this support to deb

acc exam

surprise!

where text?

not a credible source

Personal Aside:

I find that CUCC could potentially be a great improvement in programming. Centralization of activities information could be valuable. I am concerned, however, that such a centralization could limit the scope of programs offered. I am also concerned, especially in times of retrenchment, that student programming needs will be overruled by administrative prioritizing or decisions made on programming that administration "thinks" is most valuable.

Support #1  
Partnership

I believe that Carl Nelson is coming to the table with an open mind and clean hands. I believe, however, that his debate-like style of communication may have hindered his ability to fully inform the students.

I believe that the Strategic Planning Committee's findings should be made available and distributed to each union board.

Benefits of Action/Inaction:

I believe inaction on the recommendations may lead to a department (CUCC) without student checks and balances. A thorough review is necessary if a unified Minnesota Union is desired. Review will find areas that are weak/strong in terms of student/administrative input. At this point, inaction will lead to further deterioration of student/staff interaction.

I believe that a unified path can be developed through the recommendations. A program for activity coordination will be developed that is both cost effective and program efficient. Review will assure students of their voice and thusly cause them to be involved to a greater degree.

In closing, I leave you with a very relevant analogy by SPSC Director Charles Rausch:

"...At a high school I heard about they had quite an interesting experience as they formed prom planning committees. Traditionally, each year the students formed a board to coordinate their activities, and each year several teachers volunteered to advise those students. As time went on, the teachers became more and more interested in planning the prom. More interested in planning, in fact, than in teaching. They lobbied the administration and demanded that several full-time prom advisor positions be created. They got their way, and now the prom had a board of students underneath several teacher/managers. At this point, the teachers started buying decorations and later even took over hiring the band. They came to the conclusion that the wiggling the students called 'dancing' wouldn't do at all, pulled together and came up with the decision that all dancing would be of the ballroom type. At prom time, only three couples showed up. Overheard in the teacher's lounge: "It sure is a shame that students today are so damn apathetic!"

Respectfully,

Partnership!

Arthur M. Isaacson

AMI/lam

## BIBLIOGRAPHY

- 1) Minnesota Union Coordinating Board Constitution
- 2) 1986/87 Plans and Budgets, Carl Nelson, May 21, 1986
- 3) MUCB Services and Facilities Committee Meeting Minutes, May 28, 1986
- 4) The Minnesota Union: Student Activities: A Community Perspective, Mary K. Davy and Randall S. Peterson, May 1986.
- 5) WBU Meeting Minutes, May 28, 1986

11 June 1986

To: Richard Melton, WBU Asst. Director  
Randy Peterson, SPSCBOG Chair

From: Art Isaacson, MUCB Chair

Re: SPSCBOG May 29, 1986 Minutes

On June 6 I received the May 20 SPSCBOG Minutes. In reviewing them, I noticed several of my comments should be clarified. I wish to address them in this memo.

On page 4, paragraph 8. I was quoted as saying that WBU had the same level of frustration with reorganization as SPSC. It should have been stated that I feel WBU has the same frustration with new reorganization, and the budgeting connected with it, are being processed. WBU does not necessarily have the same level of frustration with the issue of reorganization as SPSC does.

In the same paragraph, I was quoted as saying the action WBU took was a "last ditch effort" before the summer. This is incorrect. What I said was that I hope the constituent unions don't act carelessly just because the summer is upon us. At this point I feel that all boards are willing, able, and are carrying the issue forward with great enthusiasm.

I look forward to working with each board this summer on issues such as Budgeting and Health and Wellness.

Finally we come to the most important statement that I feel is accurate, for the most part, but that needs clarification. Page 4, paragraph 1, if read by persons who were not at SPSC May 29 meeting, would seem to imply that WBU "rubber stamped" the budget. I know this is not true.

Richard Melton, in his June 6 memo to Randy notes on page 1, paragraph 4, that "Reasonable people may differ on the question of what constitutes sufficient information... it could not be credibly argued that the time lines and process for this year's planning and budgeting were the best..."

I agree with Richard that reasonable people can differ on what is enough information as long as questions raised by all parties are fully answered. An excess of information does sometimes cloud the issues. I agree also that we did not have enough time to process the budget. This is reflected by the fact that 2 of 3



constituent unions and 1 of 2 MUCB committees are still reviewing and amending the budget.

Each constituent union is charge with reviewing the goals and intended outcomes within each of their respective areas. They also review the funds allocated for each area. Before WBU passed the budget I had no doubt that they effectively and efficiently reviewed and amended goals in all areas except graphics, socialization and hospitality. Since that date and before the budget was finally approved by WBU, graphics and socialization received a great deal more attention and review.

I do question their review of funding. I question how they could pass the funds area when each day a new "updated" version of funds available in each area was revealed. Although not the written responsibility of each board, it's implied that some committee within each board must review where the funding will come from for the budget. Perhaps this is the executive committee's role. In any case, I do not know of any minutes that reflect such funding sources were examined.

In order to build a stable budget. you must have funding to support expenditures. With the one time income sources I alluded to in my position paper, ones that are uncertain and unsubstantiated (if they are to even exist in the future), I question how we can approve the budget. Recently David Smith, SA Accountant, has noted that the \$90,000 in fees income in excess of allocation expended for fiscal year 1986/87 will only come in at \$59,300.00. (Memo to Carl Nelson June 6).

If we are to approve the budget we must have solid allocations. When the MU Board of Governors approves the final budget, let me assure you much work has gone into it. When MU approves the budget we are not only approving the goals, but also the respective funds associated with them. If the budget is weak, therefore, it is as much the students fault as the staffs. Be assured that we will only pass a strong, documented, balanced budget that will benefit the University community.

In all sincerity I feel that students must look at the "numbers" as well as the goals. WBU did an excellent job of reviewing the goals and processing them efficiently and effectively.

We are taking a great amount of time to review this budget for the sake of MU and the University. I thank each and every student and staff member for their time and constructive input.

cc: CMUBOG  
WBUBOG  
SPSCBOG  
MU Directors  
Carl Nelson  
Tom Fiutak



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Minnesota Union  
340 Coffman Memorial Union  
300 Washington Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 376-1685

May 29, 1986

TO: Services and Facilities Committee

FR: Carl Nelson

RE: 1986-87 Plans and Budgets

The following are attached:

1. Project Information Sheets
2. 1985-86 Budget Information
3. 1986-87 Budget Proposals

Projects in which intentions are somewhat changed from 1985-86 are:

- Volunteer Development
- Crafts
- Curriculum Support (Added)
- Leadership Development (Added)
- International (Added)
- Rec Skills and Knowledge
- Games
- Graphics

There are two budget matters not related to outcomes.

1. College Work Study Reimbursement for 1986-87 is projected at an amount 48% lower than 1985-86. The projection is based upon actual experience.
2. Fee support in 1986-87 is budgeted to include non-recurring fee income and income in the 1985-86 budget but not spent. Fee income in excess of allocations by \$90,000 in each fiscal year (1985-86 and 1986-87) and an underspending of fee income by \$68,000 in 1985-86 are expected.

I recommend allowing this expanded support in 1986-87 in anticipation that utilities will be supported from 0100 in 1987-88.

Also, Directors have developed incentive ideas to build back a higher level of College Work Study employment.

Some further operations expense savings can also be provided after this year of structural transition.

CEN:ksk

Attachment

MAJOR CHANGES TO SERVICE & FACILITIES PROJECT OUTCOMES

1986 - 87

Rec Skills and Knowledge

Expand skill development of undergraduate and minority students as well as continuing current program.

Games

Give clear focus to the social nature of activities through organized group use.

Graphics

Service to public discontinued. A study to determine organizational needs to be completed by October 1.

5-21-86

## RECREATION SKILLS AND KNOWLEDGE 1986 - 87

Project Goal

Contribute to the development of an active, healthy leisure life-style of students, using the outdoors as a medium.

Intended Outcomes

1. Facilitate the development of student's outdoor craftsmanship skills through a comprehensive mini course and trip program.
2. Utilize the COA/Resource Center to assist in trip planning and distribute related outdoor information.
3. Nurture a sense of responsibility toward our natural world and our need to preserve it.
4. Provide guidance with respect to gear selection.
5. Provide an armchair program component which features outstanding adventurers and series suited to the season.
6. Define the best public relations campaign required to give the program a campus-wide perspective and appeal.
7. Expand participation to include undergraduate and minority students.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
10,190	0	19,060	28,771	0	0	29,250	28,771	-2%

## GAMES 1986 - 87

Project Goal

Provide students, staff and faculty with opportunities for socializing, recreation and relaxation.

Intended Outcomes

1. Provide for socializing and recreation through open use of games activities to include bowling, billiards, table tennis and amusement games.
2. Provide social and recreational activities through leagues, social gatherings of University organizations and tournaments.

5-21-86

CMU		SPSC		WRU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
(52,496)	(64,585)	(20,967)	(24,777)	0	0	(73,463)	(89,362)	22%

## SOCIAL/HOSPITALITY 1986 - 87

Project Goal

Foster a sense of community; to provide for those associations which will foster knowing, understanding and caring.

Intended Outcomes

While socialization and hospitality are responsibilities shared by all projects, special efforts will be made to encourage socializing on campus and to promote a hospitable environment. Special events of a social nature (e.g., receptions) at opportune times (e.g., Welcome Week, holidays) will be presented by the Unions or co-sponsored with other organizations with the intent of establishing and strengthening social ties within the community.

Hospitality goals will be achieved by programs which welcome our patrons to a pleasant and warm environment.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		% DIFF
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	
8,462	8,462	15,519	15,900	0	495	23,981	24,857	4%



## COLLEGE BOWL 1986 - 87

Project Goal

Achieve the goal of providing opportunities to participate in recreational activities: College Bowl plans to hold on-campus tournaments and informal practices and other quiz competitions open to the University community.

Intended Outcomes

Participating in these activities provides opportunities for informal socialization, use of knowledge from a range of disciplines in a non-classroom setting, and "relief" from the discipline of classroom work. Increased focus on recruitment and participation of students in campus activities will be a primary focus. Selection of a varsity team and participation of that team in a regional tournament will be continued. Funding for participation of the varsity team in regional, national, and invitational tournaments must be obtained from gifts, grants, and endowment interest.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
0	0	0	0	2,280	1,314	2,280	1,314	-42%

## RESERVATIONS 1986 - 87

Project Goal

Provide University organizations and departments, as well as external groups, with the physical space and related operational support that facilitate events and activities of the University community in Union facilities.

Intended Outcomes

1. Provide day-to-day operational requirements that are essential to support the programs and activities of Union users.
2. Provide up to date, comprehensive informational systems for space availability and services, with comparable eligibility requirements and rental rates.
3. Assurance of standard delivery to each user.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
7,954	5,770	12,577	9,695	6,440	3,138	26,971	18,603	-31%

COMM/MEDIA 1986 - 87

Project Goal

Provide University organizations, departments, and non-University groups with related operations support to carry out events and activities of value to the University community.

Intended Outcomes

Meet the needs of the majority of the University community, and provide campus-wide access to MU Communications/Media Resources.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
17,744	8,320	13,005	12,977	0	0	30,749	21,297	-31%

## INFORMATION/CONCESSIONS 1986 - 87

Project Goal

Offer a well-considered plan of services and amenities that uniquely contribute to the quality of campus life.

Intended Outcomes

1. Up-to-date, comprehensive information available at each center.
2. Information-giving and other appropriate services delivered in a hospitable, concerned manner with few, if any, deviations in service eligibility requirements.
3. Adequate supplies of merchandise available so as to allow for provision of service upon request.

5-21-86

## Concess/Post Office

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
38,904	64,645	32,449	26,164	(897)	5,080	70,456	95,889	36%

## OUTDOOR STORE SALES/RENTAL 1986 - 87

### Project Goal

Provide the necessary products and services for the University Community to enjoy the outdoors at a reasonable cost.

### Intended Outcomes

1. Provide quality, well maintained rental equipment at a reasonable cost.
2. Provide customers experimentation with other types of gear to enhance wise buying decisions.
3. Provide equipment for physical education classes, recreation mini-courses and other similar campus use.
4. Enable customers to purchase quality equipment at affordable prices.
5. Provide equipment necessary to insure a safe and enjoyable experience outdoors.
6. Consult and guide customers to match ability with appropriate gear; also advise customers on use and care of equipment.
7. Human Resource Development of student employees. This opportunity fosters and develops skills, and knowledge in sales and the outdoor experience.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
0	0	(10,254)	(12,203)	0	0	(10,254)	(12,203)	19%

GRAPHICS 1986 - 87

Service to public discontinued. A study to determine organizational needs to be completed by October 1.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
0	0	(2,638)	0	0	0	(2,638)	0	-100%

HOUSEKEEPING: 1986 - 87

Project Goal

The basic strategy is to keep the facilities, furniture and fixtures clean, safe, and attractive.

