



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee  
420 Borlaug Hall (c/o Agronomy)  
1991 Buford Circle  
St. Paul, Minnesota 55108  
Telephone (612)625-7719

SENATE CONSULTATIVE COMMITTEE MEETING  
AND  
DISCUSSION WITH PRESIDENT KELLER

May 15, 1986  
Regents Room, Morrill Hall  
11:35 - 3:00

AGENDA

Approx. time

- 11:35 1. Minutes of May 1 (to be sent separately).
2. Reports:  
A. SSCC Chair;  
B. SCC Chair;  
C. Finance Chair.
- 11:45 3. Report of the Special Committee on Governance  
(text to be mailed separately).
- 12:10 4. Grading policy motion on the Twin Cities Campus  
Assembly docket for May 15. (NOTE: Still to come is an  
amendment proposed by the committee which initiated  
the grading policy change motion. Please also bring  
your Senate docket or the SCEP-SASS grading change  
motion distributed at the May 1 meeting.)
- 12:40 5. Strategic Defense Initiative motions on the  
University Senate docket for May 15. (See motion  
and proposed amendment as published in the May 8  
Minnesota Daily.)
- 1:00 6. Coordinating Twin Cities Lower Division Education:  
Report of the Special CtF Committee. (NOTE: Enclosed  
to members are the Resolution and Report from the  
special committee, and a memorandum of dissent.)
- 1:30 7. Child Care Report: continuing discussion. Guest:  
Professor Margery Durham. (NOTE: a proposal for a  
motion to be submitted to the June 5 meeting of the  
Twin Cities Campus Assembly will be sent later.)

cont. ...

- 2:00 8. DISCUSSION WITH PRESIDENT KELLER AND OTHER GUESTS:
- Physical Plant Operations. Additional guests:  
David Lilly, Vice President for Finance and Operations,  
Tony Aydinalp, Director of Physical Plant Operations,  
and Professor Harry Hogenkamp, Chair of the Senate  
Committee on Physical Plant and Space Allocation.
- 2:45 9. Ratification of nominations and appointments to  
Senate and Assembly committees. (Note: list of faculty  
and student names enclosed to SCC members.)
10. Recognizing deceased students within University Senate  
meetings. (Note: see proposed bylaws amendment  
enclosed to SCC members.)
11. Distribution of draft of SCC's annual report.
- 3:00 12. Adjourn.



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MINUTES  
SENATE CONSULTATIVE COMMITTEE MEETING  
AND  
DISCUSSION WITH PRESIDENT KELLER

May 15, 1986  
Regents Room, Morrill Hall  
12:05 - 3:05

Members present: John Aal, Ellen Berscheid, Patrick Durbin, Patricia Gearrick, Richard Goldstein, Linda Hanson, Ron Kubik, Cleon Melsa, Jack Merwin, Paul Murphy, Tim Pratt, Wanda Reinke, Irwin Rubenstein, Roy St. Laurent, Frank Sorauf, Deon Stuthman (Chair).

Members-elect present: Mark Brenner, Charles Campbell, Shirley Clark.

Guests: Tony Aydinalp, Margery Durham, John Dickey, Harry Hogenkamp, President Kenneth H. Keller, Susan Klemond, Vice President David M. Lilly, Mary Jane Plunkett, Marsha Riebe, Maureen Smith, William Thomas.

1. Minutes of the May 1 meeting. On May 19 the minutes will be considered approved with any corrections that have then been reported.

2. Agenda change. Discussion of the Governance Committee report was postponed until the June 5 meeting because members had only received their copies on this date.

3. Reports.

A. SSCG. Mr. St. Laurent.

(1) SSCG has nominated Tim Pratt to chair the Student Senate.

(2) For the interviews with the candidates for Academic Affairs Vice President and Provost, four student governance officers will join the SSCG: the president of UMD's Student Association, the Twin Cities student body president, the chair of the student representatives to the Board of Regents, and the Council of Graduate Students (COGS) chair.

B. Consultative Committee. Professor Stuthman.

(1) Additional committee chairpersons to propose to the Senate are David Lenander for Business and Rules and Carl Adams for Planning.

(2) The report of the Athletics Task Force was delivered on this date to the president.

(3) SCC Annual Report. Copies of the draft were to be mailed to SCC members within a few days; members were asked to look at that draft immediately and call suggestions to Mrs. Poppele so the report could be submitted for the June 5 docket.

C. Finance Committee. Professor Merwin.

Since the joint SFC-SCC meeting on May 7 the Finance Committee has initiated frequent meetings with the Vice President for Academic Affairs, which will continue until July 10 when the biennial request is presented to the Regents for their information.

4. Grading policy change motion to the Assembly. (Assembly Steering Committee business.)

The chair asked the Steering Committee's position on the proposal from the Student Academic Support Services Committee (SASS) and the Educational Policy Committee to change the grading system from A-N to A-F. Professor Stuthman mentioned that SASS and ACEP apparently intend to look next year at related aspects of the grading policy. Mr. St. Laurent reported that the SSCC had voted unanimously to endorse the motion.

DISCUSSION. Professor Sorauf observed that the change lengthens the grade distribution by distinguishing better between C's and D's and the F. The University's transcript, he said, had been criticized and the University itself criticized for not confronting failing work as other schools did. The A-N system probably hurt both the good students and the B-C level students.

Professor Merwin, however, held that in principle the University should not be in the business of failing people but rather of measuring achievement and accomplishment. Professor Sorauf replied that 'F' means the work an individual did does not meet the minimal acceptable level.

Professor Melsa inquired whether there would be any change in the withdrawal policy; some discussion ensued but participants were uncertain of the answer. Professor Sorauf noted that Twin Cities colleges establish their own rules regarding progress towards degree and the accumulation of incompletes and withdrawals.

Copies were distributed of an SASS amendment concerning converting an I to an F instead of to an N, in keeping with the intent of the basic motion. Professor Melsa inquired whether the phrase, "have successfully completed a course," includes having received a D. Several members suggested that that part of the original language should be reconsidered.

CONSENSUS. The Committee gave its support without dissent for the grading policy change motion.

5. Strategic Defense Initiative.

(There was a motion before the May 15 Senate meeting from the Senate Committee on Social Concerns to resolve "that the University will not accept research projects or grants where the funds are identified as originating with the Strategic Defense Initiative.")

The chair introduced Professor John Dickey, chairman of the Senate Committee on Social Concerns (SCSC).

Professor Dickey told SCC that his committee had devoted most of two meetings to this issue. SCSC opposed the original motion (introduced to the Senate in February by a student senator) because it would have had the Senate urge "the University of Minnesota to refrain from participating in research specifically for SDI." Social Concerns regarded the urge to refrain from participating as an infringement on academic freedom; funding is a different matter from academic freedom, said Professor Dickey. He gave the supporting arguments which are contained in the SCSC Comment in the Senate docket. He distinguished between political decisions, which he said the SCSC decided it could not make, and social and moral issues, on which the committee believed it should comment.

