



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
411 Borlaug Hall
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone: (612)376-2479

SENATE CONSULTATIVE COMMITTEE MEETING
AND
DISCUSSION WITH THE PRESIDENT

March 6, 1986
12:00 - 2:45
Regents Room, Morrill Hall

AGENDA

Approx. time

- 12:00 1. Minutes of February 20 (to be sent later).
2. Reports:
 - A. CtF Coordinating Committee (Prof. Berscheid).
 - B. Senate Finance Committee (Prof. Merwin).
 - C. Student SCC Chair (Mr. Pratt).
 - D. SCC Chair (Prof. Stuthman).
- 12:25 3. Steering to Senate Committee on Social Concerns the motion on the Strategic Defense Initiative introduced in the February Senate meeting.
- 12:35 4. The temporary bylaws provision for closing meetings subject to certain rules.
5. Discussion of the interim reports from Commitment to Focus Special Committees:
 - 12:50 A. Coordinating Lower Division Education on the Twin Cities Campus.
 - 1:30 B. Preparation Standards.

DISCUSSION WITH PRESIDENT KELLER

- 1:45 6. Cycle IV Planning and University planning's administrative structure. Guest: Professor W. Donald Spring, Chair, Senate Planning Committee. (Note: members please see attached letter.)
- 2:45 Adjourn.



UNIVERSITY OF MINNESOTA

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MINUTES
SENATE CONSULTATIVE COMMITTEE MEETING
AND
DISCUSSION WITH PRESIDENT KELLER

March 6, 1986
12:15 - 2:50
Regents Room, Morrill Hall

Members present: Ellen Berscheid, Patrick Durbin, Richard Goldstein, David Hamilton, Linda Hanson, Ronald Kubik, Joseph Latterell, Cleon Melsa, Jack Merwin, Paul Murphy, Timothy Pratt, Wanda Reinke, Irwin Rubenstein, Roy St. Laurent, Frank Sorauf, Deon Stuthman (Chair).

Guests: Richard Heydinger, President Kenneth Keller, Mary Jane Plunkett, Gwen Ruff (University News Service), Maureen Smith, W. Donald Spring.

1. Professor Stuthman and Mr. Pratt introduced Wanda Reinke, the new SCC member from the Waseca Campus.

2. Minutes of February 20. No corrections were submitted at the meeting. Minutes will be considered approved as distributed, or with any corrections submitted by March 10.

3. Reports.

A. Coordinating Committee on Commitment to Focus. Professor Berscheid. The committee would receive the School of Management's response on March 7.

B. Senate Finance Committee. Professor Merwin. SFC would meet at 3:00 on this same date and SCC members were especially encouraged to attend. President Keller was to join SFC for a discussion on the retrenchment plan necessitated by state disallocation.

C. Student SCC. Mr. Pratt.

(1) The FCC members earlier today received copies of the collected SSCC member critiques of the draft reports from the two special C_TF committees.

(2) SSCC will visit with Chancellor Imholte and the UMM student senators on the Morris Campus on April 3.

D. SCC Chair. Professor Stuthman.

(1) A General College document, "Regents College," has (with GC permission) just been distributed to the SCC, in the spirit of sharing additional

proposals relating to the coordination of lower division education on the Twin Cities Campus.

(2) Search process for Vice President for Academic Affairs and Provost. Search Committee chair Dean McFarland has reported that members are currently reading the applicant and nominee files preparatory to a March 31 sorting out. Committee's intent is to complete the search by mid-June.

3. Steering the motion on Strategic Defense Initiative research introduced by a senator to the February 20 Senate meeting. Professor Stuthman recommended that since the Senate Committee on Research had already discussed the motion prior to the Senate meeting, SCC should now send it to the other relevant committee, the Senate Committee on Social Concerns. Professor Sorauf asked that the Senate Committee on Research be kept apprised of Social Concerns' disposition of the motion, to be prepared to participate in the Senate debate.*

4. Provision for closing meetings.

Professor Stuthman reminded the SCC members that the bylaws amendment permitting the FCC to close a meeting, subject to certain conditions, had been adopted with a three-year limit which expires this spring, and cannot be extended without the Senate's explicit consent. Discussion within FCC and recommendations from the Student SCC's chair and vice chair point to a proposal to amend the bylaws in two ways: (1) by striking the sentence, "The right of the Faculty Consultative Committee to close meetings shall not be extended beyond the end of the academic year 1985-86 unless there is a vote of the University Senate to do so", and (2) by extending the meeting-closing provision to the Student SCC and the SCC as a whole.

The result, if the Senate approved the motion, would be that any of the three bodies would be permitted to close a meeting by a vote of approval by a two-thirds majority of its members, with the requirement that the bodies report the topics discussed in closed meetings.

Professor Murphy moved that the Consultative Committee submit such a motion to the Senate. Professor Sorauf seconded the motion.

DISCUSSION.

SCC members recognized their need to describe to the Senate how this privilege has proved to be constructive to the Faculty Consultative Committee and the reasons for wanting to extend it beyond the FCC. Professor Sorauf said that the committee's effectiveness in the consultative process can be enhanced by being able to close a meeting. Without it committee expression is restricted on some occasions and the president's expression in sharing certain preliminary information is limited. Professor Merwin noted that the ability to close a meeting has enabled the FCC to be consulted on some matters earlier in the decision-making process than would otherwise be the case.