Intended Outcomes

1. Establish uniform work standards for Housekeeping in CMU, SPSC, and WBU.
2. Achieve high energy conservation levels in Unions.
3. Comparable rate structures in Unions.
4. Safe, comfortable and desirable facilities.
5. Deliver a high quality room setup service in Unions.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
693,918	676,798	238,043	231,070	29,686	41,112	961,647	948,980	-1%

MAINTENANCE: 1986 - 87

Project Goal

Maintain the integrity of the facility's structure, equipment, and furnishings to achieve cost effectiveness by preventive maintenance, cost reduction by energy conservation, and cost efficiency in delivery of service.

Intended Outcomes

1. Maintain University energy guidelines.
2. Preserve environmental systems from deterioration of integrity of design.
3. Minimize repair and replacement expenditures.
4. Provide safe, comfortable, desirable, and handicap-accessible facilities.

5-21-86

CMU		SPSC		WBU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
152,555	171,129	54,889	61,931	15,351	16,477	222,795	249,537	12%



## LEASES 1986 - 87

Project Goal

Regularly review campus life needs and provide those services/amenities to benefit Union operations, students, faculty, staff and guests.

Intended Outcomes

The administration of the leases should result in:

1. Providing high valued products and or service consistent with the mission of the Minnesota Union.
2. Maximizing the return on facilities investment consistent with organization goals.

5-21-86

CMU		SPSC		WRU		GRAND TOTAL		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	DIFF
(121,698)	(138,087)	(76,372)	(78,000)	(18,876)	(16,703)	(216,946)	(232,790)	7%

## VISUAL ARTS 1986 - 87

Project Goal

Organize exhibitions and educational programming designed to foster understanding and appreciation of visual art through the active participation of the viewer in description, analysis, interpretation, and evaluation.

Intended Outcomes

1. Primary emphasis will be on local and regional artists, including the work of University of Minnesota faculty and students. When funding is available, exhibits involving national or international artists will be considered. Exhibits will be designed to encourage the appreciation of art through proper exhibition design and through educational programming related to the exhibits.
2. Discussions involving artists, critics, and scholars will be presented on a regular basis in order to increase understanding of exhibits currently on view and to create dialogue about fundamental aesthetic questions. Printed materials, slide-tape presentations, films, and other educational media will be used to supplement exhibits and to enhance the experience of viewing art.
3. Exhibits of M.F.A. and B.A. candidates in Studio Arts will allow these student artists to receive feedback from their peers and the gallery-going public. Through workshops and individual instruction presented with the support of Studio Arts faculty, student artists will gain experience in presenting their work in a professional gallery setting.

5-21-86

PROJECT NAME	CMU		SPSC		WBU		CUCC DEPT	
	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87
Visual Arts	9,727	9,333	12,487	7,070	12,312	11,878		
Performing Arts	11,610	11,707	32,442	32,442	10,233	10,233		
Literary Arts	---	---	---	---	16,827	14,925		
Film Arts	---	---	---	3,000	33,233	30,553		
Crafts	19,184	26,700	---	---	---	---		
P & O	---	---	---	---	---	---		
TOTALS	40,521	47,740	44,929	42,512	72,605	67,589		

PROJECT NAME	STAFF		EARNINGS		0100 SUPPORT 1986-87	NET SUPPORT FROM CMS & FEES		Z DIFF
	1985-86	1986-87	1985-86	1986-87		1985-86	1986-87	
Visual Arts	81,172	100,809	7,936	2,000		107,762	127,090	182
Performing Arts	31,787	25,579	23,022	23,022		63,050	56,939	-102
Literary Arts	7,368	14,351	1,647	1,640		22,548	27,636	232
Film Arts	4,912	7,217	15,705	18,700		22,440	22,070	-27
Crafts	33,812	32,895	25,350	52,973		27,646	8,622	-762
P & O	---	21,412	---	---		0	21,412	N/A
TOTALS	159,051	202,263	73,660	98,335	0	243,446	261,769	82

## PERFORMING ARTS 1986 - 87

Project Goal

The performing arts goal will be met by presenting programs in music, dance, and theater designed to put forward a multicultural perspective on the arts, to provide students (primarily) and others (secondarily) with opportunities to experience the arts in formal and informal settings, and to provide educationally focussed events that foster a greater knowledge and understanding of the arts.

Intended Outcomes

Formal and informal programs, as well as workshops, lectures, and film or video presentations are intended to lay a foundation for lifelong appreciation of the performing arts. Emphasis will be on encouraging those who have rarely participated in the arts to take advantage of the rich cultural opportunities available on campus and in the Twin Cities community.

5-21-86

## LITERARY ARTS 1986 - 87

Project Goals

Present readings and discussions of contemporary poetry and prose, contemporary and traditional storytelling, and other events with a strong literary component (e.g., films, mixed media performances) to develop in the University community and the community at large an understanding of the broad range of literary expression.

Intended Outcomes

1. The experience of these readings and discussions and performances is intended to lead to an understanding and appreciation of literary expression (poetry, fiction, creative non-fiction, storytelling, playwriting, etc.); to broaden knowledge and discussion of the content and context of literature, including cultural diversity, social and political ideas, and diverse lifestyles and values; to foster knowledge of the literature and culture of other countries and ethnic groups by including international writers.
2. Literary expression will be encouraged by providing opportunities for students, faculty, and staff to read their own works and participate in discussions with visiting writers.
3. Dialogue among University community members and members of the community at large will be fostered by including national, local, and regional writers as presenters and by co-sponsoring events such as the Loft Mentor Series workshops and readings, discussions with Walker Art Center writers, and The Great Midwestern Bookshow.

5-21-86

FILM ART 1986 - 87

Project Goal

Present films organized into series around artistic and culturally significant themes, in order to foster among members of the University community an appreciation and understanding of film as an art form.

Intended Outcomes

1. Film art offerings will encourage understanding of the history of film by presenting film series organized by student volunteers in consultation with the staff advisor and by cosponsoring and presenting series planned jointly with academic departments in order to make available films that are not generally seen on campus or in the Twin Cities community.
2. Discussions following selected films will create opportunities for learning about the artistic and historical context of these films. Occasional lectures on film will be presented by visiting scholars and filmmakers.
3. In order to encourage understanding of the international context of film history, significant foreign films will be the focus of some series. To further understanding of cultural diversity, films representing the history and culture of American ethnic minority groups will be included.
4. Occasional receptions will provide hospitality and promote informal discussion among film goers: generally held in conjunction with lectures.
5. Occasional sneak previews of contemporary films will provide an opportunity for students and others to preview significant new works.

5-21-86

CRAFTS 1986 - 87

Project Goal

Provide active learning experiences in various crafts media designed to foster expression, appreciation, and understanding of craftsmanship and quality of design.

Intended Outcomes

1. Through mini-courses in crafts such as ceramics, photography, woodworking, and jewelry making, students and others will receive basic instruction in the techniques of these crafts. The facility maintains equipment and supplies for individuals wishing to pursue crafts activities as a leisure interest as well as for the serious craftsperson. Emphasis will be placed on maintaining and upgrading the quality of instruction and equipment so as to provide excellent facilities for crafts activities.
- + 2. Through instruction in frame making and the Exhibition Services Program, the Studio will support the efforts of the visual arts project in the education of student artists to present their work in a gallery setting. Sales of framing materials and facilities and advice on framing one's own art works will be offered to the University community at large.
3. Workshops, demonstrations, and occasional exhibits of traditional and contemporary crafts will be presented in order to foster understanding of craftsmanship and design among non-craftspeople.
4. Through workshops and facilities for graphic design, the Studio will support the active learning goals of projects throughout Student Activities, including student organizations, in which volunteers design and produce publicity materials; this support is intended to better prepare students to utilize the services of the Graphics Communication Center or of commercial printers and typesetters and to help improve the quality and effectiveness of printed promotional materials throughout Student Activities.
5. Volunteers will be involved in programming and promotion of The Studio's activities.

5-21-86

## CENTER FOR THE UNIVERSITY CO-CURRICULUM: INTERNATIONAL DIVISION 1986 - 87

Project Goals

1. Promote and facilitate travel abroad, whether it would be for study, work, or exploration. (The best way to learn about another culture and the USA role in this world is to get out in the world and experience it first hand.)
2. Facilitate interaction between American and international students. (For those who are unable to go abroad, excellent learning opportunities exist through interaction with the many foreign students and USA students who have lived or study abroad.)
3. Increase the global awareness of the University community by facilitating and coordinating a variety of informational programs, workshop, etc. which focus on various international issues and world affairs. (Through these programs and discussions, the University community will develop a better understanding of the rest of the world and be able to deal with it more effectively.)

Intended Outcomes

1. Increase the number of students who go abroad despite an expected drop in the University enrollment.
2. Increase the number of minority and non CIA students who go abroad.
3. Get freshman and sophomores thinking about and planning an overseas experience earlier in their academic careers.
4. Help to remove barriers which discourage students from studying abroad.
5. Increase the number and quality of interactions between American and foreign students.
6. Graduate students who are more globally aware and more sympathetic to other people and other culture.

5-21-86

CMU		SPSC		WBU		CUCC DEPT		STAFF		EARNINGS		0100 SUPPORT	NET SUPPORT FROM		Z
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1986-87	1985-86	1986-87	DIFF
---	1,000	---	1,300	---	200	---	---	---	13,790	---	0	2,710	---	13,580	N/A

## ISSUE, IDEAS AND VALUES 1986 - 87

Project Goal

Provide out-of-classroom opportunities for the integration of knowledge, the development of intellectual skills, the analysis and debate of urgent contemporary issues, and the exploration of moral problems and values.

Intended Outcomes

1. Students would be more effective and self-confident in communicating with faculty and each other.
2. Students would be more skilled in critical thinking and the use of imagination and creativity in solving intellectual and personal problems.
3. Students would be better able to understand the connections among the various liberal arts disciplines and apply the content and methods of those disciplines outside the classroom.
4. Students would be more concerned about formulating a "philosophy of life" and developing a set of life purposes and values. They would be more competent to do so in a rational and systematic way.
5. Students would be more effective in ethical decision making.
6. Students would gain greater knowledge and understanding of self, others, and society, particularly societies and peoples far from and different from their own.
7. Students would come to regard education in more than just vocational and utilitarian terms.
8. Students would understand and appreciate the obligations of citizenship and be better prepared to carry them out.

5-21-86

CMU		SPSC		WBU		CUCC DEPT		STAFF		EARNINGS		0100 SUPPORT	NET SUPPORT FROM		Z
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1986-87	1985-86	1986-87	DIFF
17,689	16,231	15,827	16,723	14,910	16,231			42,097	64,206	8,970	4,000	0	81,553	109,391	34%



MULTICULTURAL 1986 - 87

Project Goal

Work toward the elimination of racism in American society through the provision of a set of programs which celebrates and affirms cultural identities and gives opportunities for interaction with the larger culture.

Intended Outcomes

1. Increased awareness, understanding, and appreciation of diversity.
2. Increased commitment to values, moral reasoning, other centeredness, integration of knowledge, and critical thinking.
3. Opportunities to directly and indirectly experience other cultures.
4. Opportunities for acknowledgement, celebration, and affirmation of cultural difference.
5. A program planning staff which reflects multicultural diversity.
6. Increased levels of dialogue and interaction between the larger culture and ethnic and cultural minorities.

5-21-86

CMU		SPSC		WRU		CUCC DEPT		STAFF		EARNINGS		0100 SUPPORT	NET SUPPORT FROM		Z
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1986-87	1985-86	1986-87	DIFF
21,236	9,637	0	3,504	0	4,380			28,798	35,670	3,890	3,890	0	46,144	49,301	72

## STUDENT LEADERSHIP DEVELOPMENT 1986 - 87

## STUDENT LEADERSHIP DEVELOPMENT PROGRAM

Project Goal

Provide an opportunity for student leaders to develop their leadership abilities through a planned program of seminars, involvement in a student organization and a mentoring relationship with an adult community leader.

Intended Outcomes

1. Improve the leadership abilities of the participating students for the benefit of the individual, their student organizations, the University and the larger community.
2. Provide student organizations with educated, experienced student leaders.
3. Provide for improved leadership through the discussion of the necessary skills, commitment, responsibilities and ethical considerations required.

5-21-86

## EMERGE

Project Goal

Provide the opportunity for students who are interested in leadership education to learn about and develop their leadership abilities.

Intended Outcomes

1. Provide a means for an introduction to leadership education in a non-selective, sign-up process.
2. Provide an opportunity for participating students to become aware of the opportunities for involvement that exist in the Twin Cities campuses.
3. Provide a place and a program that allows students the chance to become acquainted with fellow students while improving their understanding of leadership.

5-21-86

## SIGGELKOW

Project Goal

Provide a leadership development opportunity for student leaders from any University of Minnesota campus in a three-day retreat setting.

Intended Outcomes

1. Provide an intensive, concentrated experience in leadership education, utilizing campus and community resources in the planning and delivery of the programs.
2. Promote increased interaction and communication between the students, faculty and administration.
3. Promote increased interaction and understanding between and within the respective campuses student organizations.
4. Provide a growth-producing as well as friendship-building experience for the retreat participants.