Professor Berscheid inquired whether there was any precedent for prohibiting research at this University on certain projects or under certain funding. Professor Dickey acknowledged that this University would be among the first to initiate this prohibition if it did so, but said he thought the reviews of the Animal Care and Human Subjects in Research Committees illustrated similar kinds of control. Professor Berscheid saw the charge to those committees as of a different order, concerning the protection of the subjects of research but not the research topic.

Professor Sorauf said that if the moral issue is that SDI research would lead to an unwise or immoral defense policy, a similar rationale could be used to halt almost any research conducted at the University. Professor Dickey described the problem with SDI as the increase in kind of the militarization of the planet. He called it a tremendously significant step to introduce weapons of mass destruction into space.

He acknowledged Professor Sorauf's definition of the issue as a matter of public policy but said it is also more than that and that we must have concerns for the results of the weapons which we develop. Professor Sorauf responded that in a democracy those questions must be settled in the public arena.

Professor Murphy asked to what extent Professor Dickey foresaw that the research conducted would result in classification of results and limitation of distribution. Professor Dickey said the concern is with the likelihood of post facto classification. Probably one cannot legally prevent the Department of Defense from classifying material; a researcher could at best return the funding.

Mr. Pratt expressed his apprehension that at a later stage funding would no longer go to general and basic research but to applied SDI research with the result of a drying up of funds for basic research. Professor Berscheid thought this unlikely as researchers in almost every area now get DOD money.

Mr. St. Laurent reported that the SSCC had voted 4 to 2 with one absence in favor of the Social Concerns Committee's motion.

Professor Dickey commented that there has been a major funding shift from civilian space agencies to the DOD. When the University takes a large

amount of funding from any one agency, links are formed; two or three years from now too many bridges will have been built for the University to take the step then of declining to participate.

Professor Rubenstein said that he did not have to be convinced that SDI was a mistake politically. But he added that he did not think any of the University community should dictate what kinds of research any faculty can or can't do. Mr. St. Laurent spoke in agreement, saying it would be a mistake to prohibit the funding.

Professor Sorauf said if faculty members become beholden to their source of funds, that is another question and the same can apply to corporate funding. As regards basic vs. applied research, there are signs all over that this country neglects basic research. Some of the research on SDI will be very basic with many uses and applications beyond SDI.

Professor Campbell identified himself as a signatory to the Physics Department petition pledging not to do SDI research. To sign such a petition is to take a political position. Professor Campbell did not favor the SCSC motion. He contended that the stand of individual signers is diluted if the institution takes a position.

SCC POSITION. The committee indicated that it wished to state its position to the Senate. On a show of hands, with only current members voting, 4 SCC members favored the SCSC resolution and 10 opposed it.

6. Commitment to Focus: Coordinating Twin Cities Lower Division Education.  
(Assembly Steering Committee business.)

(Copies of the Report from the Special Committee and the accompanying Resolution to the Assembly had been sent earlier to the SCC.) Copies of a slightly modified resolution, which on May 9 had been approved unanimously by the Educational Policy Committee, were distributed to SCC. The report from the Lower Division Committee is being handled in governance in a way parallel to the report from the Committee on Preparation Requirements -- that is, with a resolution to the Senate/Assembly from the Educational Policy Committee. The Steering Committee addressed the question of what kind of recommendation it would make to the Assembly.

Professor Sorauf inquired what the CtF Coordinating Committee would like done regarding the Lower Division report and resolution. Professor Berscheid said the Coordinating Committee would meet on it May 16; she found it still disappointing.

Professor Campbell commented that it seems a college would be set up, but where authority would lie is not clear. He agreed the University needs new funding for this area but he anticipated opening a possibly serious conflict with the collegiate system.

Steering Committee members voiced their apprehension that adoption of the present resolution would cut off further exploration of additional options because the Special Committee had dismissed them. Mr. St. Laurent said the students were disappointed that no more heed had been taken of the responses

which students and others had submitted to the interim report. Ms. Hanson said her own biggest concern was that the recommendations remain vague and responsibilities are not at all specifically assigned.

Professor Murphy moved that the resolution not be an Assembly agenda item until fall 1986, at the earliest. In the brief discussion which followed, members voiced a disinclination to freeze action for several months, and Professor Murphy withdrew his motion.

It being the wish of the Steering Committee to encourage action on the report's positive elements, including overlap with the Wallace and Page Report recommendations, the chair announced that he would arrange for a small number of Steering Committee and Coordinating Committee people to work toward a solution regarding handling the Lower Division resolution.

#### DISCUSSION WITH PRESIDENT KELLER

#### 7. The Child Care proposal and motion. (Assembly Steering Committee business.)

Guest: Professor Margery Durham, Child Care Committee chair.

A draft of a motion to the Assembly had been sent to the full SCC membership in advance. It called for the Assembly to recommend

- that central administration assign an employee to assume the Coordinator responsibilities outlined in the Child Care Report;
- that the Campus Assembly establish a standing committee on child care (later modified: see below);
- that the Faculty Affairs Committee revisit the concept of a cafeteria of fringe benefits for faculty, especially regarding child care and reduced tuition for dependents;
- that the Finance Committee strongly consider recommending child care support items for inclusion in the biennial request.

President Keller told the committee that he agreed with three of the recommendations but questioned whether there was a need to establish an ad hoc standing committee on child care. After a brief discussion, Professor Durham said she thought that regular and visible reporting to the Senate Committee on Social Concerns would probably be acceptable to her committee.

Professor Stuthman gave assurances that the Steering Committee is interested in keeping the child care issue visible. He inquired whether the draft motion is adequate for the present. President Keller, noting that one suggestion in the Child Care Report is that the need for care for dependent children become one criterion for financial aid, said the Steering Committee might consider introducing that concept into the motion. A provision could be added to investigate such a shift of support dollars; central administration would

assign such an investigation to the Office of Financial Aid. The Steering Committee agreed to add this to its motion.

After further discussion as to which existing committee should be identified for the Coordinator to report to, there emerged a consensus that the Steering Committee should serve that role for at least a couple of years. Professor Durham voiced her own satisfaction with that assignment. She asked that Steering Committee members keep in mind the civil service aspect of child care service and the research aspect.

There was a consensus that the Assembly Steering Committee be identified in the Assembly motion as the committee to which the Coordinator would report at least annually.

Mr. Kubik asked whether the child care staff would be augmented if a current staff member became the coordinator, and President Keller and Professor Stuthman said that would happen. The president said that in fact the child care staff presently does about three-fourths of what the Child Care Committee recommended a Coordinator do. Getting more refined data will be one of the Coordinator's new tasks.

Professor Stuthman acknowledged the excellent efforts of Professor Durham and her committee, and the full Consultative Committee joined in an appreciative round of applause.

#### 8. Physical Plant Operations and the University's Physical Environment.

The guests who joined the meeting for this item were Mr. Tony Aydinalp, Director of Physical Plant Operations; Professor Harry Hogenkamp, chairman of the Senate Committee on Physical Plant and Space Allocation (PPSAC); Vice President for Finance and Operations David Lilly; and Associate Vice President for Finance William Thomas.