* The chair subsequently requested both SCR and SSCC to address this motion.

Professor Stuthman added that the evolution of the FCC and SSCC into more separate but parallel operations makes it appropriate to have parallel rules.

The motion was carried with Professor Melsa dissenting.

5. Draft reports from the C_TF Special Committees.

Committees had followed up their considerations of the drafts in this way: Student SCC members had compiled their reactions after meeting with each of the special committee chairs, and FCC had forwarded its minutes to the two committees. FCC also sent its minutes on Coordinating T.C. Lower Division Education to the chair of the C_TF Coordinating Committee. FCC members had in hand copies of the student reactions, which the students had written without knowledge of FCC's reactions.

A. Coordinating Lower Division Education on the Twin Cities Campus.

Mr. St. Laurent found the proposal for an Undergraduate Center appeared simply to add a layer of advising; integration and coordination with other offices is unclear. Coordination with or incorporation of Orientation activities is also unclear.

The SSCC and the FCC were seen to have independently arrived at very similar conclusions based upon the report, including seeing the Center proposal as an incremental change which would only represent a slight improvement over the status quo. Most SCC members, commented Professor Sorauf, seem to want to see explored some greater degree of integration of non-curricular aspects of lower division (e.g., advising, admissions, entering students). He raised the question of under whose auspices integration ought to take place, pointing out that much of what is academic but non-curricular is now outside the regular academic offices (prospective student counseling, admissions and records, etc.). He called that a very central issue not really dealt with by the report.

Professor Berscheid asked whether a Lower Division subcommittee had been charged with examining the suitability of the Graduate School structural model. The SCC understands there was a subcommittee to study the advisability of a core curriculum; Professor Berscheid saw coordination or integration of curriculum as a different matter than a core curriculum. Professor Stuthman pointed out that the Consultative Committee had been on record for three or four months as favoring integration of the various student support services on campus.

Professor Sorauf referred to a recent personal experience which revealed the fragmentation of already specialized counseling services. He met with a group of counselors having responsibility for "academically fragile" students, and discovered that even this group dealt with only two categories of such students--minorities and athletes.

Professor Stuthman noted that one response the FCC had considered was to ask the Lower Division Committee to deal exclusively and very thoroughly with its own undergraduate center proposal.

The SCC will await the Lower Division Committee's responses to the extensive comments made to its draft report.

B. Special Committee on Preparation Standards.

Mr. Pratt noted that SSCC members were divided regarding the arts requirement. They are also worried that high school offerings such as shop will shrink. SSCC is concerned that the University is deemphasizing the introductory foreign language courses and emphasizing the more advanced level; if languages are important and yet many students are found to enter without that background, the students believe the University should assist in the acquisition of languages by funding and offering more, not fewer, introductory sections.

Professors Stuthman and Goldstein noted that the arts requirement is intended to be liberally interpreted. Professor Stuthman recommended that it first be determined whether or not an arts requirement is appropriate and then, if it is deemed so, that it be defined more clearly. Professor Rubenstein recommended a half-year arts requirement. Mr. Durbin said if the answer is yes, it should next be determined whether current high school arts offerings are adequate to meet the determined need.

Professor Murphy said a group of Twin Cities educators with whom he serves wants to know whether the arts definition could encompass literature and composition. They contend that students' need to write well is more important than what any given arts course might turn out to be.

Ms. Hanson spoke for changing the arts item to a recommendation, thinking the gain of a requirement not worth the bureaucracy necessary to interpret equivalence.

Professor Sorauf asked whether there were to be grade or percentile standards for admission. Professor Goldstein replied that is not part of the University-wide preparation standards, but colleges can set their own minimum standards for GPA or other specifics.

Professors Stuthman and Berscheid pointed out that the high schools and the State Board of Education will have something to say about the exact definition of the standards. Professor Merwin said necessary preparation for entrance to the University must be distinguished from what may be included on the presumption it is good for everybody. High schools won't simply let the University dictate their curricula.

Professor Goldstein commented that the necessary prerequisites vary among colleges. Reportedly they are regarded as less important in the social sciences, where they do not serve as building blocks. However, mathematics and science are essential for some programs, especially for IT. Professor Sorauf remarked that, except for highly specialized courses, none of the University's introductory courses require prior coursework. The faculty doesn't make assumptions about background because the quality of the background varies so tremendously. He said it troubled him that the University is making the current assumptions about what students need to enter when the faculty do not make those assumptions in the way they design their courses.

Professor Goldstein noted that CLA's existing foreign language requirement is a prerequisite for nothing other than further study in that language.

Professor Sorauf commented the requirement enables the University to take more students to a more advanced level in their foreign language before they leave the University.

Members noted that the combined total of the University's proposed requirements and state graduation requirements is 19 courses. High school students take a total of 20 to 24 courses. Professor Stuthman said the students have some incentive to be able to place higher at the University through the placement exams; this opportunity could compensate for areas where they might enter with deficiencies.

When Professor Berscheid inquired what the reason would be for requiring a foreign language for admission to IT, Professor Goldstein said the common arguments are that a student through studying a foreign language learns more about the syntax and structure of his own language, and that some knowledge of a foreign language should be expected of anyone who will eventually be a University graduate. Mr. Pratt voiced his support for the value of learning about another culture which is included in high school language courses.