5-21-86

## HIGH SCHOOL LEADERSHIP INSTITUTE

Project Goal

Provide a leadership education experience for student leaders in Minnesota high schools, utilizing the expertise and facilities available at the University of Minnesota.

Intended Outcomes

1. Improve the leadership abilities of student leaders at the high school level.
2. Increase the pool of trained student leaders that are entering the community or colleges and universities.
3. Expose these student leaders to the resources and facilities available for leadership development at the University of Minnesota.

5-13-86

PRESIDENT'S LEADERSHIP AND SERVICE RECOGNITION AWARD

Project Goal

Provide an event and process for recognizing outstanding leadership and service by students to the University of Minnesota - Twin Cities campus.

Intended Outcomes

1. Recognize the significant role that student leaders of student organizations have in enriching the co-curricular experiences of other students.
2. Recognize the significant and essential role of contributors in the success of student organizations and co-curricular life.
3. Provide a means for which the selected students can receive the recognition of the president, regents and deans for their accomplishments.

5-21-86

	CMU		SPSC		WRU		CUCC DEPT	
	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87
Student Leadership Development	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3,531
EMERGE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,717
Siggelkow Retreat	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17,105
High School Leadership Inst	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6,414
Pres Leadership Award	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3,628
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32,395

	STAFF		EARNINGS		0100 SUPPORT 1986-87	NET SUPPORT FROM CMS & FEES		Z DIFF
	1985-86	1986-87	1985-86	1986-87		1985-86	1986-87	
Student Leadership Development	N/A	42,419	N/A	1,200	29,000	--	15,750	N/A
EMERGE	N/A	--	N/A	800	--	--	1,117	N/A
Siggelkow Retreat	N/A	--	N/A	15,000	--	--	2,105	N/A
High School Leadership Inst	N/A	--	N/A	2,500	--	--	3,914	N/A
Pres Leadership Award	N/A	--	N/A	3,000	--	--	628	N/A
	N/A	42,419	N/A	22,300	29,000	--	23,514	N/A

VOLUNTEER DEVELOPMENT 1986 - 87

Project Goal

Recruit, place, orient, train, develop and recognize a multi-cultural staff of volunteers sufficient to accomplish the intended outcomes to the program areas.

Intended Outcomes

1. Significant growth opportunities for volunteers in the areas of autonomy, commitment to values, moral reasoning, intellectual competence, interpersonal competence, integration of knowledge, and other-centeredness.
2. A well trained volunteer staff capable of efficiently and effectively accomplishing the intended outcomes of the program areas in partnership with staff.
3. A multi-cultural volunteer staff that reflects the diversity of the university and the community.
4. Volunteers able to serve as role models and peer educators for other volunteer members.
5. Volunteers who possess an adequate understanding of organizational purposes, have a strong sense of belonging, and commitment to mission.
6. Volunteers who feel appreciated and rewarded for their work.

5-21-86

CMU		SPSC		WBU		CUCC DEPT		STAFF		EARNINGS		0100 SUPPORT	NET SUPPORT FROM CMS & FEES		%
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1986-87	1985-86	1986-87	DIFF
6,067	5,100	5,100	5,100	3,651	5,100			40,493	42,162	---	---	0	55,311	57,462	42

CURRICULUM SUPPORT - GOALS AND OUTCOMES  
 PREPARED BY BRENDA TRACY  
 MAY 14, 1986

Support the instructional programs that make up the University Co-curriculum. This support is provided to the Area Directors and the Director of Volunteer Curriculum in the following ways:

1. Many of the Area Directors have proposed programs that contain either training of the participants or training of the volunteers who implement the program area. These two populations require a wide range of workshops and instruction which will be coordinated by the Director of Curriculum Support. The outcome essentially rests on successfully identifying the needs of the students in each of these programs for training.
2. In order to meet the demand for the training described above, all Student Activities Professionals will participate in an expansive training program of their own. The outcome desired is a consistent level of performance of all Student Activities Professionals who will be presenting the workshops and instruction. The training will also establish the department-wide expectations and standards for instruction within Student Activities.
3. Reinforce the instructional role expected of all Student Activities Professionals a "body of knowledge" or library will be provided. This library is expected to contain state of the art materials and technology for instruction for both students and staff.
4. A peer education program will provide new student groups, that do not fall within any of the co-curriculum program areas, with a contact person for instructional assistance. Students establishing new organizations do not automatically know of the availability or the value of receiving some basic instruction in how to get organized, or how to run a meeting, etc. The Curriculum Support Area is expected to continue to serve all student groups requesting instruction. The peer education program will more "proactively" reach new student groups through the SODC registration process.
5. The goal of the Co-curriculum and Student Activities in general, is to provide an active learning environment designed for achieving specific outcomes, such as, those specified by the area directors and within the volunteer curriculum. The final step in this learning process is to establish a written record or document of what each individual has learned and accomplished. The Student Activities Transcript will serve this purpose. The transcript must also have attached to it a review process for verification of these achievements. Without this, the value of such a document will not be acceptable to the academic or business communities.

In conclusion, you will note that all of these programs go beyond the University Co-Curriculum to serve all of the Student Activities.

5-21-86

CMU		SPSC		WBU		CUCC DEPT		STAFF		EARNINGS		0100 SUPPORT	NET SUPPORT FROM CWS & FEES		Z DIFF
1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87	1986-87	1985-86	1986-87	
---	2,666	---	2,666	---	2,666	---	---	---	49,090	---	---	29,000	---	28,088	N/A

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
BOARD OF GOVERNORS  
Meeting June 16, 1986

Present: Scott Chesney Chair  
Ken Martin MN Alumni  
Rufus Simmons CMU  
Liz Andersen CMU  
Marie Mac IT  
Bernie Molitor CMU

Absent: John Wright V Chair (exc)  
Barry Bridges UBOG Alumni (exc)  
Leslie Bowman Fd Service (exc)  
Peter Zeller CLA  
Glen Lindgren CUPC

Guests: Mark Allen SA  
Vi Justice CMU

The meeting was called to order at 12:15 by Chair Scott Chesney. Lacking a quorum the meeting was called to order as a Committee of the Whole with action deferred to a future date.

UNFINISHED BUSINESS

Budget. MUCB has not scheduled action. Approval of intended outcomes and budget tabled indefinitely.

Summer Quorum. The Board will operate as a committee of the whole or extended XC Committee with those present constituting a quorum. Elections will be held in the fall. Current officers will continue until fall quarter. John Wright was elected Vice Chair of MUCB.

Amendments to Constitution and supporting documents were presented for discussion and will go forward to constituent unions, the coordinating board, and council of board chairs as a discussion vehicle.

Mr. Simmons expressed concern about appropriate channels for process. There should be concern about where the organization is collectively with Student Activities/college unions. Items put before the Board and others should be put in a positive context.

Chairman's Report. Mr. Chesney noted the report was his personal synopsis, presented to the UBOG for approval and subsequent distribution within the Minnesota Union and University administration. The impact of the report would be to take away the threat of change being tied to structural change and focus on our mission, its conceptual goals, and to give the central administration at the University an overview of the status of Coffman Memorial Union.

Mr. Molitor said the Union might be better served to review the report further and get back to the Board at a later date. It was generally agreed central administration shall be brought into the process at a more appropriate time.

The Chair noted he was proud of this Board's efforts over the year.

REPORTS

Rufus Simmons noted this has been a most challenging year with a lot of creativity and energy input in change. A great deal has been accomplished. He hopes to develop a process of input.

The Chair asked Mr. Lindgren if there was any discussion he would like to bring forward from CUPC regarding the activity projects. Mr. Lindgren said CUPC is comfortable with the projects as presented.

ANNOUNCEMENTS

Summer address and phone numbers should be referred to Director's Office, Room 220.

Mr. Chesney expressed good wishes on behalf of the Board and Coffman Memorial Union to Rufus Simmons on his upcoming marriage.

Summer meeting - UBOG - early August.

PROCESS - no comment.

The academic session of the Union Board of Governors for 1985-86 was adjourned by the chairman at 1:10.

Respectfully submitted,

Rufus L. Simmons  
Recording Secretary



*coffman*

Board of Governors

16 June 1986

Governor Barry Bridges  
Governor Leslie Bowman  
Governor Glen Lindgren  
Governor Marie Mac  
Governor Ken Martin  
Governor Andy Seitel  
Governor John Wright  
Governor Peter Zeller

**Colleagues:**

The academic year is coming to a close, unlike past years however, much remains undone, unanswered, and unknown. The Minnesota Union has not experienced such discord in many years, if ever. Yet, the union is poised for great opportunity; for in this most unpleasant of circumstances, we have the chance to rebuild the integrity of our college union within the context of the greater university as a whole, a status not enjoyed since before the construction of Coffman Memorial Union.

Never has the environment been so favorable for significant change in the intended outcomes of our organization. Just as the University has embraced a "commitment to focus" its role, so too the college union. "Strategies for Educational Excellence" put forth a vision for the Department of Student Activities that is derived from the efforts of the Task Force on the Student Experience and the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus, as well as the planning efforts of the president.

Assistant Vice President for Academic Affairs, John Wallace, in presenting a progress report on the student experience task force recommendations to a committee of the regents noted three significant, yet unmet, priorities; the need for physical space that will facilitate interaction and association of students and faculty, a desire for all students to have the experiences of full time study, and the importance of active learning experiences in undergraduate education.

Professor William H. Hanson, Chair of the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus, concurs with these comments with his committee's recommendation encouraging the development of "intellectual communities" on the Twin Cities campus. Professor Hanson endorses several recommendations from the Wallace report specifically; "the need to create a stronger sense of community among undergraduates," and "the need to encourage one-to-one interaction between students and faculty."

Clearly, the University of Minnesota has identified priorities within the mission of the Minnesota Union and the Department of Student Activities. The challenge is for the union to respond to this opportunity through the development of a progressive vision for the union that is in the best interests of the University of Minnesota. It is a challenge to relish, not reject. I believe we are in position to move positively in this effort; this presents an opportunity to reflect on, and modify, this vision to better achieve the mission of the total Minnesota Union.

With all of this in mind, I will present several recommendations for your consideration. These will be based on the efforts previously mentioned, the past efforts of this board, and the traditional role of the college union, as well as my personal observations and experience. I recommend endorsement by the UBOG.

*The Minnesota Union should focus its efforts to strengthen its role in support of the educational mission of the University.*

For the union to have an impact on the members of the university community, it must reestablish itself as a vital, integral part of the university experience. The union has neglected this part of its mission recently, it would serve the union well to return to its roots in this regard.

*The Minnesota Union should specifically address relevant concerns identified by the Task Force on the Student Experience and the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus.*

Supporting documentation is enclosed. The opportunity exists to serve multiple ends with this effort; the University has identified needs that are not presently met, if the Minnesota Union can step in to fill this need, both the university and the union can be well served. I admit to some confusion in that these needs are so clearly within the purview of the college union, yet the union is not mentioned by the authors or the administration as potential means to achieve them. Has the Minnesota Union moved that far from our foundation?

*The creation and development of active co-curricular experiences should occur within the Minnesota Union.*

The original vision resulted in the creation of the Center for the University Co-curriculum to take responsibility for these experiences. The Center was to operate independent of the Minnesota Union within the Department of the Student Activities. There has been concern over an apparent loss of responsibility for union activities in their transfer to the Center. It seems that since the strength of the Minnesota Union has been these programs, the continuing development of these efforts should remain within the scope of the union mission, rather than outside of that mission. However, I believe that current planning for CUCC programming can be retained with little difficulty moving it back into the union charge. This area holds much potential for success.

UBOG/ Chairman's Synopsis

16 June 1986

Page 3

*Maximum effort should be made to reestablish active participation by the faculty in the program of the Minnesota Union.*

It is clear that the Minnesota Union has lost its faculty base in the recent past. Obviously, the faculty must be an integral part of union planning and delivery of programs and services. Involvement of the faculty will benefit all parts of the university and its community.

Within each of these broad recommendations, specific objectives and intended outcomes can be developed for consideration by the UBOG and other boards within the student activities area. The Council of Board Chairs has agreed to meet over the summer to plan a area wide orientation program for early fall quarter 1986. It seems wise to use this forum to present and consider any future planning efforts to insure maximum participation and subsequent ownership of agreed on plans.

It is inevitable that other recommendations will develop as the union progresses through this discussion. These should be encouraged, wherever feasible, and considered with equal respect by all parties.

The past year has indeed been difficult for all of the Minnesota Union. Our integrity has been damaged and trust between constituent parts needs much attention. Although there remains to stop the negative momentum of the organization, I am confident that the vision for the union and student activities is achievable and in the best interest of the University of Minnesota.

Respectfully,

Scott R. Chesney, Chairman

pc: Coffman Directors  
Officers and Members of constituent union boards  
Carl Nelson, OSA

**COFFMAN UNION PROGRAM COUNCIL**  
**1985-86 Motions**

**MOTION 86-1 (Lindgren-Richardson) August 19, 1985 CARRIED**

To appoint Maryanna Johnson as interim coordinator for Americal Indian Cultural Program until such time as she has been interviewed and elected to a full term.