The chair recognized Professor Sorauf who told the group that since Brief had quoted him on the subject of physical plant operations he had received more faculty comment than on anything else with which he had become involved. The University's physical environment is a subject many people feel deeply about. He drew his examples from the West Bank. There is dissatisfaction over:

Maintenance inadequacies including

- cleanness of floors
- equipping of classrooms and faculty offices (including the absence of chalk, and the quality of projectors and screens): these facilities fall far short of those at other public institutions;
- elevators
- other amenities and services such as hot or even warm water;

Aesthetics: we have created some ugly, desolate, and uninviting spaces such as the paved square surrounded by Blegen Hall, the Humphrey Institute, and Wilson Library.

The poor physical environment, he said, cripples classroom atmosphere and



demoralizes students and faculty. There's been a failure to stand for first-class environment, yet environment and education are related. If we fail to create a better physical environment we'll fail to create faculty and student loyalty.

Professor Stuthman invited Vice President Lilly to describe plans for addressing the problems.

Vice President Lilly said that Professor Sorauf's remarks were well taken. The physical environment is very important and we have to address it. Changes will include building a park atop the new underground parking behind Morrill Hall and alleviating the windy tunnel problems on the West Bank. He noted that President Kler had said he wanted responsibility for the Twin Cities Campus pointed up and that the Provost would have that responsibility. One problem, said Mr. Lilly, has been that no one has clearly had that responsibility.

ORGANIZATIONAL CHANGES. Mr. Lilly announced that Physical Plant Operations would be separated out from Physical Plant Planning and assigned to Associate Vice President Thomas, who will report to the Provost. President Keller said that the details of the shift have not been worked out and there is an outside consultant making recommendations. Mr. Lilly distributed copies of a revised organizational chart which, however, does not show the Provost.

Mr. Lilly told the Committee that University spending in the operations area had not kept pace with inflation and that our productivity is below the national average in part because we haven't invested in equipment and training.

Mr. Thomas was then asked to comment on the addition to his portfolio. He spoke of people as being the central and most important element in the formula. He is able to see the problems from the differing viewpoints of the supervisors and the employees. He referred to a negative cycle which set in. There was a tremendous retrenchment. In the face of that, one can get on with the job and try to increase productivity, or the supervisors can feel unappreciated and do less, and that attitude gets passed on down the line.

Over the past few years, he continued, the campus has had a 20% cut in manpower and a 9% increase in space. We must try to convince the employees that they need better customer relations. But they also need to know their contributions are important to the educational environment. He said he wanted to do a lot of attitudinal training and wanted to convince the employees they are important while making clear what is expected of them. It is possible that training would be done centrally but hiring be done by the college. Maintenance people might report to the dean who would tell them what needed doing better. Supervisors should be looking not for people sleeping on the job but rather to see if workers have done their jobs.

Mr. Thomas said he would establish a customer service office where people can order their jobs. He said he believed the above changes would all be possible in the existing budget; the University can do a better job with what it has, but may not get to the level we would like.

Professor Berscheid asked whether the administration had ever considered contracting out the service on new buildings as they come on line. Mr. Thomas said it has and that the administration is looking at that possibility for one coordinate campus. But, he added, doing so raises political problems. State

law requires an outside contractor preferentially to hire laid-off employees. He said his mind was not closed on the subject but that he recognized the problems.

Professor Sorauf found the officers' reports encouraging. Yet many of his concerns remain unanswered, including the shortage of adequate equipment. He asked where the money can come from. He said he regarded this as a sufficiently important area to deserve more funds. He said he thought faculty and administrators had been proceeding under some false assumptions and needed to recognize the importance of supporting this area.

President Keller referred to unfortunate decisions that get made late in a building planning process when, in the case of every new building, landscaping is traded away for more office space or faculty lounge space. To prohibit such changes would mean taking the final decisions away from the unit involved; however, the pragmatic short-term decision must not be allowed to prevail over long-term priorities.

Professor Rubenstein shifted the discussion to the issue of efficiency of space use. Mr. Lilly said the administration now has a study, using the Minnesota Model, on the support units' and the largest academic units' use of space. The preliminary report showed the University 32,000 feet short of student space. President Keller said the University needs to create a system which interferes with our oligarchical approach. Departments sometimes hold onto 30% to 40% of classroom space for personal flexibility. Policies for efficiency tread on personal freedom. We need such policies but the change will have some consequences.

Professor Hogenkamp told the meeting that the Physical Plant and Space Allocation Committee had studied janitorial services this year with Kurt Campbell, the custodial supervisor. From him, in a comparison with service in the private sector, PPSAC learned that IDS has 1 million square feet and employs 132 janitors, while the University's Health Services have 2.5 million square feet and employ 113 janitors. Professor Hogenkamp said the unit's areas aren't nearly clean enough but we can't expect much realistically. PPSAC also found a real lack of student study spaces after hours; students sit on the floors to study.

Mr. Aydinalp said that one of six custodians in the Health Sciences were laid off at the time of retrenchment, even as substantial square footage was added in that unit as well as elsewhere. Moreover, Health Sciences has a much higher need for cleaning. The assigned area per custodian ranges from 17,500 square feet to 19,300 square feet in the unit. Because Health Sciences take proportionately more custodial time, other units have less: the assignment went from 23,000 square feet to 33,000 square feet.

The only positive effect of retrenchment, he said, has been to help people realize the University needs to spend money on maintenance. There is a real number of personnel below which functioning well becomes impossible.

Mr. St. Laurent said he had understood there was a requirement that student study space be included within any new building. President Keller said that reserve gets traded away.

Professor Sorauf said it appears there are administrative decisions which could be made that would make a difference. For example, delivery trucks and telephone trucks park where they should be prohibited (such as immediately outside Wilson Library's front doors). There should be attention to slackness and building supervisors should be available.

Mr. Pratt noted that reasonable bike routes have to be considered along with landscaping. The West Bank now includes some serious bike route errors. Ms. Gearrick volunteered that students appreciate the flowering shrubs being set in around the Humphrey Institute.

9. Committee nominations and appointments.

The Committee accepted the new names reported for forwarding to the Senate and Assembly.

10. Proposed Senate bylaws amendment to recognize deceased students.

Mr. St. Laurent introduced this amendment, which parallels the practice of recognition of deceased faculty. He had spoken with Mr. James Preus, who had told him that Admissions and Records does not automatically receive the names of registered students who have died; however, Mr. St. Laurent spoke to the merit of the proposal to have reporting as the Clerk of the Senate has sufficient numbers to report, and at least annually. Units can be asked to forward names to the Senate office. He acknowledged that it was not the same kind of recognition as that for faculty members who have given many years of service, but he regarded it as still worthy of recognition for their having been current members of the University community.

Professor Murphy noted that a similar case should perhaps now be made for deceased employees in the P/A and civil service categories.

No objection was voiced to Professor Stuthman's question as to whether SCC could forward the motion for the June 5 Senate docket.

