

**MEETING OF THE STUDENT SENATE**

**THURSDAY, DECEMBER 6, 2001**

**11:30 A.M. - 1:30 PM**

**25 Mondale Hall--Twin Cities Campus  
305 Selvig Hall--Crookston Campus  
Kirby Student Center Garden Room--Duluth Campus  
Behmler Hall Conference Room--Morris Campus**

This is a meeting of the Student Senate. There are 48 voting members of the Student Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. MINUTES FOR SEPTEMBER 20, 2001**

**Action  
(2 minutes)**

**MOTION:**

To approve the Student Senate minutes, which are available on the Web at the following URLs. A simple majority is required for approval.

[http://www1.umn.edu/usenate/student\\_senate/010920stu.html](http://www1.umn.edu/usenate/student_senate/010920stu.html)

**CAROL WELLS, CLERK  
UNIVERSITY SENATE/TWIN CITIES CAMPUS ASSEMBLY**

**2. STUDENT SENATE VICE CHAIR REPORT  
(5 minutes)**

**3. STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR REPORT  
(10 minutes)**

**4. CAMPUS REPORTS  
(5 minutes)**

**5. STUDENT REPRESENTATIVES TO THE REGENTS REPORT  
(5 minutes)**

**6. STUDENT LEGISLATIVE COALITION  
2001-02 Legislative Agenda  
Action  
(5 minutes)**

2002 SLC Legislative Agenda

Support the U of M capitol Campaign Request. The SLC supports the U of M's capitol bonding request, however should it become clear that the U will not receive the entire request the SLC's priority is to see that each campus has a project represented in the final bonding bill.

Reintroduce the "More than Books" Campaign. This campaign seeks to expand the current tax exemption on Text Books to "other instructional materials", "used directly in the completion in the course of study".

**7. DISCUSSION WITH PRESIDENT YUDOF  
(12:00 – 12:30 p.m.)**

**8. STUDENT SENATE CONSULTATIVE COMMITTEE  
Resolution Concerning 13 credit Minimum  
Discussion and Action  
(10 minutes)**

The resolution will be available at the meeting.

**9. STUDENT SENATE CONSULTATIVE COMMITTEE  
Alcohol Policy Resolution  
Discussion and Action  
(10 minutes)**

The resolution will be available at the meeting.

**10. ELECTION OF STUDENT SENATE CHAIR  
(5 minutes)**

**11. OLD BUSINESS**

**12. NEW BUSINESS**

**13. ADJOURNMENT**

**Resolution on Parental Notification Policy**

- Whereas, The Short-Term Task Force on Alcohol Policies' report on March 29, 2001, "found that Twin Cities policies were complete, appropriate, and comparable to policies at other institutions. The Task Force also found that the institution provided excellent education regarding alcohol use at new student and parent orientation, at residence hall orientation, in brochures, letters and e-mails to students and parents, and in training of community advisors and security monitors;" and
- Whereas, Parental notification is contrary to student development theory; and
- Whereas, Students 18 years of age and over should be treated as independent adults; and
- Whereas, Reporting would treat a subset of students differently: students in residence halls would be disproportionately subject to reporting; and
- Whereas, In the case of partial parental notification, reporting may depend on whether the student is a financial dependant; and
- Whereas, Parental involvement in some circumstances may not help a student; and
- Whereas, Parental notification may change the relationship between student and University staff; therefore be it
- RESOLVED That the University of Minnesota Student Senate does not support the strict enforcement of any current parental notification policy, except in the case of extreme emergency; and be it further
- RESOLVED That the University of Minnesota Student Senate does not support the implementation of more stringent parental notification policies; and be it further
- RESOLVED That discussion of said policies should include significant student input and representation.

\*Adapted from an August 30, 2001 memorandum to the Faculty, Staff, and Student Affairs Committee of the Board of Regents, "Report on Student Alcohol Issues."