**MOTION 86-2 (Lindgren-Anderson) October 14, 1985 CARRIED**

To table Constitution and Bylaws proposal and bring up for action at the October 28th meeting.

**MOTION 86-3 (Lindgren-Anderson) October 21, 1985 CARRIED**

Move to approve Harold Birts as the new BCA Coordinator.

**MOTION 86-4 (Collins-Brits) October 21, 1985 CARRIED**

Move to approve A.J. Hussein as the new Social Hospitality Coordinator.

**MOTION 86-5 (Birts-Anderson) October 21, 1985 CARRIED**

Move to approve Maryanna Johnson as the new Coordinator for American Indian Cultural Program for 1985-86.

**MOTION 86-6 (Collins-Hussein) October 28, 1985 CARRIED**

To send three representatives to ACU-I: Susan Song, Brad Wallace and Glen Lindgren.

**MOTION 86-7 (Collins-Hussein) October 28, 1985 CARRIED**

To approve Hoa Pham as coordinator of AACA for 1985-86.

**MOTION 86-8 (Anderson-Tesch) November 11, 1985 CARRIED**

To recommend amendment to UBOG constitution.

**FRIENDLY AMENDMENT (Anderson-Birts) CARRIED**

To delete the last two words of Article IX.

**MOTION 86-9 (Anderson-Tesch) November 11, 1985 CARRIED**

To extend our best wishes and appreciation to Jim Sleezer for 15 years of dedicated service to CUPC.

MINUTES OF THE COFFMAN UNION PROGRAM COUNCIL

19 AUGUST, 1985

I: Meeting was called to order at 10:40 AM by President, Glen Lindgren

II: Approval of Minutes: deferred to next meeting

III: Old Business:

Copies of an amendment to the Coffman Memorial Union Constitution and the new Program Council by-laws in draft form were distributed. These should be reviewed in the next month, with final action taking place during the first business meeting of the Council in Fall 1985

IV: New Business:

Coordinator for AICP: Maryanna Johnson has applied for the position of Coordinator for the American Indian Cultural Program. She will go through the interview process before the next business meeting. In the meantime, she introduced herself to the Council. Council response was positive. For the interim time, the following action was taken:

MOTION 86:1 (Lindgren-Richardson) To appoint Maryanna Johnson as interim coordinator for American Indian Cultural Program until such time as she has been interviewed and elected to a full term Motion Passed.

V: Reports :

- A. President: Glen started the Council off on strategic planning. It's a big item, so more will be coming out in print form.
- B. Volunteer Development: Retreat is being planned.

VI: Announcements: Freshman Orientation is occurring starting Thursday, August 22nd. Every Monday, Tuesday, Wednesday, and Thursday there will be events for incoming students down in the basement recreation area. Any Council member is urged to come on down and help recruit some freshmen. Have a game of pool... and find a new member.

VII: Meeting was adjourned at 11:30. Thanks to Food Service for the food, and the helicopter ambulance outside for the entertainment.

MINUTES OF THE COFFMAN UNION PROGRAM COUNCIL

19 AUGUST, 1985

I: Meeting was called to order at 10:40 AM by President, Glen Lindgren

II: Approval of Minutes: deferred to next meeting

III: Old Business:

Copies of an amendment to the Coffman Memorial Union Constitution and the new Program Council by-laws in draft form were distributed. These should be reviewed in the next month, with final action taking place during the first business meeting of the Council in Fall 1985

IV: New Business:

Coordinator for AICP: Maryanna Johnson has applied for the position of Coordinator for the American Indian Cultural Program. She will go through the interview process before the next business meeting. In the meantime, she introduced herself to the Council. Council response was positive. For the interim time, the following action was taken:

MOTION 86:1 (Lindgren-Richardson) To appoint Maryanna Johnson as interim coordinator for American Indian Cultural Program until such time as she has been interviewed and elected to a full term Motion Passed.

V: Reports :

- A. President: Glen started the Council off on strategic planning. It's a big item, so more will be coming out in print form.
- B. Volunteer Development: Retreat is being planned.

VI: Announcements: Freshman Orientation is occurring starting Thursday, August 22nd. Every Monday, Tuesday, Wednesday, and Thursday there will be events for incoming students down in the basement recreation area. Any Council member is urged to come on down and help recruit some freshmen. Have a game of pool... and find a new member.

VII: Meeting was adjourned at 11:30. Thanks to Food Service for the food, and the helicopter ambulance outside for the entertainment.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
July 22 , 1985

PRESENT: Caren Petrulo, Susan Song, Glen Lindgren, Eloy Chavez,  
Cynthia Collins, Jill Anderson, Hank Heupel, Russ Richardson

ABSENT: Bernie Molitor ex, Mary Litsheim ex, Jim Sleezer ex,

I. CALL TO ORDER

The meeting was called to order at 10:45 a.m., by President Glen Lindgren.

II. APPROVAL OF MINUTES

Minutes of June 3rd, were approved as published.

III. UNFINISHED BUSINESS

- A. MU Cosponsorship Guidelines - Glen had distriubred a copy of the new guidelines at the June 3rd meeting was requesting feedback from council members. Glen said that the focus will be on corporations or outside University organizations and would be reviewed case by case.
- B. Divestment Question - Glen felt that CUPC could possibly get involved in a cultural pluralism focus/point of view. It was felt that it was CUPC's role to get involved but not to what capacity or in what way. Item was tabled until next meeting. for further discussion.

IV. NEW BUSINESS

- A. CUPC Format - Glen proposed a new format for conducting CUPC meetings for 85-86, and would distribute a copy at the next CUPC meeting on August 19th. The proposal calls for two types of meetings to be held - one Formal Meeting, for conducting business and voting - Motions. The other meeting to be a Informal Meeting for discussion of itmes, progress reports and updates. Each of these meetings would be held every other week.

V. REPORTS

- A. Exec Committee Report - The committee is presently working on the re-writing of the By-Laws regarding the relationship between CUPC and the Board. A copy of the present and proposed By-Laws will be distributed for review to be discussed at the next meeting.
- B. Volunteer Development - A new tracking system is being developed by Jill Anderson. More to come for next meeting.
- C. Cultural Pluralism - Glen has met with a member of MISA to discuss a plan of action of what CUPC is going to do with issue of Cultural Pluralism and feel that a connection with MISA will broaden perspectives.
- C. Area Reports - Social Hospitality is presently hosting a Free Film Series this summer and giving away popsicles. A recruitment table is set outside the Theatre also. The area is also presenting Piano music on the River Terrace and Jazz music on the mall.

VI. ANNOUNCEMENTS

- A. Intro of Hank Heupel as CBOG House and Finance Chair and John Wright as CBOG Program Chair.

VII. ADJOURNMENT

Meeting was adjourned at 11:45 a.m.



UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
9/23/85

PRESENT: Heather Tesch, Caren Petrulo, A.J. Hussein, Hoa Pham, Glen Lindgren,  
Jill Anderson, Maryanna Johnson, Harold Birts, Eloy Chavez, Hank  
Heupel, Scott Chesney, Mary Litsheim

I. CALL TO ORDER

Meeting was called to order by Glen Lindgren.

II. DISCUSSION

Glen explained reasons for discussion/business meetings - differences and procedures. They will alternate weekly and are mandatory.

Glen welcomed new coordinators and asked for introductions.

Maryanna Johnson - AICP  
A.J. Hussein - interested in SOC/HOSP.  
Hoa Pham - AACP  
Harold Birts - BCA

Activities Fair:

Jill asked for volunteers to help out at the booth and gave an explanation of the process of the day. It will be Friday 27.Sept. from 10a - 4p in the Great Hall.

Fall Retreat:

Jill gave an updated report on the Programmers Retreat on 12 and 13. Oct. She said that there would be more information after the final retreat planners' meeting on 2.Oct.

Siggelkow Retreat:

Glen gave an introduction to this retreat from Susan Song. He pointed out that although there is no budget for this retreat, Glen feels that it would be worthwhile to make an attempt to send 1-3 people. There will be a meeting with Bernie, Jill, and Glen to decide who will go.

ACU-1 Retreat:

Glen gave a description of the retreat and feels that it remains a priority to send 2-3 members.

Scott gave an impromptu description of the U of M Union and its importance and significance in our region. This gave a basis of the reasonings behind attending these retreats.

### Strategic Planning:

Glen talked of its emergence this year. Scott said that the council's first involvement would be to plan for next year.

### By Laws:

He pointed out the special importance of Article III to the students. There will be no PR Vice President. Eloy asked if there will be a learning contract for staff/students.

Pres. Glen pointed out the importance for efficiency and asked for feedback on previous points made.

V.P. Jill talked about the flowchart for interested students.

Bernie was not present.

### Questions:

Which logo will we use? Caren suggested an MU logo. Eloy pointed out that the volunteers need some more information about program ownership.

### III. ADJOURNMENT

Meeting was adjourned.

COFFMAN UNION PROGRAM COUNCIL  
Agenda for the Meeting of 30 Sept., 1985

Business Meeting

- I. Call to Order
- II. Approval of Minutes: from July 22, 1985, August 19, 1985, and Sept. 23rd, 1985
- III. Unfinished Business:
  - A. Welcome Week Activities Fair: follow up.
  - B. MU Programmer's Retreat: Final wrap-up meeting set for Oct. 2nd. Materials to be distributed.
  - C. Constitution and By-Laws.
- IV. New Business:
  - A. MISA Benefit program: Materials will be distributed. We need people to help in our efforts for the Program.
- V. Reports:
  - A. President: Siggelkow, ACU-I, Constitution and By-Laws, Coffman Tobacco Policy.
  - B. Vice-President, Volunteer Development: Tracking System
  - C. Assistant Director:
  - D. Area Reports:
- VI. Announcements:
- VII. Adjournment.

GML:

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
September 30, 1985

PRESENT: Susan Song, Bernie Molitor, Jill Anderson, Sarah Rasmussen, Maryanna Johnson, Russ Richardson, John Wright, Heather Tesch, Eloy Chavez, Hou Pham, Glen Lindgren, Jim Sleezer, Mary Litsheim, Brad Wallace

I. CALL TO ORDER

The meeting was called to order at 3:20 p.m., by President Glen Lindgren.

II. APPROVAL OF MINUTES

Minutes of the July 22nd and August 19th meetings stand approved as published.

Minutes of September 23rd - under Discussion - should read - Glen welcomed new candidates for coordinator positions and new coordinators. Minutes stand approved as corrected.

III. UNFINISHED BUSINESS

A. Welcome Week Activities Fair Followup - Jill Anderson reported that a lot of CUPC and MU materials were handed out at the fair and that 12-14 names of interested persons in the Unions were obtained.

B. MU Programmers Retreat - The MU Programmers Retreat is planned for October 12th and 13th. The final wrapup meeting will be held October 1st. Agenda was distributed.

IV. NEW BUSINESS

A. MISA Benefit Program - Glen distributed information materials for council to review in making a decision in whether to endorse such a effort. Glen felt that the cosponsorship effort would help in building a relationship with other Student Organizations with other cultures in the name of Cultural Pluralism. It was felt that the copponsorship would best fall under the areas of Issues & Ideas and Performing Arts since it dealt with the issue of world hunger and live entertainment.

The item was tabled until next weeks meeting for further discussion.

V. REPORTS

A. Retreats - Siggelkow & ACU-I - Bernie and Glen will be meeting to discuss attendance at each of the retreats. For the Siggelkow Retreat a set of guidelines and criteria will need to be established. Persons requesting to attend will need to establish what the organizational benefit and personal growth that will be obtained by attending. The ACU-I Retreat, any one can submit a request to attend, but it is mostly focused on experienced volunteers since materials may be over the heads of new-comers.

Constitution & Bylaws - Item will be brought up at next weeks meeting.

Coffman Tobacco Policy - Board will be taking a vote on this item and Glen will have a vote as the rep from CUPC. This item will surface at next weeks meeting for discussion. Bernie asked members to be prepared with questions that they would like to ask about the proposal.

B. Tracking System - Jill is in the process of setting up a new volunteer membership tracking system. Class cards were distributed to be completed and returned to Jill so that she is aware when members will be in 230.

VI. ANNOUNCEMENTS

Glen will be contacting individual coordinators to set a meeting time to discuss any problems or concerns.

VII. ADJOURNMENT

Meeting was adjourned at 4:40 p.m.