11. Resolution of Senate motion on Indirect Cost Recovery Fund distribution policy.

The chair reported that a friendly amendment was being offered to require consultation with the Research Committee as well as the Finance Committee in the event budgetary circumstances persuaded central administration to hold more than one-third of available ICR's. The Consultative Committee accepted this amendment.

Respectfully submitted,

Meredith Poppele, Executive Assistant

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May 9, 1986

President Kenneth H. Keller  
202 Morrill Hall

Subject: May 15 SCC meeting

Dear Ken:

The extended time you gave to the Finance and Consultative Committees Wednesday served many positive purposes. On behalf of the committees I extend warm thanks for providing the opportunity for so much candid exchange of information and views. As you'll see from a memorandum Jack Merwin is separately copying to you, he and Rama have arranged for May 15 the first of a series of special SFC meetings on the biennial request.

The Senate Consultative Committee will ask for less than an hour of your time on the 15th, from 2:00 to 2:45. As SCC has been intending, we've set that period aside to discuss physical plant operations issues, particularly the question of space maintenance. David Lilly, Tony Aydinalp, and Harry Hogenkamp (who's chairing the Senate's Physical Plant and Space Allocation Committee) will be on hand.

Cordially,

Deon D. Stuthman, Chair,  
Senate Consultative Committee

DDS:mbp

Encl.: SCC agenda



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Veterinary Medicine  
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May 12, 1986

TO: Marilee Ward  
Clerk of the Senate  
424 Morrill Hall  
Minneapolis Campus

FROM: Wendell J. DeBoer, Chair *Wendell J. DeBoer*  
Student Academic Support Services Committee

RE: Proposed Amendment to VI. Educational Policy Committee  
Grading Policy Motion for Twin City Campus Assembly Agenda,  
May 15, 1986

In correspondence to William Hanson and Deon Stuthman dated May 5, 1986, I apprised them of a need to reword the grading policy for the I grade to preserve the intent of reinstating the F grade. On Friday, Deon Stuthman called and advised me to forward the proposed amendment to you so it can be prepared for distribution at the May 15, 1986 meeting.

The amendment is underscored and is simply a housekeeping detail. It modifies the definition of the I grade as follows:

"I--Assigned by an instructor to indicate Incomplete, in accordance with provisions announced in class at the beginning of the quarter, when in the instructor's opinion there is a reasonable expectation that the student can complete successfully the work of the course. An I that is not made up by the end of the next quarter of residence becomes an F if registered under the A-F and an N if registered under the S-N; instructors may set dates within the quarter for make-up examinations. (In the Graduate School, in master's degree programs in undergraduate colleges, and in the doctor of medicine programs, an I remains until changed by the instructor.) When an I is changed to another symbol, the I is removed from the record."

Another housekeeping detail which has come to my attention since May 5 is regarding the definition of the N grade. Similarly it needs modification and involves a deletion as indicated:

"N--Assigned when the student does not earn an ~~S or a D or higher~~ and is not assigned an I. It stands for no credit."

Please call me (6-3891/4-4747) if you have questions about these amendments.

WJD/j1  
cc: William H. Hanson  
Dean D. Stuthman



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Philosophy  
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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

University  
of  
Minnesota  
memo

date 5/14 19

to Meredith  
from Bill

Here is the SCEP version of the  
Lower Division resolution. Changes are  
underlined.

from SCEP 5/9  
(Revising April 30  
resolution)

MOTION:

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. (Administrative actions of the kind listed in Recommendation 2a of the Special Committee's report should be taken to support and encourage faculty in these activities.)
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. The responsible administrative officer should report annually to the Assembly, through its Committee on Educational Policy, on the progress of activities in these areas and evaluations of their effectiveness.

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.

COMMENT:

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. The members of the Special Committee 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. They further 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 through the educational process, and respects the diverse needs of students. SCEP unanimously endorsed the recommendations in the report.

Senate Committee on Educational Policy

## 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  
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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

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

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### 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.

- o 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.

o 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.

o 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.

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<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**  
**The General College**

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May 6, 1986

To: **Kenneth Keller, President**  
**Rama Murthy, Vice President for Academic Affairs**  
**Richard Heydinger, Chair, Commitment to Focus Coordinating Committee**  
**Deon Stuthman, Chair, Faculty Consultative Committee**

From: **Sandra Flake, Associate Professor, General College** *Sandra Flake*  
**Member, Special Committee Coordinating Lower Division Education**

Subject: **Minority Response to the Final Report of the Special Committee**  
**Coordinating Lower Division Education on the Twin Cities Campus**

Enclosed is a copy of my minority response to the Final Report of the Special Committee. I have asked Professor Hanson, the Chair of the Special Committee, to let me know whether or not my response will be distributed with the Final Report of the Committee. If it is not, I will make arrangements to have it distributed.

If you wish to discuss any of the issues I raised in the response, please feel free to contact me at 106 Nicholson Hall (376-1469).

cc: **William Hanson, Chair, Special Committee Coordinating Lower Division**  
**Education on the Twin Cities Campus**  
**Jeanne T. Lupton, Dean, General College**



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.



*Dean Stuthman*  
*SCC office copy*

UNIVERSITY OF MINNESOTA

Office of the President  
202 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

April 7, 1986

TO: Professor William Hanson, Chair  
Special Committee on Coordinating Lower Division  
Education on the Twin Cities Campus

FROM: Richard B. Heydinger, Chair  
Coordinating Committee for Commitment to Focus

This memorandum contains the response of the Coordinating Committee to the Interim Report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus. We apologize for transmitting this memo after your deadline of April 1; however, it was only after substantial discussion both within our committee and with other members of the University community, including members of your committee, that we decided to respond.

In summary, this somewhat lengthy memorandum argues for reconsideration of the possibility of implementing some changes that are most akin to the "overlay model" for lower division education. Although we find ourselves agreeing in spirit with the committee's interim report, our members also feel that there are a number of improvements needed in the lower division which could be addressed more effectively if an administrative mechanism (we have termed it, Provost's Council on Undergraduate Education) were developed. Such a council would be responsible for the detailed planning and implementation of the policies proposed herein for undergraduate education. Moreover, this council would be led by the chief academic officer of the Twin Cities Campus and be consistent with the administrative structure of Academic Affairs and the colleges.

Because our response is consistent with many of the ideas contained in the proposal for a Center on Undergraduate Education, this memorandum does not speak directly to each point in your draft report. Instead, we are arguing that a more significant step is necessary if the Twin Cities Campus is to address some of the shortcomings we view as inherent in our current lower division and to accomplish the improvements for undergraduate education implicit in CTF.

The format of this memorandum reflects the development of our discussion as we debated the issues. First, we found it necessary to lay out our concerns with lower division education (see Section I below). We then responded to these concerns with some ideas for structural changes (Section II). To accomplish these, we felt it was necessary to establish a broad mechanism responsible for undergraduate education — the Provost's Council (Section III).

After some discussion, we concluded it was best to retain this outline in presenting our ideas so that you might see the rationale for our proposal. As a result, the format resembles a free-standing report. Yet it is intended only as a list of ideas generated from a "brainstorming session" held by the Coordinating Committee. Many of the ideas and assertions contained herein need further research, discussion, and explication.