Professor Stuthman said the University needs to be concerned about being clear when describing its expectations of the high schools.

6. Cycle IV Planning and the University's administrative structure as regards planning. Guests: Professor W. D. Spring (Chair, Senate Planning Committee) and Assistant Vice President for Academic Affairs M. Kathleen Price.

Professor Stuthman stressed that the motivation for choosing this as an agenda item had nothing to do in any way with any individual's performance, but rather with the administrative structure and the particular collection of responsibilities assigned to given individuals. He asked Professor Spring to describe the Planning Committee's schedule for the year.

Professor Spring said that at SPC's October meeting presidential assistant Heydinger had asked the Committee to look at Cycle IV Planning which is the other aspect, alongside Commitment to Focus, of this year's planning. Cycle IV asked units to look again at their Cycles I and II plans and to generate any changed set of priorities and a five-year plan, with special attention to the first two years.

The Planning Committee, he reported, was also going to begin to examine on a rotation basis each of the units regarding implementation of their plans. Before SPC had gotten far on this ambitious assignment, retrenchment was again upon the University.

SPC is now asking each unit what changes have occurred and what each had anticipated. The Committee is taking a retrospective look to see if the four planning cycles have made a significant difference in the various units. For budget implications, Cycle IV includes an exchange between each unit and central administration as to how the unit is going to be able to get to where it intends to go. Professor Merwin said he hoped SPC would also look at why some planned changes could not be carried out (for example, the absence of cooperation from other units).

CONTINUATION OF THE PLANNING DISCUSSION WITH PRESIDENT KELLER

President Keller and Dr. Heydinger joined the meeting at this point.

Professor Stuthman reminded the meeting that the Consultative Committee had exhibited an interest in the changed planning structure beginning at the time of the 1983 departure of Nils Hasselmo, who had been Vice President for Planning and Administration. Since that time there has not been a vice president for planning; planning is now placed in the president's office. Professor Stuthman regarded it as a difficult combination for a single staff member to be responsible for both day-to-day trouble shooting and University planning.

President Keller sketched the history of the University's current planning process, which began in 1979. By the Second Cycle, he said, we began to understand what we meant by the process. We have given extraordinary attention to the link between planning and budgeting.

Also important, but less attended to, he said, is the link between planning and strategy. Commitment to Focus has joined these. In this sense, he thinks the University has matured in the process. Now there is a sense of what people want this University to become. Every unit now considers what it wants to do in terms of whether it is or is not consistent with Commitment to Focus. Many plans are being recast. He said he thought the substance of planning had been going very well.

Part of this success, he said, is seeing planning primarily as a line function. The staff function of oversight has been Rich Heydinger's primary responsibility regarding planning.

The president went on to say the line officers (the provost, the vice presidents) ought to have major responsibility for their planning. Success came about because the units themselves, prodded by their vice presidents, have stuck to the planning. He invited the meeting participants to speak out on any gaps they think exist.

Professor Spring commented that (1) faculty would like more involvement in their units' planning, and (2) someone needs to determine how much of units' existing plans they have been able to put in place. He noted further that not all goals that the Planning Committee sees are encompassed by Commitment to Focus.

President Keller said he agreed there was a need to see what had and had not been accomplished of the already existing plans.

Professor Rubenstein suggested that regardless of how good a plan is, it needs periodic reassessment because things change. It is his sense that an ongoing sense of planning is lacking this year. Moreover, although vertical planning properly goes on under each vice president, there also needs to be University-wide coordination of planning as the planning cycles provided.

President Keller commented that the 1979-85 period shows some change but not a University-wide change; but in 1985 the University put together a comprehensive plan. 1986 is too soon to look for the resultant changes within

the units. He thinks the administration wants to know where and why planned changes haven't taken place and understands there are many reasons why they can't occur rapidly.

The president said he regards Commitment to Focus as an enormous job yet to be completed, together with the recommendations from the Task Force on the Student Experience. Some of the changes can only be made as the student body changes, he noted. He commented that it is hard to judge how the vertical pyramidal structure will work because there is not yet a permanent Vice President for Academic Affairs and Provost. He asked whether there was any SCC desire for a planning vice president.

Professor Merwin described C_tF as having evolved out of the process that began in 1979. Contrary to the hopes of the people involved, President Magrath's University Planning Statement did not serve the function C_tF served later, but change did slowly come in an iterative way. He noted that deans had been wary about writing down five-year plans to which they would be held strictly accountable at a later time when circumstances and new discoveries would have intervened.

President Keller then referred to the array of job assignments noted in Professor Stuthman's letter to him for today's meeting. He acknowledged that he has given Dr. Heydinger heavy assignments; they are jobs he relies on Dr. Heydinger to do so that he, as president, can do what he needs to do. It is the case that several of the Heydinger functions feed the planning purpose. Professor Stuthman said it was a concern that Dr. Heydinger's assignments as senior assistant to the president were too numerous. But Professor Berscheid remarked that there is a special value to have the coordinating person be someone who is in the thick of things rather than an isolated and specialized planner.

Professor Sorauf said he thought the problem now was to generate creative ways of implementing the general recommendations of Commitment to Focus. He wondered whether the usual large committees and task forces would be able to generate imaginative options. Professor Keller commented that the Coordinating Committee plays an important role. He hopes it will take strong stands and insist upon good and adequate recommendations from the special committees, or find a successor group to take over the assignment.