COFFMAN UNION PROGRAM COUNCIL  
Agenda for meeting of 7 October, 1985  
Discussion Meeting

- I. Call to order
- II. Approval of minutes of 30 September, 1985
- III. Discussion:
  - A. Siggelkow Retreat: We have decided to send four people from the Council on this retreat. The process will be as follows:
    - 1. Interested parties will submit a statement of intent to the President, to be dropped into my box no later than Wednesday, October 9th.
    - 2. Bernie and I will select four people to go. A list of those chosen will be out by Friday, October 10th.
    - 3. A few days before the retreat, those chosen will meet to discuss what they intend to focus on, and which of the workshops will be most important.
    - 4. At the retreat, notes will be taken, and materials brought back.
    - 5. There will be a post-retreat debriefing session, at which reports will be outline
    - 6. A report on the highlights, and the learning experiences will be presented to Council. It doesn't have to be a master's thesis, just a page or two on your perspective.
  - B. MU Programmers' Retreat:
    - A five minute motivator from Bernie on the retreat.
  - C. The MISA Benefit Concert: I intend to get some good, firm information to this meeting. What's important to us is simply to know exactly where things are with respect to tickets, graphics, BANDS (!), and sound systems. The Whole, (Music Committee of Performing Arts) is taking up a large part of our cause, and Pam Smith will be our PR resource.
  - D. Constitution amendment and Council By-Laws: Second Draft: Copies are out, with changes. I hope, with a few minor changes, this will be something we can pass at the next business meeting. That means all of you have one more week of input.
  - E. Coffman Tobacco Policy: Okay, folks. Let's take twenty minutes, and kick this issue around!
  - F. The Homecoming Parade: Hey, people! I got a notice from the homecoming committee asking for our participation in homecoming events! Now, two years ago, CUPC had a spot in the Homecoming parade, and it was a barrel of fun. Let's do that again this year!
- IV. Announcements
- V. Adjournment.

GML:JAMAICANOPROBLEM

Draft of an Addendum to the Coffman Memorial Union Constitution

Article IX. Coffman Union Program Council

- Sec. 1 There shall exist a Coffman Memorial Union Program Council, whose purpose it shall be to manage and produce a variety of educational, social, cultural, and recreational programs for the University Community, and to provide a diversity of co-curricular learning opportunities for students.
- Sec. 2 The Program Council shall:
- A. Consist of students and staff personnel who shall work in partnership to manage the programming areas of Coffman Memorial Union.
  - B. Draft a budget each fiscal cycle which shall articulate the means used to implement the strategies set forth for the programming areas of Coffman Union by the Coffman Board of Governors.
  - C. Be accountable to the Director of Coffman Memorial Union.
  - D. Have freedom to choose program topics which it deems appropriate for the University Community.
- Sec. 3 Membership of the Program Council shall be as designated in the By-Laws of the Program Council.
- Sec. 4 Officers of the Program Council shall be:
- A. The President of the Program Council
  - B. Vice-Presidents of the Program Council as designated in the By-Laws of the Program Council.
- Sec. 5 Duties of officers shall be as designated in the By-Laws of the Program Council.

BY-LAWS  
OF THE  
COFFMAN MEMORIAL UNION PROGRAM COUNCIL

ARTICLE I           COFFMAN MEMORIAL UNION PROGRAM COUNCIL

Sec. 1    The Coffman Memorial Union Program Council, hereinafter called the Council, shall be responsible for the management of the program activities of Coffman Union including:

- A.    Formulation and management of the program activities budget.
- B.    Determination of specific program content.
- C.    Systematic evaluation of program activities.

Sec. 2    The Council shall have input to the Coffman Union Board of Governors on policies and procedures germane to the programming areas of Coffman Union.

ARTICLE II           MEMBERSHIP

Sec. 1    The volunteer membership of the Council shall be:

- A.    The President of the Council.
- B.    The Vice-President of the Council for Volunteer Development.
- C.    One coordinator for each area established by the Council.
- D.    Student volunteers as chosen by the coordinators and approved by the President and the Assistant Director of Coffman Union, hereinafter called the Assistant Director.
- E.    All coordinators of the Council shall be confirmed by the President and Assistant Director from a slate of nominees recommended by the Vice-President for Volunteer Development. Such confirmation shall occur during the spring Quarter but not later than May 10th of each year.

Sec. 2    The staff membership of the Council shall be:

- A.    The Director and Assistant Director of Coffman Memorial Union.



- B. The Program Staff as designated by the Director of Coffman Memorial Union.
- C. A recording Secretary designated by the Council.

### ARTICLE III

### STUDENT-STAFF PARTNERSHIP

- Sec. 1 The student volunteer members and the staff members of the Council shall have a working partnership in the achievement of the intended outcomes for each area of the Council.
- Sec. 2 The staff membership shall serve as educator/managers; as educators, they shall articulate and organize co-curricular learning opportunities associated with program production, as managers, they shall be ultimately accountable for the intended outcomes of their areas.
- Sec. 3 The student volunteer membership shall identify relevant learning opportunities for personal growth provided by the staff, and shall follow through on said opportunities by mastering the activities and life skills associated with program production.

### ARTICLE IV

### SELECTION PROCEDURES FOR COORDINATORS

- Sec. 1 Not later than the first week of spring quarter, the Council shall notify the campus that an election will be held and shall specify a closing date for receiving applications for all positions.
- Sec. 2 Applicants for all offices shall submit a statement of intent to the Council and shall be interviewed by a Personnel Selection Committee of the Council. The committee shall present to the Council its recommendations for all offices. The Council shall then prepare a slate of officers for recommendation to the President and Assistant Director in accordance with Article II, Section 1, E.
- Sec. 3 Vacancies in offices shall be filled in a similar manner to that described in Article IV, Section 2. The President of the Council may, with approval of the Council, appoint an interim coordinator or Vice-President for any area whose coordinator or vice-president vacates the office. Such appointee shall be entitled to vote for the area on all matters of Council business until the vacancy is filled by action designated in Article IV, Section 2.

## ARTICLE V

## TERMS OF OFFICE

- Sec. 1 Terms of office for student volunteer members of the Council shall begin with confirmation by the President of the Council and the Assistant Director and continue until the next Council has been confirmed and qualified.

## ARTICLE VI

## REMOVAL

- Sec. 1 Any Council member with two unexcused absences from regular Council meetings during an academic quarter shall automatically relinquish his or her Council membership and privileges. The individual so removed may appeal to the Council for reinstatement at the next Council meeting, after which the Council shall make its recommendation to the President and Assistant Director for approval. Excused absences shall only be for illness of unforeseeable circumstances, and shall be granted by the President of the Council.
- Sec. 2 A member of the Union requesting the removal of a voting member of the Council shall register a complaint in writing to the President of the Council. In the event that the President and Assistant Director. In the event that the President is involved, the Vice-President for Volunteer Development and the Assistant Director shall receive the complaint. The officer receiving the complaint shall first attempt to mediate the difficulty. If he or she is unsuccessful, the matter shall be brought to the Executive Committee for a decision. The individual so removed may appeal the decision to the Council.

## ARTICLE VII

## MEETINGS

- Sec. 1 Regular meetings of the Council shall be held at least twice monthly during the regular academic year and at least twice during the summer term.
- Sec. 2 Special meetings of the Council shall be called by the President of the Council or any Vice-President upon request of any four voting members of the Council. Notification of such meetings shall normally be provided to all Council members at least 24 hours prior to such meeting and shall specify the business to be conducted. No business not specified in the call for the meeting shall be considered except by a 2/3 vote of those present.

- Sec. 3 A majority of the volunteer members of the Council shall constitute a quorum for the transaction of business at any meeting. On all matters of Council business, the President of the Council, the Vice-President of the Council, and the coordinator of each program area established by the Council shall be entitled to one vote. A coordinator or Vice-President may designate a representative for his or her area as an alternate entitled to vote when, because of unavoidable circumstances, the coordinator or Vice-President is unable to attend regular meetings of the Council. Such appointment shall require approval of the Council, and shall not be for more than one quarter during a normal term of office. The appointment of an alternate during summer session shall not affect such appointment during the fall, winter, or spring quarters.
- Sec. 4 At least 24 hours prior to each meeting of the Council, the Executive Committee shall prepare and forward to each member of the Council an agenda for the meeting. Upon request of any member of the Council, the Executive Committee shall place one or more subjects upon the agenda.
- Sec. 5 When not in conflict with any of the provisions of the Union Constitution, the Council By-Laws, or other procedural documents of the Council, the current edition of Sturgis Standard Code of Parliamentary Procedure shall guide the procedures of the Council and be the basis of settling disputes which may arise concerning rules or order.

#### ARTICLE VIII

#### DUTIES OF OFFICERS

- Sec. 1 The President of the Council shall call all regular meetings of the Council, call special meetings, chair all meetings of the Council and serve as ex officio member of all standard and special committees of the Council.
- Sec. 2 The Vice-President for Volunteer Development shall chair meetings of the Council in the absence of the President, chair the Volunteer Development Committee, and serve as chief administrator for the Council responsible for personnel recruiting, selection, training, orientation, recognition, and development and articulation of a curriculum for volunteer development.

- Sec. 3 The Recording Secretary shall keep minutes of all meetings of the Council which shall record official action taken on all business voted upon by the Council and may contain a summary of reports and pertinent discussion. All minutes of the Council shall be an open record available to any member of the University Community upon request. Remarks, personal views, or vote explanations of any individual Council member shall be included in the minutes only upon his or her request. The above provisions shall also apply to the contents of the minutes of the committees of the Council.
- Sec. 4 Coordinators shall serve as coordinators of their program areas, chair area meetings, and be the formal representatives for their areas to the Council. Coordinators shall appoint all committees and chairs in their respective areas.

#### ARTICLE IX

#### COMMITTEES

- Sec. 1 The standing Committees of the Council shall be the Executive Committee, Volunteer Development Committee, and the Publicity and Promotions Committee. <sup>delete</sup>
- A. The Executive Committee shall consist of the President of the Council, the Vice-President, and not more than two other voting members as designated by the President. The President of the Council shall chair the Executive Committee. Matters related to general planning, policy, and administration not encompassed by other standing committee may be referred to the Executive Committee.
- B. The Volunteer Development Committee shall be chaired by the Vice-President for Volunteer Development, and may have referred to it all matters relating to Council and Program personnel and volunteer development.
- Sec. 2 The Council may create special committees with such functions and authority as it may determine. Such committees shall be temporary in nature, not exceeding the term of the President of the Council.
- Sec. 3 Student members of all Council committees shall be appointed by the President with approval of the Council. The President shall designate the chair of all special committees. Members shall serve from time of appointment until their successors have been appointed or until the committee shall be dissolved.

**ARTICLE X**

**AREAS OF THE COUNCIL**

- Sec. 1 Areas of the Council shall be designated at the beginning of each fiscal cycle. There shall be one area corresponding to each Project Strategy outlined in the Minnesota Union Plans and Operating Budget for that fiscal cycle which is considered by the Director of the Union to be germane to the Council.

**ARTICLE XI**

**AMENDMENTS**

- Sec. 1 Amendments of these By-Laws may be made at any regular meetings of the Council by a majority vote of those voting members present provided notice of such a proposal shall have been submitted in writing to all members of the Council at least one week prior to the meeting.

## MINNESOTA UNION PROGRAMMERS RETREAT

Camp Chi Rho near Annandale, Minnesota will be the site for the Minnesota Union Programmers Retreat on October 12th and 13th. This will be an important retreat for those who plan and work with programs in the Minnesota Union. We hope you will plan on attending.

### Tentative Agenda

#### Saturday, October 12

9:30 Bus pick up at St. Paul Student Center  
10:15 Bus pick up at Coffman Memorial Union  
11:30 Arrive at Camp  
12:00-1:00 Lunch  
1:00-1:30 Icebreaker (get acquainted)  
1:30-3:30 Team Building Session  
3:30-5:00 Recreation/Free Time  
5:00-6:00 Dinner  
6:30-8:30 Mission/Core Values Session  
8:30 Camp Fire


#### -Sunday, October 13

8:00 Breakfast  
9:00-11:00 Public Relations Session  
11:00-12:00 Recreation  
12:00-1:00 Lunch  
1:15-3:15 Design for Volunteer Development  
3:15-3:45 Evaluation and Closing  
3:45 - Pack up - Depart

### THINGS TO BRING ALONG:

- Clothing (casual)
- Blankets or sleeping Bag
- Towels, soap and toiletries

We will look forward to seeing you there!

TO: Caren Petrulo, Public Relations  
Pam Smith, Public Relations Bureau  
Mary Litsheim, CUPC Staff  
Jim Sleezer, CUPC Staff  
Eloy Chavez, CUPC Staff  
Harold Birtz, Black Cultural Affairs  
Hoa Pham, Asian American Cultural Affairs  
Maryanna Johnson, American Indian Cultural Program  
A.J. Hussein, Socialization/Hospitality  
FROM: Glen Lindgren, CUPC Pres. 

RE: MISA Fundraiser for World Hunger, and our involvement.

I have enclosed a proposal from MISA for a "Fundraiser for World Hunger", along with some other materials to give you a background on our involvement with the event. I hope some of you will be interested in forming a committee to handle our end of the program. The specifics of the program are in the proposal.

Our involvement with this program was based on some of the ideas outlined in the memo that I did this past summer on Cultural Pluralism, and on the work done last year by the Committee on Cultural Pluralism. When MISA came to us with this idea, we had a few questions to ask ourselves. 1) What will we get out of it? 2) What will we contribute? 3) What's appropriate for us to do in terms of expenses, time, and resources?

Because this event is a benefit, to raise money, we sort of need to step lightly around the money issues. We've decided that we won't be making any actual money contributions to the event, but that we can have some volunteers and staff contribute some of their time, and other resources. As a result, we've taken on the promotions aspect. Money spent in the promotions effort will come from MISA, but the actual actions, and resources, (mailing lists, PR connections, etc,) will be carried out by a committee from the Program Council.