As members of the University community, we also want to thank the members of your committee for the time and energy they have devoted this year to addressing this most difficult topic. Undoubtedly, in the years ahead the undergraduates of the Twin Cities Campus will be the beneficiaries of your work.

#### I. SOME OBJECTIVES FOR ENHANCING THE LOWER DIVISION EXPERIENCE

As we reflected on the characteristics, the shortcomings, and the challenges facing undergraduate education on the Twin Cities Campus, we discovered a unanimity of opinion within our committee regarding desired improvements for lower division education.

##### 1. INCREASE THE AMOUNT AND TYPE OF INTERACTION AROUND INTELLECTUAL MATERIAL

Effective education, learning, and training, requires engagement with academic subject matter. The more highly engaged the student, the more effective the learning process. Our committee feels that the educational experience of students on the Twin Cities Campus could be improved markedly if there were increased opportunities for being more fully engaged with the subject matter. Thus, activities such as the Undergraduate Research Opportunities Program (UROP) challenge students to become more involved with their subject matter. Interactive learning opportunities, as advocated in the Page report and the Student Experience Task Force report, offer potentially powerful changes to the lower division curriculum. In such situations faculty and student relationships are altered, causing both parties to be more fundamentally engaged in the teaching/learning process. Perhaps the greater untapped resource is student-student interactions. Repeatedly students report that some of their most significant educational experiences occur when they are provided structured opportunities to interact with their classmates.

In an urban, commuter institution, such interactions will not occur by chance. They must be an integral part of curricular planning for the lower division experience.

2. CREATE AN ENVIRONMENT WHICH IS SUPPORTIVE OF STUDENT ACHIEVEMENT

If the University is to realize the educational objectives implicit in Commitment to Focus, we must work to create an environment within the lower division which recognizes the importance of student achievement. This can begin with the clear communication to potential students that the University is structured to best serve those undergraduates who seek a baccalaureate degree and who do so with the desire to be held to rigorous academic standards. This message must permeate our communication -- both oral and written -- with potential students, high schools, and the citizens of our State. This message will not only affect our students, but it will affect our faculty as well. High standards of achievement begin with high expectations of performance by both teacher and student.

The University also must stand ready to provide students with measures of their academic progress. It seems that we should be able to develop effective yet cost-efficient assessment and feedback mechanisms which go beyond the accumulation of grades on a transcript. Such mechanisms should give students a sense of educational development and personal growth as they progress through the undergraduate curriculum. A number of the suggestions in the proposal for an Undergraduate Center speak to this same point.

Communicating higher expectations to students and providing improved feedback will not suffice unless also accompanied by a careful examination of the incentives which faculty have (both real and perceived) for creating an effective climate for rigorous undergraduate education. Resources, incentives, and attitudes of the individual faculty, departments, and colleges must all support high-quality undergraduate education. We cannot assume that "the faculty" is ready and willing, of one mind, and only awaiting the able and motivated student.

3. PERSONALIZE THE LOWER DIVISION EXPERIENCE

We must recognize that learning and personal growth are often painful, frustrating experiences. The Twin Cities Campus must continue to strive to create an environment which breaks down the anonymity and the feeling of population mass which is created on this largest of all campuses.

Our committee believes that this can be accomplished in part with a lower division that presents more not less structure than currently. Our current system is characterized by diversity and a multitude of structures. A high degree of entropy is the result. To the student who has already decided on a particular field, or to the self-confident student who is committed to exploring the available diversity, the University of Minnesota can be a liberating and effective educational experience. However, to a significant portion of students who come from smaller environments or who express some self-doubt, the Twin Cities Campus can be foreboding. We believe that we can offer more effective undergraduate education if we provide a more supportive, more personalized environment for the student. Some of the ideas presented in the interim report speak to these needs. Other reports, such as the Page report and the Student Experience Task Force report have presented ideas for offering a more supportive environment. The strategies sketched in the next section are intended to suggest ways of accomplishing this objective. In so doing, we should not lose sight that our fundamental mission is to offer a rigorous, high quality learning experience for the undergraduate.

#### 4. ENSURE STUDENTS' COMPETENCY IN BASIC SKILLS

A rigorous undergraduate education is characterized by the development of competency in language skills and quantitative skills. Effective citizenship in a modern world demands it. We recognize the importance of a liberal education and are in harmony with the educational philosophy which undergirds the CLE requirements. However, we feel that the "cafeteria approach" to developing the "educated person" is lacking. We must be more prescriptive, and we must formally assess students in their development of language skills and quantitative skills. Without defining the level of skills we expect and then formally measuring these competencies, faculty find that in the upper division they must teach to the "lowest common denominator" which accommodates basic skill deficiencies. Thus, as described below, we are proposing that all students coming through the lower division curriculum be required to develop and demonstrate their competencies in basic skills at a level commensurate with high quality baccalaureate education before moving into the upper division.

## II. SUGGESTED STRATEGIES FOR IMPROVING LOWER DIVISION EDUCATION

Following are some strategies which we offer for consideration as significant steps toward improving lower division education on the Twin Cities Campus. They are intended to speak to the objectives outlined in Section I above.

### 1. CREATE A SET OF COMMON EDUCATIONAL EXPERIENCES

To achieve the objectives laid out above, we suggest that it is necessary to bring more control, and more structure to bear on lower division education. Through the "cafeteria" approach to liberal education requirements, students in fact may receive a high quality, lower division education. However, this approach assumes a highly informed, mature educational consumer and a highly effective advising system. We argue that lower division education must be a firm foundation on which baccalaureate and graduate education rests. Thus, as educators we should not rely so heavily on student choice for constructing an appropriate curriculum but instead should exhibit more thorough planning and indeed more confidence in designing common curricula for students.

A common curriculum permits the design of a lower division experience that for all students will:

1. Ensure the development of basic competencies.
2. Provide opportunities for interdisciplinary exploration.
3. Increase the likelihood that students will enter the upper division prepared to take on rigorous work.
4. Increase the likelihood that we can offer students a more supportive, more personalized environment in the midst of our large numbers.
5. Increase the amount of "active learning" which characterizes our courses.

We do not suggest a single, core curriculum. Instead, we advocate the development of a series of interdependent courses which, when taken together, would form a lower division track. Because of the diversity of the University and its students, we recommend the development of more than one but probably less than ten distinct curriculum tracks. At matriculation each student would choose a single track which she or he would pursue during their lower division experience. The track

would not include all credits taken during this time but might comprise one or two courses each quarter. The courses comprising a track would be highly integrated and dependent on each other. Each track would require the development of both language and quantitative skills. Yet different tracks might have different thematic emphases. A natural science track would be different from one which emphasizes fine arts. A track could also be issue oriented; a single issue (e.g., Third World development) could be used as a focal point for all course work comprising the track.

In laying out these alternatives, we want to recognize that a number of different structures might yield the same results.

