

university of minnesota memo

To Penny Krosch

From Martha Kvanbeck, Senate

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| <input type="checkbox"/> For your information | The attached items were distributed at the Open Forum on A Commitment to Focus and the Univ. Senate meeting yesterday (Apr. 17). |
| <input type="checkbox"/> For your approval | |
| <input type="checkbox"/> Per your request | |
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Date _____

PROPOSED RESOLUTION

Regarding the Report of the

Special Committee on Coordinating Lower Division Education on the Twin Cities Campus
For Information

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, computation, 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 and assessment services that are not currently provided; 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 and with the Office for Students with Disabilities in such a way as to facilitate and encourage cooperative work and to ensure that the needs of these students are adequately met.

3. Major administrative responsibility for protecting and enhancing the quality of undergraduate education should be focussed 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

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responsible for the Undergraduate Center mentioned in 1, and for its linkage with Student Support Services, the Office of Minority and Special Student Affairs, and the Office for Students with Disabilities mentioned in 2; 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; f) initiate and support ongoing review of teaching and advising, curriculum overlap, and student involvement.

4. 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.

5. Faculty and administrators should seriously consider establishing on the Twin Cities campus a coordinated research program in higher education. Such a program 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.

William H. Hanson, Chair
Special Committee on Coordinating
Lower Division Education on
the Twin Cities Campus

UNIVERSITY SENATE MEETING AGENDA, Thursday, Apr. 17, 1986

Please add the following proposed amendment to Item VII. Preparation Standards motion:

MOTION:

To amend the Consultative Committee motion by adding as a final sentence, "In implementing these preparation standards, the University should adhere to all recommendations in the final report of the Special Committee on Unified and Increased Preparation Standards."

COMMENT:

The Senate Committee on Educational Policy supports the motion of the Consultative Committee when amended as above.

WILLIAM HANSON, Chr.
Educational Policy Committee

Please add the following proposed amendments to Item VII. Preparation Standards motion:

MOTION: To amend the second sentence to add the underlined phrase. . . "three years in science, including one biological and one physical science and may include one applied science; . . ."

MOTION: To amend the second sentence to add the underlined phrase . . . "and two years of a second language or equivalent number of units in world history and/or international relations."

MOTION: To amend the last sentence of the original motion by adding the underlined word . . . "The Senate Consultative Committee should report annually to the Senate . . ."

MOTION: To amend the original motion by adding a final statement, "If it is determined that the unified preparation requirements are deleterious to the maintenance of a critical mass of students in a collegiate unit, the unit may submit an alternative set of preparation requirements."

V. B. CARDWELL
Senator