And what will we get? I outlined this somewhat in my summer Cultural Pluralism memo. To quickly re-iterate, I believe that a working relationship with MISA will help to expand the scope of our Cultural Pluralism efforts, and to include more perspectives.

So this event is a starting point, and I hope we can get some real interest drummed up in Council. This committee isn't compulsory, I'm looking for volunteers. For the new coordinators, this will be a good chance for you and your area to get your feet wet in the mechanics of co-sponsorships, and programming. Please get your schedules for classes to me ASAP, and I will work out a time when we can meet.

-Glen Lindgren

c.c. Bernie Molitor, Jayma Barboza.

## Proposal for MISA Special Event - A Fundraiser for World Hunger -

This proposal is for a fundraiser for world hunger being planned by the Minnesota International Student Association in conjunction with the following student organizations:

- Minnesota Student Association (MSA)
- Coffman Union Program Council (CUPC)
- Minnesota Public Interest Research Group (MPIRG)

By co-sponsoring this event with MISA, these organizations are showing their concern for the plight of the world's hungry. This joint participation will not only create awareness of the needy's problem, but will also enhance the image of participating organizations both within and outside the University community.

Our intention is not just to present another social event for students but rather to make this event a learning opportunity as well. We hope that students attending this fundraiser will be exposed to issues dealing with world hunger. This will be accomplished through presentations in slides and speeches by agencies involved in relief work (especially agencies that we have selected to receive proceeds of this event). The presentation of issues about world hunger will take place in between band performances. We hope that these presentations will touch on issues such as world trade, International Monetary Fund (IMF) and above all how the money raised will be used in helping the world's hungry. Put simply, our aim is to educate as well as entertain and raise needed funds through this event.

This fundraiser will be held on Friday, November 8 from 7:00 pm to 12:00 midnight in the Great Hall and will consist of a **live concert** by four local bands. It will be financed by co-sponsorship on and off campus and the generosity of the bands to donate their time. Donations from the four student organizations will be reserved for expenses the event might incur.

Our goal is to raise a sum of \$5,000.00 with an expected audience of 1,500 people.

A matter of utmost importance is the creation of a task force consisting of representatives of participating organizations. The task force will be charged with the planning and execution of this fundraiser.

The work of the task force will be divided into committees. The following is a breakdown of areas that each committee will be responsible for bringing to the event.



- A. Public Relations: Responsible for contacting outside sponsors, bands reserving hall, contacting local celebrities, etc.
- B. Finance Committee: Responsible for all financial aspects of this event which includes working out a budget, bookkeeping, receipts, etc. This committee will also be charged with working out an equitable distribution of cost among participating organizations.
- C. Concessions Committee: Responsible for all beverages that will be sold at the event.
- D. Graphics Committee: Responsible for lights, posters, flyers, props, hall decorations, etc.
- E. Ticket Marketing Committee: Responsible for printing and coming up with ideas and strategies for marketing or sale of tickets for the events, attendance, records keeping. (Suggested ticket price: \$2.50 for students and \$3.50 for non-students).
- F. Publicity Committee: Responsible for all advertising (radio, television, newspapers and CPSA's).

MISA is the principle sponsor of this event and will be charged with overseeing the work of these various committees.

The proceeds raised from this event will be given to two agencies that have been working for the hungry around the globe. The two agencies are:

- 1) Oxfarm American - a very fine organization that approaches the problem of world hunger by helping victims regain their health as well as their agricultural productive capacity, and
- 2) Coalition for African Famine Relief - a coalition consisting of a number of reputable organizations dedicated to sending food and other forms of relief to Africa.

Although these two agencies approach the problem of hunger at different levels, their efforts nonetheless complement each other.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION

Minutes of the Coffman Union Program Council  
October 7th, 1985

PRESENT: Susan Song, Gerard Sordelit, Jill Anderson, Bernie Molitor, Harold Buts, Russ Richardson, Mary Litsheim, Lisa Bromer, Eloy Chavez, Caren Petrulo, Heather Tesch, S.J. Hussein, Richard Moore, Glen Lindgren, Jim Sleezer

I. CALL TO ORDER

The meeting was called to order at 3:35 p.m. by President, Glen Lindgren.

II. APPROVAL OF MINUTES

The minutes of the September 30th meeting were approved with one correction on a name spelling - Hoa Pham. Minutes stand approved as corrected.

III. DISCUSSION

A. Siggelkow Retreat - Bernie and Glen have met and made a decision to send four persons from Council to the Siggelkow Retreat. A few guidelines were drawn up for process: 1) Interested parties will submit a statement of intent to the President, no later than Wednesday, October 9th. 2) Bernie and Glen will select four people to go. A list of those chosen will be out by Friday, October 10th. 3) A few days before the retreat, those chosen will meet to discuss what they intend to focus on, and which of the workshops will be most important. 4) At the retreat, notes will be taken, and materials brought back. 5) There will be a post-retreat debriefing session, at which reports will be outlined. 6) A report on the highlights, and the learning experiences will be presented to Council - a page or two.

Brochures for Retreat information will be placed in members mail boxes in 230.

B. MU Programmers Retreat - Bernie spoke regarding the retreat content and intentions - 1) To get to know each other as persons, from Coffman and the two other unions. 2) Talk about mission, values and purpose in programming. 3) Public Relations - Pam Smith will be attending to assist with creative ideas on improvement, feedback, etc. 4) Working together practice - how group works together and reference materials handouts. 5) Volunteer Development Curriculum will be presented by Jill and Bernie. A workshop will be given looking for how to improve and evaluate learning experiences.

C. MISA Benefit Concert - Glen announced that Performing Arts Committee has committed to working on the benefit in assisting with selection of bands, and marketing tickets. So far 15 bands have been confirmed and complete selection should be completed by October 15th. One of CUPC major roles will be in contacting sponsors. Pam Smith will be assisting with this task. A timeline for Implementation of MISA Benefit Concert was distributed.

D. Constitution Amendment & Council By-Laws: A second draft was distributed for council review. Glen pointed out three specific changes - Constitution - Sec. 2, D. points out the freedom to choose program topics which council deems appropriate. By-Laws - Eliminates a P.R. Committee under CUPC, which has recently been changed to CMU wide P.R. Also, there is clearer wording of who can vote on the council.

These will be passed on to UBOG for approval after a vote at the next business meeting of CUPC.

E. Coffman Tobacco Policy - At this time before the UBOG there is a proposal that the sale, promotion, and use of tobacco be eliminated from CMU. Bernie mentioned that major tenants that sign a lease such as Food Service and MSA would be questionable if it would apply to them unless stated in their leases. Campus Club is a separate entity not included in Coffman or the University so it would not have an effect on them.

Questions raised by members:

- What would be the cost of enforcing.
- What would be the loss in revenue of sales.
- Sale, promo, and use are separate issues and should be dealt with separately.
- We should provide programs on hazards of smoking not eliminate use.
- It is not good P.R. - where is the social hospitality if your eliminating a large group of people that do smoke.
- It would be too difficult to enforce.
- How far do we carry health hazards - what about foods that are not good for you, etc.
- Need to further define or shrink areas that smoking is allowed, not eliminate.
- What is the ultimate goal of this policy.
- What about people who don't smoke and have no where to go to get away from it.

- Planning and research should be done before implementing such a policy.
- What are the percentages of smokers vs non-smokers.
- Do a poll for a week or two and get feedback on the issue.
- Attendance at other events which prohibit smoking has not been hindered because of such a policy.
- What are the P.R. ramifications of excluding a large percentage of the campus community from the building.
- Do evaluation after poll and make decisions on policy.

Glen will give status reports to Council on issue as it arises.

F. Homecoming Parade - Glen solicited participation and enthusiasm from members of the council to make up a float and have Coffman or Coffwoman hand out Union info.

#### IV. ANNOUNCEMENTS

During Homecoming Week a contact table will be set up on Friday October 25th, from 11-3 p.m. with literature on the council and the Unions. Please sign up for participation.

#### V. ADJOURNMENT

Meeting was adjourned at 4:45 p.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
October 14th, 1985

PRESENT: Mary Litsheim, Harold Birts, Bernie Molitor, Eloy Chavez, Jill Anderson, Heather Tesch, Betsy Rudin, Cyndii Collins, A.J. Hussein, Glen Lindgren, Susan Song

ABSENT: Jim Sleezer (ex), Russ Richardson

I. CALL TO ORDER

The meeting was called to order at 3:40 p.m., by President Glen Lindgren.

II. APPROVAL OF MINUTES

The minutes of the October 7th meeting were approved with the following name corrections: A.J. Hussein, Harold Birts, Gerard Sordelet. Minutes stand approved as corrected.

III. OLD BUSINESS

A. MU Programmer's Retreat - Evaluations that were completed indicated that the retreat was reviewed as superior to outstanding. Some feedback indicated that the structure for the retreat would work better if the hard content was delivered on Saturday and start Sunday with a 10 a.m. brunch focusing more on group building. The food was fair, and the accomodations were good. The Volunteer Development Curriculum was received well.

B. Siggelkow Retreat - Retreat to be held next weekend. Persons attending are: A.J. Hussein, Sarah Rasmussen, and Glen Lindgren. Glen pointed out a Cultural Pluralism workshop that is scheduled that he is looking forward to attending and hopes others will also.

C. ACU-I Regional Conference - Three persons will be selected to attend this conference. Glen and Bernie will be taking applications from interested coordinators, and must be received by October 29th. The Conference will be held November 7th-9th.

D. Open House - Jill is looking for volunteers to help with the P.R. details - fliers, posters, Daily ads, etc. The Open House will be held on October 25th, 11-3 p.m., in Room 230.

E. Constitution & Bylaws - Item was tabled until October 28th meeting.

MOTION 86:02 (Lindgren-Anderson) To table Constitution and Bylaws proposal and bring up for action at the October 28th meeting. Motion carried.

#### IV. NEW BUSINESS

A. Coordinator Interviews - Jill wanted to arrange interview times for this week for the following persons: Maryann, A.J., Harold and Hoa. Info for what kinds of questions to ask and how to interview will be available from Jill.

#### V. REPORTS

A. President - Glen gave council an update of the MISA Benefit Concert. There will be a few fast food booths, and Coke may assist with publicity. The benefit name will be "The World We Share." Pam Smith will be doing Press Releases. Event is: November 7th - 4:30-11 Mid. in the Great Hall.

B. Other Reports - Cyndii introduced Betsy Ruden as a new Performing Art Committee member.

#### VI. ANNOUNCEMENTS

Home Coming Parade - Glen will be confirming with the Homecoming Committee the participation of CUPC in the parade. Parade is October 26th.

#### VII. ADJOURNMENT

Meeting was adjourned at 4:30 p.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
October 21, 1985

PRESENT: Glen Lindgren, Jill Anderson, A.J. Hussein, Cyndii Collins, Harold Birts, Russ Richardson, Susan Song, Mary Litsheim, Maryanna Johnson, Jim Sleezer

ABSENT: Bernie Molitor (ex), Eloy Chavez (ex), Heather Tesch (ex)

I. CALL TO ORDER

The meeting was called to order at 3:30 p.m., by President Glen Lindgren.

II. APPROVAL OF MINUTES

Minutes of the October 14th meeting were approved as published.

III. UNFINISHED BUSINESS

A. Siggelkow Wrap-Up - Glen reported that the representatives that attended did a great job of participating and will be submitting reports to council.

Glen also felt that two workshops that were presented at the retreat would be a good addition to a Winter Retreat for MU Volunteers.

It was felt that the Siggelkow and MU Programmers retreat were planned too closely together and that this should be considered in next years planning.

B. ACU-I - Since the system of selection of who could attend the Siggelkow Retreat worked so well it will be used for the selection for the ACU-I selection.

There will be three spots available and the timeline for submitting your request is short - needs to be in by Wednesday.

IV. NEW BUSINESS

A. Approval of New Coordinators - Jill and Glen felt that the applicants were very qualified and the Council is very fortunate to have them as members.

MOTION 86:03 (Lindgren-Anderson) Move to approve Harold Birts as the new BCA Coordinator. Motion approved.

MOTION 86:04 (Collins-Brits) Move to approve A.J. Hussein as the new Social Hospitality Coordinator. Motion approved.

MOTION 86:04 (Birts-Anderson) Move to approve Maryanna Johnson as the new Coordinator for American Indian Cultural Program for 1985-86. Motion approved.

B. Homecoming Parade - Glen will be confirming CUPC reservation for participation in the parade. Parade starts at 10 a.m. this Saturday. Those who want to participate see Glen.

#### V. REPORTS

President - Status report on the MISA Benefit Concert was given - everything is going according to the timeline set.

Vice President - No report.

Area Reports - A.J. announced that there will be a "Leadership Hour" to be held in mid November.

Halloween Costume Contest next Monday at 12:15p.m. in the Theatre.

The program on "Touching" by Brantner was very good.

#### VI. ANNOUNCEMENT

A. Procter & Gamble - Persons interested in interviewing with P & G in Sales Management can submit their names to Glen to be forwarded to the company.