**Approved by the Student Senate Consultative Committee, November 29, 2001**

**Resolution on Full Time Policy**

- Whereas, The primary mission of the University of Minnesota is education; and
- Whereas, The implementation of a Full Time Policy would greatly impact student academic culture; and
- Whereas, The said proposal arose from an individual rather than a committee strong in student representation; and
- Whereas, The "Report of the Graduation and Retention Subcommittee of the Council of Undergraduate Deans" on August 13, 2001 has outlined several innovative initiatives, as well laid bare educational shortfalls to be addressed; therefore be it
- RESOLVED** That the proposed initiatives, including but not limited to optional full year registration, an interactive graduation planning system, and greater use of E-mail communication, be discussed and implemented with significant student input and representation, where appropriate; and be it further
- RESOLVED** That areas of concern as outlined by the report, including but not limited to student-advisor communication, advising resources, and size and quality of undergraduate experience, be discussed and implemented with significant student input and representation, where appropriate; and be it further
- RESOLVED** That the University of Minnesota address these issues prior to the consideration of any full time policy; and be it further
- RESOLVED** That serious discussion and research take place prior to the implementation of any full time policy; and be it further
- RESOLVED** That discussion of a full time policy involve great student input and representation.

**Approved by the Student Senate Consultative Committee, November 29, 2001**

Revised statement for Item 7 "Statement regarding General Purpose Classroom Technology Upgrade Plan" of the December 6, 2001 Senate/Assembly Agenda

## **SENATE COMMITTEE ON FINANCE AND PLANNING**

### **STATEMENT REGARDING GENERAL PURPOSE CLASSROOM TECHNOLOGY UPGRADE PLAN**

The Senate Committee on Finance and Planning reiterates its strong support for assigning a high institutional priority to providing funding for the "General Purpose Classroom Technology Upgrade Plan"

The Committee views the lack of sufficient technology equipped general purpose classrooms with great concern. We note that the faculty's needs for projection-capable Internet connected general classrooms far outstrip supply. Likewise, matriculating students are increasingly used to experiencing technology in classrooms in their K-12 education. They bring high expectations to the University of Minnesota, and we need to measure up.

The Committee has closely followed the "General Purpose Classroom Upgrade Plan" since its inception, and is on the record as endorsing the plan and recommending accelerated implementation. We also note that the Classroom Advisory Subcommittee as well as numerous governance, faculty, and student committees and groups have favorably endorsed the Tech Upgrade plan. All agree that this plan provides the critically important baseline level of classroom technology, and the foundation for future technology enhancements. The \$7M, multi-year, phased plan began in FY-00 and is scheduled to be complete at the end of FY-04.

The Senate Committee on Finance and Planning particularly notes that the Tech Upgrade plan identifies recurring funding requirements for life-cycle maintenance, equipment replacement, and support staffing as elements of the basic plan. We support this up-front identification of life-cycle costs as a fiscally prudent approach to upgrading classroom technology infrastructure.

We note with great concern that the tech upgrade work to date has been funded only with one-time funds. The recurring life cycle costs for technology-enhanced classrooms has not been funded. We are, however, accruing these costs. Given the importance of general classrooms and their technology infrastructure, we cannot continue to defer these costs without jeopardizing our teaching and learning mission.

The committee applauds the completion of 65 tech upgrade installations by the start of the Fall 2001 semester. We note however, that the plan called for completion of 146 rooms by this time. Funding shortfalls have caused the U to fall behind the Tech Upgrade Plan's timetable of completing 300 classrooms by end FY-04.

The Senate Committee on Finance and Planning strongly supports and urges funding of the General Purpose Classroom Tech Upgrade Plan, and its counterparts on the coordinate campuses, to complete, on schedule, the funding of recurring life-cycle classroom costs as well the establishment of a stable recurring funding stream for general purpose classrooms.