Professor Rubenstein suggested the Coordinating Committee might be re-named the Planning Council to serve the continuing role of studying reports that come forward. Renewing that title, he said, might give planning more presence on campus. He commended the usefulness of the faculty-administration mix on a committee as it involves at the initial stages people who are going to be affected by changes.

Professor Spring commented that the Planning Committee sees the Coordinating Committee as serving in this capacity presently, but not as premanently replacing the Planning Council. One reason is that units which are not represented in Commitment to Focus need to be considered in overall planning.

Professor Sorauf commented that we fill special committees with people we think will resolve conflicts. But such groups tend to be collections of ex parte interests and collectively not the kind of committee to come up with creative ideas. He asked how to mobilize the intelligence at the University

and tap ideas. President Keller remarked that abandoning the principle of representativeness on committees flies in the face of a great tradition at this University.

President Keller then raised the question of how to ensure that the issues that concern this University are reflected in the individual colleges' activities. Getting new ideas accepted is harder than generating them.

Professor Merwin asked whether the president was suggesting any change in the rationale behind the current Senate structure which is that committees serve as go-betweens with certain administrative units. The president indicated he did not have that in mind.

A central planning officer. President Keller told the Committee that once a permanent Provost is in place there should be a Vice Provost for Planning reporting to the Provost. That Vice Provost would assure that the Provost and the other two academic unit vice presidents were carrying out planning. When Professor Merwin asked if the new officer could possibly be an Associate Vice President for Planning, President Keller said he thought it could be decided either way.

Dr. Heydinger told the committee he thought one of the University's great successes this year had been that the governance systems have come together well for a checking and balancing of ideas. The function of the Coordinating Committee has been to analyze all the plans and proposals coming forward. Any failures have been in small ways. He observes a good match of the administrative and the governance sides of the institution.

Professor Spring saw the job of implementing C_tF as being perhaps bigger than the apparatus constructed for it. He cited the situation of the School of Management's C_tF plan before the Coordinating Committee on March 7. The logic of the plan is unassailable, he said, as long as one considers SOM in isolation; beyond the unit itself it raises many problems. But the Coordinating Committee does not have the time to pursue the issues fully, for the following week it will have to move on to address the plan from another unit.

Mr. Pratt inquired what the president saw as the role of the students in planning. President Keller said it is to be part of the committees. Students can speak especially to what is working and what is not working. They are less well positioned to say what the University should be in 10 years. He said he did not propose to change the nature of the faculty-student governance structure. Dr. Heydinger reported that staff reveal a difference of opinion as to how well the University's lower division is working presently and said it is a question on which the staff want to get more student input.

President Keller told the Committee he sees C_tF as with the University for years, suggesting a permanence to the Coordinating Committee. He voiced his support for its joint administrative-governance nature.

Professor Merwin suggested that the planning enterprise would not keep going unless planning is seen to have a real identity. President Keller wrapped up the exchange by saying that both the prodding of some high ranking central officer and the initiative and cooperation of Academic Affairs are needed.

The meeting adjourned at 2:55 p.m.

Meredith Poppele,
Recorder



UNIVERSITY OF MINNESOTA

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February 27, 1986

President Kenneth H. Keller
202 Morrill Hall

Re: March 6 Senate Consultative
Committee meeting

Dear Ken:

Although we didn't discuss it on February 24, the Consultative Committee would enjoy the opportunity for a broad discussion with you on University planning, and I'm proposing we spend the March 6 time together on that subject. Donald Spring, who chairs the Planning Committee this year, is able to join that meeting.

Members are interested in understanding how the content of Cycle IV planning has been modified by the concentration on Commitment to Focus. To what extent is systematic, unit-by-unit, comprehensive planning taking place? There are questions too as to whether much correlation between medium-range and long-range planning and the eventual reality can ever be attained against the force of external exigencies.

The Consultative Committee has also been concerned about the structure of the University's planning operations since Nils Hasselmo's departure two-and-a-half years ago and the subsequent decision to omit a planning vice presidency. Two questions particularly arise: (1) Given the size of the planning job, can it fit into the already bulging portfolio of even the most competent staff member? and (2) Is it humanly possible for one individual to frame his mind both for comprehensive short-, medium-, and long-range planning, and for fire-fighting duty week-by-week?

Thanks for this opportunity to explore together this area of ongoing importance to the University.

Cordially,

Deon D. Stuthman, Chair,
Senate Consultative Committee

DDS:mp
c: V. Rama Murthy
W. Donald Spring
R. B. Heydinger
Senate Consultative Committee



UNIVERSITY OF MINNESOTA

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March 17, 1986

To: Paul Gassman, Chair, Senate Committee on Research
John Dickey, Chair, Senate Committee on Social Concerns

From: Deon Stuthman, Chair, Senate Consultative Committee

Re: Motion regarding SDI research at the University of Minnesota

In the February 20 meeting of the University Senate, a senator introduced the following motion:

"WHEREAS, the Strategic Defense Initiative (SDI) is a project to research, develop, and deploy a space-based missile defense system which has been suggested as a method of nuclear deterrence; and

"WHEREAS, the implications of SDI are an acceleration of the arms race and the destabilization of the strategic balance; and

"WHEREAS, the rights preserved by academic freedom need to be balanced with the recognition that the participation of University faculty in SDI research is a de facto political and institutional endorsement for SDI and will reflect on the University of Minnesota;

"NOW, THEREFORE, BE IT RESOLVED, that the University Senate urges the University of Minnesota to refrain from participating in research specifically for SDI."