#### VII. WORKSHOP

Open House Workshop .

#### VII. ADJOURNMENT

Meeting was adjourned after the Open House Workshop.



UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
October 28th, 1985

PRESENT: Bernie Molitor, Mary Litsheim, John Wright,  
Cynthia Collins, A.J. Hussein, Susan Song, Glen  
Lindgren, Hoa Pham, Heather Tesch, Harold Birts,

ABSENT: Eloy Chavez (ex), Maryanna Johnson (ex)

I. CALL TO ORDER

Meeting was called to order at 3:40 p.m., by President  
Glen Lindgren.

II. APPROVAL OF MINUTES

Minutes of October 21st were approved as written.

III. OLD BUSINESS

ACU-I - There are two spots still open.

MOTION 86:06 (Collins/Hussein) To send 3  
representatives to ACU-I, Susan Song, Brad Wallace and  
Glen Lindgren. Motion passed.

Open House - Susan reported that five new people signed  
up for Council. Open House was satisfactory but did not  
measure up to last year's outstanding event.

IV. NEW BUSINESS

Approval of Hoa Pham as Coordinator of AACA -

MOTION 86:07 (Collins/Hussein) To approve Hoa Pham as  
coordinator of AACA for 1985-86. Motion passed.

Constitutional Amendment/By-Laws - Glen introduced the  
amendment and ther revised By-Laws. He reviewed the  
Amendment Article III of The By-Laws. (Student-Staff  
Partnership) and Article X. (Areas of The Council).

Glen recommended that line three of Article IX, Section  
1 be deleted.

John Wright asked if people were prepared to vote.  
Cynthia said she may need a little more time to study  
them. John asked what we were "fixing" - why the  
necessity of new By-Laws? Harold asked who had the  
power to establish areas.

10/18/85  
CUPC Meeting Minutes  
Page 2

Staff and Cynthia suggested that we wait until people have more time to study them. Jim S. observed that Article I, Section II may need revision so as to state explicitly who represents CUPC to UBOG.

Discussion tabled until next week.

#### V. PRESIDENT'S REPORT

MISA Benefit - Glen reported that Coke would donate drinks but not cash. Other processes are going well. Tickets are \$3 and \$5.50, 5:00 p.m. until midnight.

Guest speakers will address the audience during the evening.

Smoking Policy - There was a lively discussion at UBOG. It will be an MUCB issue.

Area Reports - Cynthia reported that Whole meetings are at 1:30 p.m. on Wednesdays. Sunday November 10th program is set. They are also planning a big event in the Great Hall on December 6th.

#### VI. ANNOUNCEMENTS

#### VII. ADJOURNMENT

Meeting was adjourned at 4:30 p.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of The Coffman Union Program Council  
November 4th, 1985

PRESENT: Susan Song, Hoa Pham, Jill Anderson, Bernie Molitor, Brad Wallace, A.J. Hussein, Caren Petrula, John Wright, Cynthia Collins, Mary Litsheim, Smith Barney, Eloy Chavez, Carl Nelson, Tom Fuitak, Jim Sleezer, Glen Lindgren,

ABSENT: Harold Birts (ex), Maryanna Johnson (ex), Heather Tesch (ex)

I. CALL TO ORDER

Meeting was called to order at 3:15 p.m., by President Glen Lindgren.

II. APPROVAL OF MINUTES

The minutes of October 21st were approved as published with the following corrections: the Motion # - 86:04 was used twice - Motion # corrected. Correction of spelling of Harold Birts name.

III. OLD BUSINESS

A. ACU-I Conference - Jill Anderson, Susan Song and Glen Lindgren will be attending the upcoming conference.

B. CUPC By-Laws - Glen proposed several changes in the current CUPC By-Laws. Discussion followed. A complete draft of the proposed By-Laws with changes will be forthcoming. Action expected on November 11th.

IV. NEW BUSINESS

A. Nelson Fuitak Co-curriculum - Carl Nelson and Tom Fuitak addressed the Council explaining the emerging Co-curriculum. They addressed issues of purpose, risk, gain, and other aspects of the co-curriculum. This discussion is to be viewed as the beginning of an ongoing dialogue between the directors and the Council.

V. ANNOUNCEMENTS

VI. ADJOURNMENT

Meeting was adjourned at 5:00 p.m.

~~XXXXXXXXXX~~.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of The Coffman Union Program Council  
November 11th, 1985

PRESENT: Bernie Molitor, Jim Sleezer, Heather Tesch,  
Chris Nelson, Mary Litsheim, A.J. Hussein, Jill  
Anderson, Susan Song, Eloy Chavez, Glen Lindgren, Marie  
Mac, Harold Birts, Hoa Pham

ABSENT: Maryanna Johnson, Cynthia Collins (ex),

I. CALL TO ORDER

The meeting was called to order at 3:32 p.m. by  
President Glen Lindgren.

II. APPROVAL OF MINUTES

There were no minutes to be approved.

III. UNFINISHED BUSINESS

A. By-Laws - Jim Sleezer pointed out that the one  
week's required notice was not done. He advised that we  
adopt the constitutional amendment today and wait on  
by-laws.

MOTION 86:08 (Anderson/Tesch) To recommend ammendment  
to UBOG constitution. Friendly Ammendment -  
(Anderson/Birts) To delete the last 2 words of Article  
IX. Ammendment passed. Main Motion passed.

IV. NEW BUSINESS

None

V. REPORTS

A. President - Concert attendance was 200. It did not  
meet anticipated financial goals, but it did provide a  
good educational experience for the planners.  
Promotion and P.R. could have been better.

B. V.P. For Volunteer Development - No report.

C. Areas Reports - A.J. Hussein reported on a planned  
Food Shelf Concert in The Whole on November 21st. PSA's  
are out; fliers due tomorrow. All student organizations  
will get notice. Suggestions are offered to strengthen  
the program. Volunteer development will recruit too.

Heather Tesch announced a program on mountain climbing  
and Ski Swap at SPSC this week.

VI. ANNOUNCEMENTS

MUCB has vacancies. Interested person should apply; see Scott Chesney. Glen described the MUCB Committees.

MOTION 86:09 (Anderson/Tesch) To extend our best wishes and appreciation to Jim Sleezer for 15 years of dedicated service to CUPC. Motion passed.

VII. WORKSHOP

Mary Jane Plunket from SODC did a workshop to aid students in Time Management.

VIII. ADJOURNMENT

Meeting was adjourned at 5:00 p.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of The Coffman Union Program Council  
November 18th, 1985

PRESENT: Heather Tesch, Hoa Pham, Mary Litsheim, Cyndii Collins, Maryanna Johnson, Jill Anderson, A.J. Hussein, Harold Birts, Eloy Chavez, Susan Song, Marie Mac, Glen Lindgren, Caren Petrulo

ABSENT: Bernie Molitor (ex),

I. CALL TO ORDER

The meeting was called to order at 3:30 p.m. by President Glen Lindgren.

II. APPROVAL OF MINUTES

The minutes of October 28th were approved as published with the addition of Jill Anderson should be listed as a excused absence.

The minutes of November 4th were approved as published.

III. UNFINISHED BUSINESS

A. Winter\_Quarter\_Planning - Planning Summaries are due November 25th, along with Information for Calendar sheets. Coordinators should be prepared to give a brief summary at next meeting on their plans.

B. By-Laws\_Discussion - The Board did not discuss the CUPC By-Laws at today's meeting as planned. It will be brought up for action at the next Board meeting on January 6th.

It was felt by Council members that there has been enough discussion on this item.

IV. NEW BUSINESS

A. Intro\_of\_Position\_Descriptions\_&\_Selection\_Process\_for\_CUPC\_Coordinators - Copies of these documents were distributed to Coordinator mailboxes last week for review. Two clarifications were asked for regarding the Position Description - Whether a potential coordinator had to have background and knowledge of MU (II. B.) before expressing interest in the position; and if everyone had to serve on a special committee (III. F.)

It was stated that the selection process in the past has been very loose, therefore measures to screen better and look for committed persons with necessary skills has begun.

Glen would like feedback regarding these items and will bring back for finalization at next weeks meeting, along with discussion on learning contracts.

#### V. REPORTS

A. President - The Board meeting today was to address a new position of a full time director of the Minnesota Union, item was postponed until the next Board meeting. Summer and Fall program evaluations will also be reported on at January 6th Board meeting. Glen will be asking coordinators for their reports.

B. V.P. REPORT - At next Monday's meeting a workshop will be given on Co-Curriculum and Learning Contracts. A evaluation will be completed of where coordinators feel their strengths and weakness are and what goals they have set for themselves. Jill will be sending out a memo this week - Be Prepared.

C. AREA REPORTS - 'Food For Thought' program is planned for November 21st. A.J. would like CUPC to put together a donation as a group. It will be held from 3:30 p.m. - 8 p.m. in the Whole. Jill will have a booth for recruitment and is requesting members sign up to assist.

Caren P. announced that a Public Relations Assessment Survey will be distributed in the near future. The P.R. Bureau is seeking to know how programs have been doing with attendance at events, and try to figure out methods of P.R. assistance that would help. Completed surveys should be placed in Caren's mailbox and will be forwarded to Pam Smith for consultation.

#### VI. ANNOUNCEMENTS

The Performing Arts - music area will have it's first show this Friday - 'Boiled In Lead'.

#### VII. PROCESS

Please - everyone get to the meetings on time.

#### VIII. ADJOURNMENT

Meeting was adjourned at 4:20 p.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
November 25th, 1985

PRESENT: Heather Tesch, Bernie Molitor, Marie Mac, A.J. Hussein, Eloy Chavez, Lisa Bromer, John Wright, Jill Anderson, Harold Birts, Susan Song, Steve Clark, Maryanna Johnson

ABSENT: Mary Litsheim (ex),

I. CALL TO ORDER

The meeting was called to order at 3:30 p.m. by President, Glen Lindgren.

II. APPROVAL OF MINUTES

The minutes of November 11th and November 28th were approved as published.

III. UNFINISHED BUSINESS

A. Food for Thought - Approximately 600# of food was gathered for food shelves through the event! The concert was good - but started late. A.J. thanked all the council members that participated.

IV. REPORTS

A. President -

- Letter to I.T. - A letter was received from the I.T. Board expressing concern regarding what they feel is not enough programming specific to their concerns/interests. Glen and Scott wrote a response letter which Glen shared with council.

- Program Committee Meeting - Committee did meet last week and discussed the Volunteer Development Curriculum and the MU Director Position.

- Varsity Men's Chorus Program - Glen shared that a letter was received from someone on campus that expressed their thanks for having the program - that they really enjoyed it.

B. V.P. - Jill said the committee has been doing planning for next quarter and working on the Vol. Dev. Curr.

C. Area - Social/Hospitality will be putting on a Holiday program on December 4th having a speaker and music. More details later.



C. Area - (continued)

Rec/Skills & Know. will be presenting 4 travel loge's on different places in the world, to be held Jan. 8th, 22nd, Feb. 5th, 19th. Also a Motivation Seminar on Jan. 29th, MN Zoo will be bringing 5 animals to visit on Feb. 12th and there will be a program on Color Analysis and Photography.

V. ANNOUNCEMENTS

John W. announced that there will be a ski trip to Lutsen on Dec. 16-18th - \$39/person, 10 persons to a condo. See John for details or sign up.

Maryanna announced that there will be a Indian Art Exhibit tomorrow and a lecture at 10:15a.m.

VI. NEW BUSINESS

The Volunteer Development Curriculum Workshop - Bernie and Jill presented a workshop to council on the new Volunteer Development Curriculum - handouts were given for those members who were unable to attend please see Jill, Bernie or your advisor.

VII. ADJOURNMENT

Meeting was adjourned at 5:00 p.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
January 13, 1985

PRESENT: Susan Song, Bernie Molitor, Heather Tesch, Richard Moore, Brad Wallace, Caren Petrulo, Eoy Chavez, Jill Anderson, Mary Litsheim, Barb Tuckner, How Pham, Sam Ardito, Glen Lindgren

ABSENT: Harold Birts, A.J. Hussein, Cyndii Collins

I. CALL TO ORDER

The meeting was called to order at 3:40 p.m. by President Glen Lindgren.

II. APPROVAL OF MINUTES

Postponed until next week.

III. REPORTS FROM PRESIDENT

a. From the Retreat - The governing boards of the three unions attended a retreat this past weekend in Deerwood, Minnesota which Glen reported was very productive. Strategic Planning update will be forth coming next week to council from Glen.

b. Project Evaluation - Evaluations will be going to the Governing Board for decision about budgets for next year. Glen is requesting input from Council leadership to be formulated with staff. Glen will be distributing information packets to be completed and forwarded to Bernie and Glen for review. Glen requested information regarding observations and perspectives on what has happened in the projects during the past year and future plans.

IV. NEEDS ASSESSMENT WORKSHOP

Workshop was given to Council by Bernie and Volunteer Development committee.