## 2. UTILIZE ASSESSMENT MORE FULLY IN PLACING STUDENTS

Our committee feels that assessment is a powerful tool for improving the educational process. For example, with the increased preparation standards recommended by the Collins report, it will be incumbent upon the University to assess and thus accurately place students as they enter the University. We hasten to add that assessment need not always consist of formal testing.

Assessment practices could also be an integral component of the design of each curriculum track. Feedback is an important ingredient in any learning process. We would hope that students are given candid and accurate information on the progress they are making as they move through the curriculum track, on their way toward enrolling in the upper division.

We also recommend that careful consideration be given to the possibility of requiring all students to successfully pass through an assessment process as they move from the lower division into the upper division. We note that it was not so far in the distant past that all CIA students had to pass a "Sophomore Culture Test" before being accepted into the upper division. Although this nomenclature and the particular mode of assessment may now be outdated, we believe that the principles underlying this idea are still most valid.

## 3. IMPROVE COORDINATION OF ALL LOWER DIVISION CURRICULA

Course redundancy and course overlap will always be an issue in a university as large and diverse as ours. However, we are persuaded that some formal mechanism should be established which has the authority to coordinate the curriculum offerings across colleges. The proliferation of courses which go beyond the disciplinary expertise in a particular college are well documented on the Twin Cities Campus. The effectiveness of the entire undergraduate experience may well be enhanced if we improve our efforts to communicate across colleges on issues of curriculum design, prerequisites, course overlap, and course articulation.

4. INCREASE THE COORDINATION OF SKILL DEVELOPMENT PROGRAMS

As a land-grant institution, it is essential that the University maintain access to its educational programs. With the changes recommended above, it would be possible to raise -- not lower -- the barriers of access. To ensure that the University is accessible, we recommend that all skill development programs be coordinated through a single coordinating mechanism. At this time we are unaware of the exact form such a mechanism should have. We do believe that it must be consistent with the governance and administrative organization of the University and should have both responsibility and authority for accomplishing the task.

At the same time, we are convinced, and told that research demonstrates, that skill development programs must be grounded in the academic discipline which they are teaching. In other words, remedial work in quantitative skills should be closely affiliated with the mathematics department. Remedial work in language skills should be closely affiliated with programs in composition and speech-communications. Yet across these departments there should be some single mechanism which has responsibility for coordinating pre-college work.

5. IMPROVE THE COORDINATION OF SUPPORT SERVICES

Relatedly, and as proposed in the interim report, the University should establish a single mechanism for the coordination of advising and other support services. We would go beyond the interim report and recommend that some advising services at the lower division level should be removed from the colleges and placed in a more centralized operation. This has the potential for providing "one-stop" for students and would lodge with a single unit the responsibility of being informed about the entire lower division curriculum on the Twin Cities Campus. Students would be more informed on the variety of options available to them. Hopefully this unit would also develop mechanisms for charting the academic progress of students and steps to feed back this information so that students have a more comprehensive picture of their academic progress.

6. CORRECT THE IMBALANCE BETWEEN AVAILABLE FACULTY RESOURCES AND THE SIZE OF THE UNDERGRADUATE STUDENT BODY

In responding to the interim report, the Coordinating Committee wants to call attention to the fundamental characteristic which we feel drives the quality of education on the Twin Cities Campus. Stated abstractly, there exists a task-resource imbalance which must be altered if the objectives laid out above are to be accomplished. In other words, there are too few faculty resources available given the number of students enrolled.

Data show that those institutions we are trying to emulate have a richer student-faculty-resource mix than the University of Minnesota. The undergraduate student to regular faculty ratio is significantly lower at these peer institutions. Although we could argue for an increase in faculty resources, the possibility of significantly increasing the faculty complement seems remote.

We thus turn to the option of reducing the size of the undergraduate population. Integral to the rationale of CTF is the decline in the size of the traditional college-age cohort. Yet as some have argued, the University may be the first choice for an increasing proportion of the populations given improving quality and a tuition scale held at public rates. This possibility notwithstanding, the University should consider developing an enrollment policy which in a planned way will systematically lead to fewer undergraduates attending the University. As a benchmark for discussion we recommend consideration be given to setting an objective of having 25 percent fewer undergraduates (headcount) by Fall, 1995.

We view the attainment of this objective as the critical variable in predetermining the University's capacity to respond to the changes outlined above for the lower division. We would even go so far as to say that the variable of size is more important than the preparation level of the students entering, although we state this to demonstrate the strength of our feeling on the point rather than wanting to defend this position over and above preparation standards.

Before the University could adopt a policy to limit undergraduate enrollment by at least 25 percent, an alternative public baccalaureate degree program would have to be developed in the Twin Cities.

We would also like to note that the State's acceptance of a smaller undergraduate student body may in large measure be predicated on the perceived improvement in quality in the lower division. In other words, if the University can demonstrate significant strides in improving the quality for the "other 75 percent" who are enrolled in the lower division, the State's policy makers -- including the Regents -- may be more willing to accepted limited enrollment.

7. EXAMINE FACULTY AND DEPARTMENTAL PRIORITIES TO ENSURE THAT UNDERGRADUATE EDUCATION RECEIVES THE ATTENTION REQUIRED TO IMPLEMENT THESE CHANGES

Even if only some of our ideas were incorporated into the final committee report, we recognize that this calls for still more responsibilities placed on already strapped departments and faculty members. We feel strongly that the University should not move to implement changes in the lower division without considering the question of



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

Professor William Hanson  
April 7, 1986  
Page 9

priorities and required resources. If lower division education is to be maximally effective, then we must ensure there is an orientation and enthusiasm for it. Incentives must be provided, and resources (both human and financial) must be made available.

At the same time, we believe that many of these changes can occur within the existing level of resources through resetting priorities and reorganization of teaching assignments.

We offer no simple solutions, for there are none. We do want to state unequivocally that we cannot simply add more expectations for undergraduate education on top of the growing list of responsibilities for faculty members. We only call attention to this issue in this memo; we certainly have not provided adequate solutions here.

### III. PROPOSED STRUCTURE FOR IMPLEMENTING CHANGES

As noted in your interim report, three organizational alternatives were considered in arriving at the final set of recommendations. We, too, considered these alternatives. However, given the changes proposed above, we are advocating the establishment of a lower division structure which more closely resembles the "overlay model."

We propose the establishment of the "Provost's Council on Undergraduate Education." This executive body would be chaired by the Twin Cities Provost who serves as this campus's chief educational officer. To remain consistent with the educational and administrative structure of the University, we propose that members of this council be comprised of the deans of all "undergraduate" colleges on the Twin Cities Campus. This group would serve as the "executive branch" to implement the "legislative policy" outlined in the educational principles above. We would suggest that the Provost be strongly urged not to delegate responsibility, for only with the authority and influence of this position can undergraduate education receive the attention required to make these changes.

Undoubtedly, the council would want to appoint faculty task forces and other working groups to plan the details of these changes. We propose that the council be given a definite deadline (e.g., the end of the 1986-87 academic year) for completing this planning work and be asked to report back to SCEP on the progress of these plans.