Adopted by the Senate Committee on Finance and Planning November 13, 2001  
Endorsed by the Faculty Consultative Committee November 15, 2001

Background Information on Academic Professional slate, Item 21 "Assembly Committee on Committees Membership" of the December 6, 2001 Senate/Assembly Agenda

## **RANDY CROCE, CARLSON SCHOOL OF MANAGEMENT**

### **Current Position:**

Program Coordinator/Video Producer, Labor Education Service, Industrial Relations, CSOM

### **General Information:**

Has worked in LES for the past 11 years, producing videos and teaching both production and theoretical media classes. His productions have won over a dozen national awards. One documentary about White Earth land claims was shown on PBS and the Learning Channel.

### **University Service:**

Current Chair of the Academic Staff Advisory Committee (ASAC). Has served as the Carlson School representative to ASAC for 3 years. Chaired the Representation and Governance Subcommittee of ASAC for 2 years, during which time he wrote the initial drafts and oversaw revisions of the ASAC constitution and bylaws.

### **Quote:**

"I am vitally concerned with broadening the representation of P&A's at the University. I believe that the entire University will benefit when everyone involved in implementing policies is involved in deciding them."

## **LYNNE R. SCHUMAN, HHH INSTITUTE ON PUBLIC AFFAIRS**

### **Current Position:**

Director of Student and Career Services, Humphrey Institute of Public Affairs

### **General Information:**

Works with the masters students at the Humphrey Institute to orient them to the graduate program and facilitate their degree completion. Directs the internship program and provides career education and career development planning to both students and Humphrey alumni. M.A. in Political Science, University of Minnesota; PhD candidate in Political Science, University of Minnesota Has worked full-time at the Humphrey Institute since 1986. Prior to that she held a variety of graduate assistantships in the College of Liberal Arts.

### **University Service:**

Has served 2 years on the Academic Staff Advisory Committee (ASAC) and has been active on the Benefits and Compensation Subcommittee. Is an active member of the Career Development Network, an organization of career services professionals around the University.

### **Quote:**

"Academic Professional and Administrative staff make enormous contributions to the University every day. However, they have not played a major role in governance. I believe P&A's have much to contribute in that area as well. Their active and positive participation

on the Senate Committee on Committees is a vital first step in adding P&A's as resources to University committees. I would be honored to be part of that process and to recruit able and enthusiastic professional staff for University committee work."

**MARY ELLEN SHAW, GENERAL COLLEGE**

**Current Position:**

Associate Counselor-Advocate, General College Student Services

**General Information:**

Full-time academic adviser in General College for past 16 years.

**University Service:**

Currently serving the second year of a term on SCEP and a third year as a P&A Grievance Officer. Has spent the past five years representing General College P&A staff on ASAC and currently serves on the ASAC Communications Subcommittee.

**Quote:**

"I'm keenly interested in moving more P&A staff into active service on University committees."

**TERI WALLACE, COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**Current Position:**

Research Associate, Institute on Community Integration

**General Information:**

Has a Masters degree in Educational Psychology and a Doctorate in Educational Policy and Administration. Began working at the University of Minnesota in 1987 as a Graduate Research Assistant. Since then, she has held positions of Associate Educational Specialist, Educational Specialist, Associate to the Director, and Research Associate. She has served as a researcher, course instructor, advisor, and research center administrator.

**University Service:**

Has often volunteered her services, primarily at the college and unit level, including the College of Education's Outreach and Diversity Committees. Was one of the originators of the P&A Forum in the College of Education. Teri is an active member of several unit level committees and currently serves as a member of the Academic Staff Advisory Committee.

**Quote:**

"I value service to the University and community and take my own commitments seriously. I believe it is important that people who give of their time to the University actively represent the diversity of the University. I would like to be a part of the Senate Committee on Committees to serve in that capacity; to help ensure that University Committees reflect (where possible) the strength and broad perspective of our University."