V. ADJOURNMENT

Meeting was adjourned after workshop was completed.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of The Coffman Union Program Council  
January 27th, 1986

PRESENT: Susan Song, Heather Tesch, Eloy Chavez, Barb Tuckner, Brad Wallace, Sam Ardito, Glen Lindgren, Mary Litsheim, Hoa Pham

ABSENT: Bernie Molitor(ex), Jill Anderson(ex), Harold Birtz, A.J. Hussein,

I. CALL TO ORDER

The meeting was called to order at 3:40 p.m. by President Glen Lindgren.

II. APPROVAL OF MINUTES

The minutes of the January 13th meeting were approved as published.

III. UNFINISHED BUSINESS

A. Volunteer Development Gram - Glen distributed a memo from Jill explaining the next step in implementing the curriculum, which will be assessing individual needs having completed Individual Contracts/Needs Assessments. Jill will be posting a signup sheet in 230 for interview signups. Deadline for signing up is February 6th.

IV. PRESIDENT REPORT

A. Strategic Planning Update - This item will be discussed next week. There will be some pretty significant cahnges taking place next year as far as structure of the 3 Unions and The Co-curriculum and Student Activities.

Question was raised as to whether programming would decrease because of the focus being more on teaching and not on programming. Glen did not feel the quantity of programs would be decreased, but the teaching aspects of the program administration would be clearer. Programming would take on a campus wide perspective of all three campus, not just one.

V. NEW BUSINESS

A. Project Evaluations - Glen announced that the Governing Boards need feedback on what is happening in the projects so that they can make decisions as to next years plan.

Glen said that staff have already formulated the Summer/Fall Evaluations but because of the delay in being presented to the Board extra time is available to have students add their thoughts/ideas adding a new perspective to the reports.

Question was raised as to how this new report from the students should be included. It was recommended that questions be formulated by Glen and distributed to Coordinators to complete.

Questions were raised as to whether the ideas of one advisor for one project for three unions is a good idea, since the time savings would not be as great because of travel time and having to deal with three times as many student volunteers.

VI. ANNOUNCEMENTS

VII. ADJOURNMENT

The meeting was adjourned at 4:40 p.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of The Coffman Union Program Council  
February 3rd, 1986

PRESENT: Brad Wallace, Heather Tesch, Aaron Pilhofer,  
Bernie Molitor, Susan Song, Jill Anderson, Hoa Pham,  
Eloy Chavez, Glen Lindgren, Mary Litsheim, Harold Birts,  
Sam Ardito,

ABSENT: Barb Tuckner(ex),

I. CALL TO ORDER

Meeting was called to order at 3:35 p.m. by President  
Glen Lindgren.

II. APPROVAL OF MINUTES

Minutes of the January 27th meeting were approved as  
published.

III. DISCUSSION OF CO-CURRICULUM

Bernie distributed copies of relevant documents for  
review by students and was open to questions and  
concerns by members.

Questions asked of him were:

- Is document from Carl directed to students or staff?

Both, students and staff.

- Item on Commuter Students seems sketchy. What does  
it exactly mean?

We will try to make out of classroom experience much  
more attractive to commuter students so that they will  
stay on campus.

- What is going to happen to CUPC?

It will probably be absorbed into the Co-curriculum.

- Each area will have a director and staff and  
volunteers - where will they work out of?

We are not entirely sure, but the probability is  
that staff will be located in room 220 Coffman.

- Where does Volunteer Curriculum come in?

The Curriculum is a statement of intentions and aspirations about what is available for students in terms of educational opportunities within the Co-curriculum.

- Department Advisory Committee/Advisory Board - where does it fit in?

There is currently a plan for restructuring the Governance systems within Student Activities. More details on this will be available in the near future.

- Will there be meetings of students and staff of the Co-curriculum of the major areas?

Yes. Student/Staff partnership as we currently conceive of it will continue.

- Cosponsorships with different areas. How will they develop and who would initiate?

The Directors of the Co-curriculum would have the primary responsibility in partnership with students.

- Are all areas of Student Activities being combined or just the three unions?

All of Student Activities is under-going a restructuring and reorganization.

- Where will individual boards of the unions go?

If the current restructuring plans is radified, our program council and our governing board will go to the Co-curriculum and to the Student Activities Advisory Board respectively.

- When combining the project to work out of one place for all three unions - which union will be the home base?

At this time we are not sure.

- Would there be a president of the program council?

Probably not.

- Inter-Multi-Cultural Areas - would each area do mutli-cultural programming or would it be done through the Resource Centers?

The Ethnic Cultural projects of Coffman Union's Program Council would be folded into the Co-curriculum. In addition, there would be much closer coordination with the Learning Resource Centers and the Student Cultural Centers in the long run.

- Will missions and goals be re-drafted?

I don't believe the Missions themselves will be re-drafted. Goals and intended outcomes will change from year to year.

- In the next few weeks the organization will be planning for next year - how will this be done not knowing all what is planned for next years structure?

The planning and budgeting cycle will proceed along the lines of the Co-curricular structure for next year. For example, what is now done through Performing Arts and Literary Arts would be done through the Arts Area of the Co-curriculum.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
February 10th, 1986

PRESENT: Jill Anderson, Brad Wallace, Susan Song, Sam Ardito, Barb Tuckner, Mary Litsheim, Eloy Chavez,

ABSENT: Bernie Molitor (ex), Harold Birts, Aron Pilhofer, Heather Tesch, Hoa Pham

I. CALL TO ORDER

The meeting was called to order at 3:43 p.m. by President, Glen Lindgren.

II. APPROVAL OF MINUTES

Minutes were approved with one correction in name spelling - Aron not Aaron.

III. UNFINISHED BUSINESS

Volunteer Development Report - Jill reported that Learning Contracts will be reviewed for next weeks meeting.

Saturday Meeting - Saturday meeting was productive with five coordinators present to discuss Project Strategies.

Project Strategies were distributed.

Glen discussed cooperative programming within council. Networking and brainstorming took place. Format which took place included:

- a) Strategies
- b) Round Robin
- c) Networking
- d) Synthesis

Glen indicated staff will be involved in networking and cooperative programming.

Brad noted that the most significant item is the different ideas shared with different workable ideas.

Glen called for Package on Spring Quarter Planning.

Barb Tuckner expressed that we should get info on programs from St. Paul and West Bank.

Report on Planning should be reported by next meeting.



CUPC Minutes  
February 10th, 1986  
Page 2

IV. REPORTS

Report on UBOG Meeting - Evaluations were discussed.

V. OTHER

CUPC Recognition Banquet.

VI. ADJOURNMENT

Meeting was adjourned at 4:30 p.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
February 17th, 1986

PRESENT: Glen Lindgren, Susan Song, Sam Ardito, Heather Tesch, Bernie Molitor, Eloy Chavez, Jill Anderson, Brad Wallace, Harold Birts, Lisa Bromer

ABSENT: Mary Litsheim (ex), Aron Pilhofer, Hoa Pham

I. CALL TO ORDER

The Meeting was called to order at 3:37 p.m. by President, Glen Lindgren.

II. APPROVAL OF MINUTES

The minutes of February 10th meeting were approved as written.

III. UNFINISHED BUSINESS

A. Volunteer Development Curriculum - Implementation -

Bernie and Jill as the Volunteer Development Committee have been discussing the Curriculum as it affects the Council. Jill stressed that there is a need for members to work more closely with their advisors in working out objectives that need to be addressed in Spring Quarter.

Glen asked if members felt that the curriculum was separate from programming - or if it was meshing together. Members felt that they were not separate.

B. Spring Quarter Planning -

A meeting of the Committee of The Whole will take place after the main meeting today so that groups can get together and discuss programming informally.

IV. NEW BUSINESS

A. Student Activities Constitution -

A copy of the Student Activities Constitution has been distributed to members for review. There will not be a separate Constitution for each Union next year - it will be housed under the Student Activities Constitution which will apply to the Minnesota Union, Rec Sports, Legal Services, SODC, ISTA. The Constitution will be much broader and general.

It is not in it's final stage - so between now and May 1st there will be discussion and recommendations made for Ammendments to the Constitution.

May 3, & 4 each constituent board will send delegates to merge ammendments. Then the Constitution will be radified and apply to all 5 areas.

"Where is the student voice in this" was asked today at the House & Finance meeting. Glen pointed out it is very important issue to examine. Is it strengthened or weakened?

Each UBOG member has a vote on the Constitution, needing a majority vote to be approved. A 2/3 majority of members is necessary to radify.

Glen is asking for input by all members on how they feel about the new Constitution and any additions.

A question was raised as to how Glen's vote will be determined. Glen said it would be by vote in CUPC or by discussion and agreement.

#### V. REPORTS

ACC Meeting was attended by Glen - no business was handled.

H & F meeting discussed the Constitution and smoking policy. MUCB will be talking about the no smoking policy.

#### VI. ANNOUNCEMENTS

- Sexual Health Series starting today.
- February 20th will be the last speaker for Black History Month.
- CLCA program March 14th - "Los Folkloristas" - 8 p.m., Willey Hall.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of The Coffman Union Program Council  
April 29th, 1986

PRESENT: Maryanna Johnson, Harold Birts, Glen Lindgren, Aron Pilhofer,  
Mary Litsheim, Bernie Molitor, Barb Tuckner, Heather Tesch,  
Eloy Chavez,

ABSENT: Jill Anderson (ex), Hoa Pham

I. CALL TO ORDER

Meeting was called to order at 10:15 a.m. by President Glen Lindgren.

II. PROGRAMS

A. Gallery Opening - Gallery exhibit for American Indian Cultural Program opened last night. This will be the last exhibit of the year. It was suggested that a guided tour through the exhibit be arranged for an educational aspect. Maryanna said she would look into the possibility.

B. Scotfield Concert - Attendance was good - around 250 patrons, and about 50% students. Eloy was very happy with the quality of the program and the turnout.

C. Other Area Announcements - Barb announced a program series that Rec/Skills will be doing entitled "Adventure Week". It will consist of a 4 part series on the psychology of risk taking.

III. RECOGNITION DINNER

The dinner will be held on May 20th at the University Club in St. Paul, starting at about 6:00 p.m. Jill will be meeting with the club regarding the menu, and Scott, Bernie and Glen are preparing the agenda for the event.

IV. VIEW FROM THE BOARD

Glen distributed a memo from himself to Carl Nelson regarding the Student Activities Constitution. Glen expressed his positive feelings about the document for the following reasons: a) It states what the entire organization is all about. b) It advances purpose rather than location as a basis for existence. c) It establishes a framework for student-staff working relationships. d) It expresses up front the important commitment that the organization has to all campus citizens; student, faculty, and staff.

The constitution convention will be held May 3rd and 4th at the WBU.

V. PLANS FOR COUNCIL FOR NEXT YEAR

Glen said that he has been trying to set up a meeting between Council and the Co-Curriculum to see where volunteers will fit in next year. A meeting will be planned with Tom Fiutak in the near future.

VI. ADJOURNMENT

Meeting was adjourned at 10:55 a.m.

UNIVERSITY OF MINNESOTA  
COFFMAN MEMORIAL UNION  
Minutes of the Coffman Union Program Council  
May 13th, 1986

PRESENT: Glen Lindgren, Mary Litsheim, Jill Anderson, Bernie Molitor,  
Heather Tesch, Aron Pilhofer, Linne Jensen

ABSENT: Eloy Chavez, Barb Tuckner, Hoa Pham, Harold Birts, Maryanna  
Johnson

I. CALL TO ORDER

Meeting was called to order at 10:15 a.m., by President Glen Lindgren.

II. CO-CURRICULUM AND COUNCIL

There will be a meeting with CUPC Council, Bernie, and Tom Fiutak at Council meeting next week. This meeting will help explain how CUPC will fit into the Co-Curriculum next year.

Bernie said that coordinators will receive in their mailboxes the major goals and intended outcomes for their area and a brief summary comparing this year to next year. Council will have a week to add input and forward to John Wright - Program Chair to UBOG - who will present to the Board.  
Board.

III. THE LATEST IN PROGRAMMING

\*The program in the Whole went very well this weekend. It was a multi-cultural concert with some dancing. There were 500 people in attendance with CAPP serving refreshments.

Bernie added that Eloy and his committee should be complemented in their programming efforts for they have touched all aspects of intended outcomes for the area this year.

\*Gallery Staff Show is now on exhibit in Gallery 2. There was a opening last night that was well attended. Glen commended the Gallery staff on their efforts putting this exhibit together.

\*AICP has three programs planned for this week. Tomorrow Ignatia Broker will speak about her involvement in storytelling and educator in the Ojibwe tradition. Thursday, Tim Giago, a syndicated columnist will be speaking and on Friday, Sandra King, editor of two anthologies will give a lecture. Maryanna pointed out that all three programs will be video taped by KTCA for viewing this fall.

\*Asian Heritage Week is this week.

\*Rec Committee will be presenting a program on "Rec Sites in the T.C." on Wednesday.

IV. RECOGNITION DINNER

RSVP as soon as possible. There will be a van at Comstock at 5:30p.m. for those who need transportation.

V. ADJOURNEMENT

Meeting was adjourned at 10:55 a.m.