We believe that this structure overcomes some of the inherent difficulties in the "graduate school model" in which the line officer (i.e., the dean) cannot assume full responsibility for graduate education because budgetary authority resides with the collegiate deans and department heads. As chief educational and budgetary officer of the Twin Cities Campus, the Provost will be able to back-up these plans through budgetary action. We also believe that this proposal has the added advantage of calling attention to the importance of undergraduate education in the filling of the position of Provost for the Twin Cities Campus.

#### IV. CLOSING

We appreciate the opportunity to respond to your committee's interim report. We hope that this set of ideas is useful in the committee's continuing deliberations. To facilitate communication we purposely wrote this memo in a "declarative" tone. This may communicate a sense of unanimity and self-confidence in our discussions which would be misleading. Any of us would be happy to discuss further these ideas with you.

RBH:kb  
4-8-86

c: Coordinating Committee  
Kenneth H. Keller  
Tim Pratt  
Deon Stuthman  
John Wallace  
University Vice Presidents

SENATE AND ASSEMBLY COMMITTEE NOMINATIONS BEING SUBMITTED  
TO THE SENATE AND ASSEMBLY ON MAY 15, 1986

Assembly Committee on Intercollegiate Athletics

New faculty members:

Allen Goldman (Physics)  
Deon Stuthman (Agron. & Plant Genetics)

Student members:

John Berg  
Brad Carlson  
Jonathon Farber  
Douglas Lahammer  
Corey Smith

To chair: Professor Mariah Snyder

Senate Committee on Business and Rules

New faculty members:

Wesley B. Sundquist (Ag. Econ.)

Student members

David Lenander  
Steve Florman

To chair: David Lenander

Senate Committee on All-University Honors (SCC recommends the names to President)

New faculty members:

(still to be determined)

Student members

Laura Cavallo  
Tim Pratt  
\_\_\_\_\_ (1 still to be named)

To chair: (still to be determined)

Senate Finance Committee

(no new at-large faculty members  
for '86-'86)

Student members

James Clark (student rep. from Planning)  
Paige Johnson  
Patricia Thomas

Senate Planning Committee

New faculty members:

John Howe (History)  
Warren Ibele

Student members

James Clark  
Tim Ziegenhagen

To chair: Carl Adams

NON-SENATE/ASSEMBLY BODY FOR WHICH SCC RECOMMENDS MEMBERS TO THE PRESIDENT:

President's Student Behavior Review Panel

New faculty member:

(still to be determined)

Student members:

Patricia Anderson  
John Berg  
John Joachim  
Caroline O'Brien

To chair: (still to be determined)

DRAFT MOTION PROPOSED FOR SUBMISSION TO THE TWIN CITIES CAMPUS ASSEMBLY  
FOR ITS JUNE 5, 1986 MEETING

CHILD CARE

*need  
Comment  
& correct wording  
incl. financial  
aid  
consideration*

MOTION:

The Assembly affirms its desire for the University to give more attention to child care needs.

The Assembly recommends:

- That central administration assign someone (possibly already within the current child care structure) to assume the responsibilities outlined for a Child Care Coordinator in the April, 1986 report, "Child Care at the Twin Cities Campus of the University of Minnesota," including documentation of needs for additional "slots;"

*~ That the Coordinator report at least*  
- That ~~TCCA establish a Standing Committee on Child Care~~

~~to advise the administration on child care and on the operation of child care facilities;~~  
*annually to the Assembly Steering Committee*

- That the Senate Committee on Faculty Affairs revisit the issue of cafeteria fringe benefits packages for faculty, with particular consideration for child care and reduced University tuition for faculty dependents;

- That the Senate Finance Committee strongly consider recommending for inclusion in the 1987-89 legislative request both capital expenditure items and operational subsidy items in the support of child care.



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee  
420 Borlaug Hall (c/o Agronomy)  
1991 Buford Circle  
St. Paul, Minnesota 55108  
Telephone (612)625-7719

May 23, 1986

Professor Jack C. Merwin, Chair  
Senate Finance Committee  
204 Burton Hall  
Minneapolis Campus

Dear Jack:

The Assembly Steering Committee has submitted for the docket of the Twin City Campus Assembly's June 5 meeting a motion concerning child care. The motion calls upon the Assembly to affirm its desire for the University to give more attention to child care needs and to recommend certain new actions, as proposed in the recent report, "Child Care at the Twin Cities Campus of the University of Minnesota," as ways to bring that increased attention. Among the recommendations is this one:

"That the Senate Finance Committee strongly consider recommending for inclusion in the 1987-89 legislative request both capital expenditure items and operational subsidy items in the support of child care."

While it is not a certainty that the Assembly will approve this motion, I'm confident that that will be the outcome. Since SFC is now meeting frequently with Vice President Murthy to discuss the capital and budget requests, I would like the Committee to be aware of the Steering Committee's wishes and of the possibility of a request from the full Assembly.

Sincerely,

Deon D. Stuthman, Chair,  
Assembly Steering Committee

DDS:mbp

c: Kenneth H. Keller  
V. Rama Murthy  
Margery Durham



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of English  
Lind Hall  
207 Church Street S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2595

May 12, 1986

TO: President Keller  
FROM: Margery Durham  
SUBJECT: Child Care

The meeting on May 7 with you and the Consultative and Finance Committees was encouraging, and I appreciate very much having had the chance to attend. Fitting a matter like child care into the already full University agenda is indeed difficult, and our committee felt it had first to describe the problem's dimensions in detail for you and for the others who must make the budgetary decisions.

In one respect we may not have realized what an advantage we had in your having already recognized the problem and being committed to addressing it. We also were conscious of our charge to report to the SCC and, through that body, to others. Therefore, some of the statements in the Report were made for those who, unlike yourself, might not yet have been convinced of the need for additional involvement of the University in this issue. In our presentation then, our two main goals were: first, to persuade the unpersuaded; and second, to make minimal demands on the University budget. In my own mind and I know in others', the concept of steady state funding is firmly lodged.

Nevertheless, we also know that as a living and even a lively social organism, the University will change. We therefore used the model of growth rather than of either stasis or radical innovation, and in this connection I would like to list the following priorities, hoping that they will help to guide the coming deliberations:

1. Adding to existing facilities: Besides research and observation space for the West Bank Center, there is, as you mentioned, the matter of salary. Even though fringe benefits add significantly to the real income of at least some University child care staff in comparison with other - especially private - providers, the matter of comparable worth has been mandated and must be faced. In addition, of course, high quality day care costs more than group baby sitting.



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At the meeting last week I intended also to mention two well-planned programs that need only a little help in getting started, and that therefore could easily, and in a very cost effective manner, augment the number of child care openings on campus. I refer to the timetable in our Report, Item I B (page 6). The Health Sciences plan requires only the allocation of space in order to get under way, and the Law School students also have made a significant start in developing a child care program. It seems to us that these potential facilities should be given priority on the principle of building from what we already have.