The Senate Consultative Committee, as the steering committee for the Senate, requests that each of your committees consider the above motion. The motion must be presented for Senate consideration in a spring quarter meeting. Calendar constraints recommend the meeting of May 15 over that of April 17.

Believing that the Senate before it acts on the motion should be informed by the positions of each of your committees, I ask that you be prepared to report those respective positions to the Senate on May 15. If you want to submit a written statement on the motion for the printed docket, Marilee Ward will need the text in the Senate office no later than noon on May 1, and several days earlier if possible.

Paul Gassman and John Dickey

3/17/86

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It might well expedite Senate consideration if your two committees would inform one another of their recommendations on the motion. For SCSC's information I take the liberty here of enclosing to John Dickey portions of SCR minutes which report relevant Research Committee action in the current academic year. These two votes reaffirmed a commitment to (1) academic freedom to pursue the research of one's choice, and (2) the right to disseminate scholarly findings. These two positions indicate why the Research Committee this winter tabled the following motion:

"The University will not accept research projects or grants where the funds are identified as originating with the Strategic Defense Initiative."

I will get in touch with you before May 1. Please call me (373-0860) or Meredith Poppele (376-2479) if you have any questions about the Consultative Committee's request of you. My appreciation to you in advance for accommodating this Senate need.

:mp

c: Roy St. Laurent, Chair, Student SCC
Tim Pratt, Vice Chair, Student SCC
Marilee Ward

The University Senate Research Committee reaffirms the right of all members of the University research community to pursue any research which meets all of the requirements described in the University's Sponsored Project Management - A Guide for Faculty and Staff published in July, 1980.

(Research Committee minutes state this motion was approved 5-aye, 0-nay, 2-abstentions.)

Motion #1
Senate Research Committee
November 21, 1985

In order to protect the right of academic freedom of University researchers to pursue the research of their choice and, at the same time, to guarantee the right of these same investigators to disseminate their scholarly findings, the University Senate Research Committee reaffirms the current regulations for the seeking of external support [stated in "Sponsored Project Management - A guide for Faculty and Staff" (July, 1980, pages 30 and 31)], particularly as these regulations apply to classified research. In addition, we wish to clarify the interpretation of these regulations by stating that:

- (a) No research carried out at the University of Minnesota may be classified at any time.
- (b) University personnel should be unrestricted as to where their research is published or discussed, and by whom or with whom this research is discussed.
- (c) No restrictions may be placed by a federal agency on sponsored research which would restrict the employment of an individual based on race, creed, color, sex, or national origin.
- (d) If there is a danger that a specific agency may be at variance with (a), (b), and/or (c), a statement shall be added to the research agreement which indicated that the granting agency is aware of these rules and waives the right to void any of these regulations through any type of legal or financial persuasion.

(Research Committee minutes state this motion was approved 6-aye, 1-nay, 0 abstentions.)

Motion #2
Senate Research Committee
November 21, 1985

UNIVERSITY OF MINNESOTA
The General College

April 21, 1986

To: Special Committee Coordinating Lower Division Education

From: Sandra Flake, Associate Professor, General College *Sandra Flake*

Subject: Concerns about our direction

Over the past several weeks I have become increasingly concerned about the narrow perspective our Committee is taking in response to its charge and in response to the criticism the Interim Report has received, and therefore, I am taking the time to put these concerns to you. I am additionally perplexed and disheartened by the tone of the response--both in our meetings and in the memoranda I have received from members of our committee--to the General College suggestion of a single lower division unit, namely the Regents College proposal.

While I did not expect overwhelming enthusiasm for the Regents College proposal, I did expect that it would be seriously discussed and considered. Yet, the discussion has chiefly focused on questions for more specificity or criticisms of the existing General College--usually through innuendo or implication. At no time have we asked ourselves, is this a workable proposal? Or, are there suggestions in the Regents College proposal that might strengthen our approach to coordinating lower division education?

I believe that it is time that we returned to an examination of the charge to this committee and to President Keller's Commitment to Focus plan and ask ourselves if we truly are moving in the direction of meeting the spirit of Commitment to Focus and the charge to this committee. I do not believe the resolutions we are presenting to the Twin Cities Assembly will result in the educational improvements I believe it is our charge to facilitate. They simply do not go far enough.

Furthermore, I think it is time we recognize that there are serious problems with the quality of education at the lower division. We lose most of our students while they are in the lower division, and while one might well argue that this group of students is a group that should not come to the University, perhaps it would be wiser for us to ask ourselves why they leave. It is true that one can get an excellent education in the lower division, but it is equally true that many students are confronted with impersonal, large classes; poor evaluation of their educational growth; ineffective or misguided advising; and constant referrals to other offices to deal with simple problems. Regents College, of itself, is not a blanket solution to these problems, but some of the ideas embodied in the Regents College proposal, do offer hope. Regents College, quite simply, would allow the General College to continue to do what it does best--teach and advise lower division students--and allow the other Colleges to give up much of what they do worst.