Revised list of nominees, Item 21 "Assembly Committee on Committees Membership" of the December 6, 2001 Senate/Assembly Agenda

**MOTION:**

That the Twin Cities Campus Faculty Assembly approve the following slate of nominees to fill two Twin Cities academic professional vacancies and five Twin Cities faculty vacancies on the Committee on Committees. A simple majority is required for approval. Once the slate is approved, ballots will be distributed for voting.

**ACADEMIC PROFESSIONALS**

**RANDY CROCE:** Academic Professional, Industrial Relations Center, Carlson School of Management. No University Senate or Senate/Assembly Committee participation.

**LYNNE SCHUMAN:** Academic Professional, HHH Institute of Public Affairs. No University Senate or Senate/Assembly Committee participation.

**MARY ELLEN SHAW:** Academic Professional, Student Services, General College. University Senate member: None. Senate/Assembly Committee participation (past and present): Educational Policy, 2000-03.

**TERI WALLACE:** Academic Professional, College of Education and Human Development. No University Senate or Senate/Assembly Committee participation.

**ST. PAUL FACULTY**

**JEAN BAUER:** Professor, Family Social Science, College of Human Ecology. University Senate member: 1990-94. Senate/Assembly Committee participation (past and present): Finance and Planning, 1997-05; Judicial 1991-97.

**ROSS JOHNSON:** Professor, Genetics, Cell Biology, and Development, College of Biological Sciences. University Senate member: January 2001-June 2001. Senate/Assembly Committee participation (past and present): None.

**DAVID TILMAN:** Professor, Ecology, Evolution, and Behavior, College of Biological Sciences. No University Senate or Senate/Assembly Committee participation.

**DEON STUTHMAN:** Professor, Agronomy and Plant Genetics, College of Agricultural, Food, and Environmental Sciences. University Senate member: 1980-83, 1986-89, 1990-93. Senate/Assembly Committee participation (past and present): Consultative, 1983-86 (Chair 1985-86); Finance, 1984-85 (Chair 1984-85); Intercollegiate Athletics, 1986-89 (Chair 1987-89); Nominating, 1999-00; Support Services, 1991-94 (Chair 1991-94).

**MINNEAPOLIS NON-ACADEMIC HEALTH CENTER FACULTY**

**GARY BALAS:** Professor, Aerospace Engineering and Mechanics, Institute of Technology. University Senate member: None. Senate/Assembly Committee participation (past and present): Faculty Affairs 1996-99; Research 2001-04.

**CAROL CHOMSKY:** Associate Professor, Law School. University Senate member: 1995-99. Senate/Assembly Committee participation (past and present): Equity, Access, and Diversity, 2001-04; Faculty Affairs, 1994-99; Professional Studies PFCC, 1996-99.



ACADEMIC HEALTH CENTER FACULTY

TIMOTHY EBNER: Professor, Neuroscience, Medical School. University Senate member: 1995-98, 1999-02. Senate/Assembly Committee participation (past and present): None.

THOMAS FLETCHER: Professor, Veterinary Pathobiology, College of Veterinary Medicine. University Senate member: 2001-04. Senate/Assembly Committee participation (past and present): None.

MARK HERZBERG: Professor, Oral Sciences, School of Dentistry. University Senate member: 1983-86. Senate/Assembly Committee participation (past and present): None.

THOMAS MACKENZIE: Professor, Psychiatry, Medical School. University Senate member: 1993-96, 2001-04. Senate/Assembly Committee participation (past and present): Intercollegiate Athletics, 1994-97.