2. Providing a rationale for funding requests: I had the distinct impression that requests for space were in order, partly because they can be estimated fairly precisely in the University's requests for both public and private funding. This idea helped generate our support for Item II F on space, maintenance and utilities (page 7), as well as Item II D on remodeling estimates (page 6). Time ran out on our plan to get the actual estimates for remodeling such buildings as Appleby Hall, Boynton, and Marshall-University, and we did not consider it within our authority to find out the price of acquiring the latter two. We did, however, get assurances that, should you ask for them, the remodeling estimates would be quickly forthcoming.

3. Private funding: We should keep in mind the fact that the Legislature is not our only financial resource. Although the format of "case statements" in the Capital Campaign makes it difficult to include such a broadly relevant issue as child care, we would expect a child care coordinator, in cooperation with the University's other fund-raising projects, to approach businesses that hire a large number of University graduates on the subject of funding. Appendix A of our Report includes the framing of grant proposals as one of the coordinator's duties, and we feel that this is one reason for making such an appointment.

4. Present staff: As you are no doubt aware, our present child care supervisors cannot take on more work than they have now. I understand that the West Bank Center recently discontinued its referral service for lack of staff to manage that part of its program. Therefore, mainly because the child care problem is so large and complex, we still believe that a coordinator is

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necessary, and that this office should have strong lines of communication with both the Vice President for Finance and Operations and the Office of Academic Affairs. In this connection you might want to review the Report's Appendix A, "Position Description" (page 9).

5. Aid to single parents: It is not entirely the case that if the criteria for student financial aid are changed to include child care expenses, all single students will get less. Unfortunately, among the most needy are single parents, for whom some believe the University should especially provide.

As the Consultative and Finance Committees review our Report, I believe that the issues I raise here, in addition to those mentioned in my May 1 memo to you, will emerge. We appreciate the encouragement that both you and they have given us so far, and await your decisions with confidence in such attentive deliberations.

/cb

cc: Deon Stuthman, Chair, Senate Consultative Committee  
Jack Merwin, Chair, Senate Finance Committee  
Child Care Committee

UNIVERSITY OF MINNESOTA

University Senate Consultative Committee  
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May 9, 1986

Mr. David M. Lilly  
Vice President for Finance and Operations  
301 Morrill Hall

Dear Vice President Lilly:

Our committee is appreciative of your willingness to discuss the maintenance of classroom, laboratory, and office space. I was pleased to hear in our phone conversation that you are considering some reassignment of supervisory responsibility in this area so that workloads will be more evenly distributed. Perhaps these plans will have been developed sufficiently so that you can share them with our group and invite their reaction.

Well-kept classrooms and laboratories have a definite impact on the success of our educational mission. Student attitudes are important in the learning process and clean teaching environs can only make these attitudes more conducive to better learning. In addition, when campus visitors encounter well-maintained buildings (and grounds), they get a favorable impression of the University which serves the institution well as it strives toward the goals outlined for us in Commitment to Focus.

We look forward to our discussion on the 15th.

Sincerely,



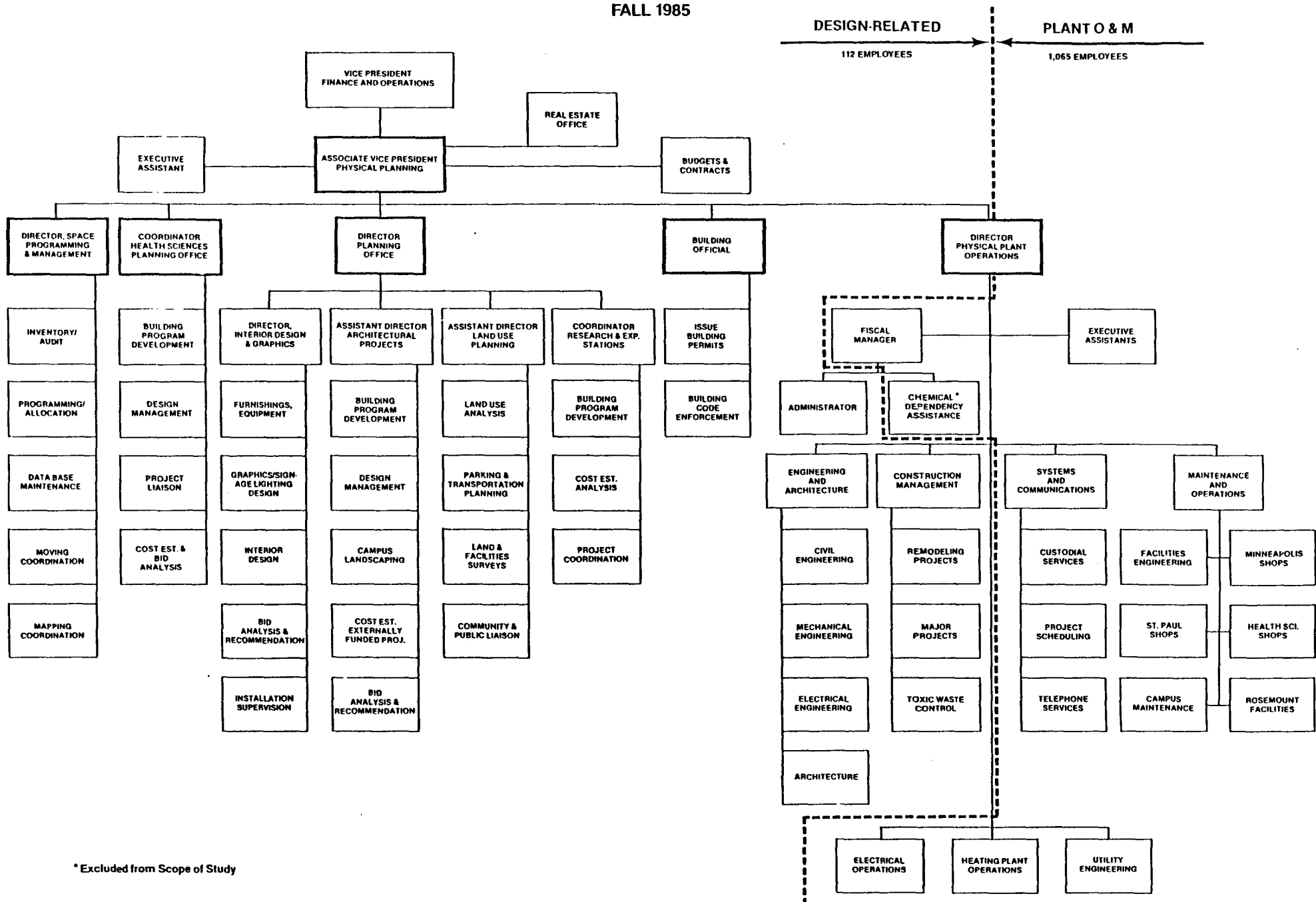
Deon D. Stuthman, Chair,  
Senate Consultative Committee

DDS:mbp

Encl: SCC agenda

5000 from SCS 5/15/86

# UNIVERSITY OF MINNESOTA PHYSICAL PLANNING AND PHYSICAL PLANT TABLE OF ORGANIZATION FALL 1985



\* Excluded from Scope of Study

Exhibit A