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Regardless of whether or not this Committee endorses the Regents College proposal as one worthy of further exploration--and it is my firm belief that as long as we are on a funding base that is enrollment driven, it will not--we must take seriously the role that General College can play in the future of lower division education at this University. To say that there will be no new role for General College, other than to take in underprepared students and bring them up to the standards demanded by other Colleges, is to reject the charge to this committee and to ignore Commitment to Focus, which goes beyond that statement:

With the elimination of these degree programs the [General] College can return to its earlier, valuable mission of assisting students under its open admission policy and helping them to correct their deficiencies in preparation so that they can move on into our four-year programs in disciplinary areas. The College can play a particularly important role in the coordinated lower division discussed below. It can become the focus of all of our special developmental programs. Indeed, with that in mind, I also recommend the relocation of the Student Affairs Learning Centers to the College so that our academic help activities can be most effectively administered (Cf. 2/8/85, p. 4).

In the letter charging us with our task, our committee was asked to take up such issues 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;

and we were asked to "pay special attention to the possible roles of the General College in a coordinated lower division."

To date, I don't believe we have truly dealt with the feasibility of an administratively distinct lower division, and we have not really attacked the issue of coordination of resources beyond the "advising" focus of our Undergraduate Center. Finally, I see no clear articulation of possible roles for the General College in our recent discussions. Indeed, the Office of Minority and Special Student Affairs is to be linked (although in what way is unclear) not to the General College, but to the Undergraduate Center, and the suggested research role for General College is not planned as part of the Center, but as a suggestion for a "coordinated research program in higher education."

Unless we begin more seriously to attack the problems of lower division education in our final report--and face and respond clearly to the criticisms the Interim Report has received--I will not be able to endorse the final report of this committee and will file a minority reaction.

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



UNIVERSITY OF MINNESOTA
TWIN CITIES

General College
106 Nicholson Hall
216 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455

February 20, 1986

MEMORANDUM

TO: The General College Assembly

FROM: The GC Coordinated Lower Division Task Group

RE: Regents College

As you well know, the Regents at their January 1986 meeting adopted that portion of Commitment to Focus which would divest General College of its degrees. As a result a climate of opinion has been established which requires us to refocus our mission and reorganize our college. The pages which follow present some of the ideas of the Task Group which we would like you to consider as we tackle this assignment. The ideas move beyond the very limited recommendations of the University Special Committee on Coordinated Lower Division Education. That committee proposed the creation of an "undergraduate center" which, if established, is to be nothing more than a counseling/recommending unit with General College as an afterthought to a nullity. We propose that a lower division college be created which would have considerably greater influence and be structured on the overlay model of the Graduate School.

We visualize the position of the General College faculty as central within the framework of this new college and freshly focused University. Since we would be involved in tasks of greater scope than were assigned to the college in 1932, we should not carry the name of only one of our functions. Let us shake off some of the trammels of the past and channel the strengths of the faculty into a new unit where we would play an enlarged and more integrated role in this University.

In the paragraphs which follow, we present for discussion the outlines for Regents College organized under the following headings:

- | | | |
|---------------------------|---------------------------------|---------------|
| I. Mission | III. Faculty and Administration | V. Curriculum |
| II. Major Characteristics | IV. Research Center | |

At the Assembly meeting of February 24, we intend to move a suspension of the rules for discussion and adoption of this response to the Interim Report of the Special Committee Coordinating Lower Division Education.

Task Group Members:

Thomas Buckley
Terry Collins
Sandra Flake, Chair (ex officio)
Patrick Kroll
Sandra Lawson
Sander Latts
Douglas Robertson

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DRAFT FOR THE GENERAL COLLEGE ASSEMBLY

2/20/86

To: Commitment to Focus Coordinating Committee

Richard Heydinger, Chair

202 Morrill Hall

From: The General College Faculty and Staff Assembly

The faculty and staff of the General College cannot happily support the recommendations of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus as articulated in the Interim Report. We are encouraged by that document's recognition of the need for earlier and better advising of undergraduates, of the need throughout the university for increased rewards for and attention to the teaching of undergraduates, and of improving the campus life of the majority of undergraduates. But the document and its key proposal for an undergraduate center strike us as pale responses to that section of President Keller's Commitment to Focus which offers the greatest chance for creative renewal of the University through reorganization and redefinition of the ways we teach thousands of undergraduates in the lower division.

Therefore, the General College Assembly rejects the Interim Report and urges the Committee and the President to offer more imaginative proposals for lower division education, proposals less protective of the status quo, proposals which engage the promise of Commitment to Focus.

As an alternative to the Undergraduate Center model recommended by the committee, the General College Assembly proposes for consideration a combination of

two other models rejected by the committee, apparently in view of projected cost considerations. In making our alternative proposal, we are aware that cost factors will need to be addressed. We offer also the observation that in restructuring the way the University teaches lower division students, some current administrative costs can be cut as a way of balancing new costs. In any case it is the President and the budget executive who must assess the cost impacts of proposals in pursuit of Commitment to Focus.

In offering our outline for an alternative lower division structure, we further observe that, without judging the motives of our colleagues who served on the Special Committee, the Interim report smells of protection of the past, self-interest, and resistance to change. Its key recommendation--the Undergraduate Center--appears to offer little that is new and duplicates existing services.