**TC FACULTY  
COMMITTEE ON COMMITTEES  
ELECTION BALLOT**

**St. Paul Faculty Slate (Vote for NO MORE THAN TWO)**

- Jean Buaer, College of Human Ecology
- Ross Johnson, College of Biological Sciences
- Deon Stuthman, College of Agricultural, Food, and Environmental Sciences
- David Tilman, College of Biological Sciences

**Academic Health Center Faculty Slate (Vote for NO MORE THAN TWO)**

- Timothy Ebner, Medical School
- Thomas Fletcher, College of Veterinary Medicine
- Mark Herzberg, School of Dentistry
- Thomas Mackenzie, Medical School

**Minneapolis (non-AHC) Faculty Slate (Vote for NO MORE THAN ONE)**

- Gary Balas, Institute of Technology
- Carol Chomsky, Law School

**Academic Professional Slate (Vote for NO MORE THAN TWO)**

- Randy Croce, Carlson School of Management
- Lynne Schuman, HHH Institute of Public Affairs
- Mary Ellen Shaw, General College
- Teri Wallace, College of Education and Human Development

**New Major Investments in Undergraduate / Systemwide  
FY1998 - FY2001**

ITEM	AMOUNT	NOTES
1 Student System	25,600,000	64% of \$40.0 for Student System / Undergrads are 64% of systemwide enrollment
2 Undergraduate Improvement Initiatives	8,000,000	Freshman Seminars, Student Services (including advising, convocation, registrar), Interdisciplinary Minors, Undergraduate Research
3 Related Capital	198,301,000	Big Ticket Items: Art Building /\$41.5 Coffman / \$53.0 Murphy / \$9.0 Ford / \$9.9 UMD Lab Science / \$2.5 UMD Music / \$6.7 UMD Library / \$24.4 UMM Science-Math / \$38.7 Crookston Kiehle / \$6.5
4 Residence Halls	75,905,000	Big Ticket Items: Riverbend / \$30.1 Middlebrook Addition / \$12.0 Addition / \$10.0 <span style="float: right;">Frontier</span>
5 Scholarships / Financial Aid	<u>2,378,871</u>	Centrally funded
6 TOTAL	310,184,871	NOT an exhaustive list -- only select major items

## Framework for Undergraduate Improvement Initiatives, Impact, and Goals

<b>Academic Initiatives</b>	<b>Impact on Students</b>	<b>Goal</b>
<b>Freshman Seminars</b> 35 new faculty positions 20 seminars in 1998-99 125+ seminars in 2000-01	1999 – 400 students (8%) 2001 – 1,875 students (38%) 2002 – 1,900 (35%)	All freshmen
<b>Undergraduate Research</b> 1,500+ faculty since inception	400 TC students in '01	1,000 students per year
<b>Study Abroad</b>	1999 – 700 students 2000 – 1,020 students (UMTC) 2001 – 1,275 students (UMTC)	50% of graduating students
<b>Writing Intensive Courses</b>	Required for all students	Students complete 4 writing-intensive courses during their college careers
<b>Interdisciplinary Minors</b> 1999-2001 –nearly 20, including: Leadership, Information Technology, Design, New Media, Business, Youth Studies, Violence Prevention, Disability Studies, Applied Ethics (UMC), Information Technology (UMC), Information Design (UMD)	2001 – 300+ students	Add minors in high-demand fields to allow students to expand career opportunities

<b>Student Development and Support</b>	<b>Impact on Students</b>	<b>Goal</b>
<b>SEAM</b> (Student Excellence in Academics and Multiculturalism)	1999 – 250 students in 8 learning communities 2000 – 250 students in 11 learning communities 2001 – 275-300 students in 12 learning communities	Enhance academic success for students of color
<b>Service Learning/Community Service</b>	3,000 students/year	4,000 students/year Facilitate intensive learning experience for students
<b>Convocation</b> 120+ faculty participate each year	'98, '99, '00, '01 4,000 students participate each year	Continue annually – all freshmen
<b>Advising and Student Support Services</b>	Restructured in CLA; use of technology	Enhance advising for all students
<b>Freshmen Orientation</b>	5,469 students attended in fall 2001	Enhance first-year experience for all freshmen
<b>Residential Living/Learning Communities</b> Also include new first-year experience halls. New houses in 2001: Anthropology, Explorations in CLA, Exploration in Engineering and Science, ROTC, Service Learning, and Women's Studies.	6,800 total capacity in 2001-02 (20% increase over 2000-01)  5,428 total students in residence halls, 2001-02  1,000 students in 21 living-learning communities in 01-02	23 houses planned for fall 2002