The Regents College

We propose formation of a new lower division college to serve the majority of students on the Twin Cities campus during their first ninety credits of study. Called Regents College, this new unit would incorporate teaching, research, and advising functions and resources now scattered across the Twin Cities campus. Presumably, resources and faculty now engaged in lower division teaching in the General College, the College of Liberal Arts, the Institute of Technology, and the Colleges of Home Economics, Agriculture, and Forestry, would be restructured and reassigned in the Regents College.

I. **Mission:** The purpose of Regents College is to make the University of Minnesota...

Accessible: Open admissions.

Supportive: Student personnel services; developmental education; opportunities to make up deficiencies in high school preparation for new University matriculation requirements.

Unified: Single, cohesive curriculum meeting lower division liberal education requirements for all baccalaureate degrees as well as some premajor requirements.

Flexible: Individualized program planning in view of high school program strengths and weaknesses.

Integrative: Faculty from a variety of disciplines focused on questions of lower division education brought together for teaching and research; interdisciplinary lower division courses, experiential learning, and community service.

II. Major Institutional Characteristics

A. Open admissions: defined as including all high school graduates in the lower 75% of high school class rank or ACT/SAT score; all transfers with less than 80 credits who do not carry a 3.3 GPA. Upper 25% and transfers with more than 45 credits at 3.3 GPA admitted directly to departmental studies and exempt from lower division requirements except as department defines them.

B. Centralized Student and Support Services: fully staffed academic advising, counseling, and referral services; coordination among

offices responsible for the needs of by-passed student populations (e.g., minority, non-traditional, handicapped, etc.).

- C. Developmental education: curricula and programs that serve as institutional buffers for students alienated from the University mainstream by virtue of minority status, physical handicap, personal history, inadequate academic preparation, and the like; curriculum designed to enable students to meet University entrance standards before matriculation to an upper division program.
- D. Lower division liberal and general education: for the lower three quartiles of students in the lower division, instruction in science, mathematics, social sciences, humanities, arts, foreign language, and composition and communication; experimental, interdisciplinary, thematic studies, open to all University students as capstone courses or honors courses; the majority of courses from resident faculty and graduate students hired and trained by the resident faculty; specialized coursework from non-resident faculty from the various colleges and departments.
- E. Internships and experiential learning: interaction with the metropolitan community--government, social work, education, business, medicine, museums, galleries, libraries, music, theater, etc.
- F. Coordination and review of pre-major lower division coursework in the disciplines to minimize duplication of effort and insure quality of lower division instruction.

- G. Upper division matriculation standards: set in negotiation with the major colleges and departments; certification of readiness for transfer for all students admitted through Regents College without which there is no movement to the upper division.
- H. Research Center in Undergraduate Education with participation from all of the colleges; focus on research in issues relevant to teaching and curriculum for various lower division populations.

III. Faculty and Administration

- A. Faculty status: Regents College would have its own resident faculty and would "buy time" of other non-resident faculty. During the transition phase, the President and Board of Regents would redirect instructional resources and personnel away from existing colleges and departments to Regents College to establish the resident faculty resource base appropriate to the mission and responsibilities of Regents College.
 - 1. All General College faculty, tenured and probationary, would be assigned to Regents College, except for those,
 - a. who successfully apply for membership in a home discipline department in the transition phase;
 - b. who are offered and who accept "buy out" options during the transition phase.
 - 2. Any faculty member on the Twin Cities Campus whose position currently calls for a concentration of

teaching and research in the areas of Regents College's domain and found acceptable by the resident Regents College faculty could be assigned permanently to Regents College by the home department and would recover for home department credit the instructional hours of the faculty member in Regents College courses.

3. Supplementing the resident resources of Regents College would be faculty from discipline departments whose effort would be purchased by the Regents College. Such faculty would apply for Regents College status, which would be awarded on the basis of proven effectiveness in lower division education, much as faculty now apply for graduate faculty status.
4. Tenure, promotion, and merit decisions would reflect the mission and goals of Regents College.
5. Academic Professional and other support staff from the various colleges would be reassigned in view of new alignment of student service offices.
6. Faculty from other departments who affiliate with Regents College solely for research purposes do so with no impact on their tenure home or status.

B. Administration

1. Associate Vice-President for the Lower Division
2. Dean of the Regents College

3. Associate Academic Dean of the Regents College
 4. Associate Dean for Student Services in the Regents College
 5. Assistant Deans as needed
 6. Curricular Divisions of Developmental Education, General and Liberal Education, and Pre-major Education, with Departments as needed.
- IV. The Research Center in Higher Education: focus on the lower division; to be defined by a Task Force even now being constituted by President Keller to explore the structure and mission of a such a center.
- V. The Curriculum of Regents College would be developed in view of both the General Education and Pre-major requirements of its students. Development of such a curriculum would be guided by principles articulated in "Integrity in the College Curriculum: A Report to the Academic Community," Association of American Colleges, reported in the Chronicle of Higher Education XXIX: 32, February 13, 1985:
1. Inquiry: abstract logical thinking, critical analysis
 2. Literacy: writing, reading, speaking, listening
 3. Understanding numerical data: numbers, statistics
 4. Science: human, political implications of scientific research
 5. Values: making choices; assuming responsibility for decisions
 6. Art: disciplined creativity; historical masterpieces

7. International and multicultural experiences: introductory foreign languages, insight, understanding of the distant and foreign, the different and neglected

In proposing a more substantial revision of the lower division than that imagined in the Interim Report, the General College Assembly looks to Central Administration for strong, emphatic leadership in the face of objections from the affected departments and colleges. The call for coordinated lower division study is the least specific of all recommendations in Commitment to Focus, and with the exception of the proposal for a steady resource base, it is the recommendation with the most promise for improving the educational life of the greatest numbers of students. We hope that Central Administration will act as vigorously in pursuit of meaningful implementation of this section of Commitment to Focus as it has regarding those already acted upon.