**4- and 5-Year Graduation Rates  
1998-1999**

<b>Big 10 Publics</b>	<b>4-yr</b>	<b>5-yr</b>
University of Michigan	62%	81%
Pennsylvania State University	60%	78%
University of Illinois Urbana-Champaign	49%	72%
Indiana University	41%	62%
University of Wisconsin	35%	67%
University of Iowa	33%	59%
Purdue University	28%	59%
Michigan State University	24%	57%
UMTC	24%	42%
Ohio State University	19%	49%

### Graduation Rates for Class Entering 1994

<b>Time to Degree</b>	<b>4 yrs</b>	<b>5 yrs</b>	<b>6 yrs</b>
Twin Cities	18.3%	43.0%	49.6%
Duluth	23.0%	44.6%	49.6%
Morris	45.6%	62.3%	67.6%

*Source: Institutional Research and Reporting*

### Fall 2000 Undergraduate Enrollment: Percent Part-Time

Campus	% Part-time
U. of Minnesota-Twin Cities	28.5%
U. of Arizona	17.9%
U. of Washington-Seattle	14.5%
U. of Pittsburgh-Main Campus	14.3%
Ohio State U.-Main Campus	13.9%
Michigan State U.	12.8%
SUNY-Buffalo	12.4%
U. of Iowa	12.3%
U. of California-Davis	12.2%
U. of Texas-Austin	12.2%
U. of Colorado-Boulder	11.4%
U. of Nebraska-Lincoln	11.2%
U. of Maryland-College Park	10.9%
U. of Oregon	10.6%
U. of Wisconsin-Madison	10.5%
Purdue U.-Main Campus	10.5%
U. of Kansas-Main Campus	10.4%
Rutgers U.-New Brunswick	10.3%
SUNY at Stony Brook	10.0%
U. of Florida	9.9%
Iowa State U.	8.3%
Indiana U.-Bloomington	7.9%
Texas A&M U.	7.6%
U. of Virginia-Main Campus	7.6%
U. of California-Berkeley	7.2%
U. of Missouri-Columbia	6.0%
U. of Michigan-Ann Arbor	5.9%
U. of North Carolina-Chapel Hill	5.7%
Penn State U.-Main Campus	5.5%
U. of California-San Diego	5.1%
U. of California-Los Angeles	4.5%
U. of California-Irvine	4.4%
U. of California-Santa Barbara	4.3%
U. of Southern California	4.1%
U. of Illinois-Urbana-Champaign	3.8%

**Annual national survey of incoming freshmen  
shows that the economic background of the  
University's students is similar to students in other  
public universities and private colleges**

<b>National Data</b>	<b>Twin Cities Campus</b>	<b>U.S. Public Universities</b>	<b>U.S. 4-yr Private Colleges</b>	<b>U.S. Private Research Universities</b>
\$9,999 or less	3%	3%	3%	2%
\$10,000 - \$19,999	3%	5%	6%	3%
\$20,000 - \$29,999	8%	8%	8%	5%
\$30,000 - \$49,999	18%	18%	20%	13%
\$50,000 - \$74,999	29%	26%	25%	20%
\$75,000 - \$149,999	32%	31%	26%	33%
\$150,000 or more	7%	11%	11%	25%

**UNIVERSITY OF MINNESOTA**

President's Two-Year Budget Plan  
Fiscal Years 2001-02 and 2002-03



# Society and Public Policy Makers *Increasingly* Regard a Higher Education as a Private Benefit

Lifetime Earnings by Educational Attainment (FY2000 \$s)