CC.1.2

SPECIAL COMMITTEE ON COORDINATION LOWER DIVISION EDUCATION
ON THE TWIN CITIES CAMPUS

Summary of the January interim report
(Abstracted by Maureen Smith, University Relations)

The special committee's charge was to "examine goals and means for improving lower-division education" at the University of Minnesota and specifically to determine how best to implement those recommendations in A Commitment to Focus that concern coordinating lower-division education on the Twin Cities campus. The committee was chaired by William Hanson, professor and chair, Department of Philosophy.

The special committee's recommendations were of two sorts: first, the recommendation for an undergraduate center, and second, specific recommendations for the improvement of lower-division education.

AN UNDERGRADUATE CENTER

The committee studied three models for administrative coordination and concluded that creation of an undergraduate center would be the most effective and among the least expensive. The other two models were the "unified college" model and the "overlay" model after the fashion of the Graduate School. One reason the committee preferred the undergraduate center was its reluctance to create costly new administrative structures at a time when instructional funds for several existing undergraduate colleges are inadequate and have been decreasing for a number of years.

Major roles of the undergraduate center would be to provide 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; and to 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 work closely with the several undergraduate colleges and would be careful to avoid duplication of effort.

Much of the center's effort would be devoted to advising:

- referring students to existing advising services,
- providing or coordinating pre-college advising,
- advising concerning transfers,
- advising for students under the Post-Secondary Enrollment Options Act,
- drop-in advising, and
- working to coordinate undergraduate advising on the Twin Cities campus.

Major and pre-major advising would continue to be provided by the several colleges.

Responsibilities of the center would also include:

- recruitment and orientation of new students;
- coordination among offices responsible for special student needs (e.g. commuter, extension, minority, handicapped, transfer);
- coordination of planning for the preparatory courses that will have to be offered because of new entrance standards;
- coordination of teaching assistant training, especially the orientation of non-native teaching assistants to American educational practices and social mores; 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.

The center would be headed by a director reporting to the Vice President for Academic Affairs. Some of the staff currently working in the Office of the Assistant Vice President for Undergraduate Education and Outreach might be reassigned to the center; additional staffing could come from transfer of effort from the undergraduate colleges and student affairs. Funds for the center should not be obtained by retrenching colleges that have major responsibility for undergraduate education.

RECOMMENDATIONS CONCERNING ADVISING

The University should catalogue the kinds of advising that are available and communicate that information to students.

The relevance of advising in hiring, promotion, tenure, and salary decisions should be increased. Adjusted work loads should be given in selected cases for faculty who have heavy undergraduate advising responsibilities.

Several recommendations are made to help improve performance and increase the status of advising, both by faculty and professional advisers:

- create a comprehensive and reliable information source on registration procedures, courses, majors, and distribution and graduation requirements;
- establish ongoing evaluation and training programs for advisers;
- support an adviser network and newsletter; and
- institute an information source (e.g., phone system) for quick and accurate information on where to go to solve commonly encountered problems.

RECOMMENDATIONS CONCERNING QUALITY OF TEACHING

The University should take steps to assure the quality of teaching is accorded substantial weight in tenure and promotion decisions.

A standing committee on the teaching of large classes should be established.

Departments should provide their graduate students, especially those who are preparing for academic careers, with supervised teaching experiences and other training as teachers.

Funding should be increased for teaching assistants and for their training on methods for organizing small learning groups in large classes.

Graduate assistants who are not native speakers of English should be required to meet minimum standards of cultural familiarity and English language proficiency; all cost of instruction and testing would be borne centrally.

RECOMMENDATIONS CONCERNING FULL USE OF EDUCATIONAL OPPORTUNITIES

A general bulletin listing and describing all course offerings should be compiled and made available.

A small number of integrative courses should be offered in each major area (science, social science, and humanities), designed cooperatively by departments and the six freshman-admitting colleges.

A wider variety of humanities, arts, and social science courses might be offered on the St. Paul campus by Minneapolis departments.

A review of current home-college restrictions against registration in other colleges should be undertaken by the office of academic affairs.

The Senate Committee on Educational Policy should actively pursue its responsibility for policy-making on distribution requirements, and the Office of the Vice President for Academic Affairs for implementation and monitoring.

RECOMMENDATION FOR INVOLVING STUDENTS

The University should take steps to involve lower-division students, especially commuters, more deeply in the life of the Twin Cities campus. Small communities should be developed around the activities of academic departments. Introductory courses should be taught in ways that offer greater opportunity for personal and intellectual exchange with one another and with an instructor.

RECOMMENDATIONS CONCERNING GENERAL COLLEGE

The following activities might be emphasized in General College:

- Developing and implementing new preparatory or remedial courses that could be required by new University entrance standards
- Disseminating knowledge gained from research and experience in undergraduate instruction
- Working with the undergraduate center to facilitate transfer of General College courses to other colleges
- Consultation on the training, evaluation, and use of graduate and undergraduate teaching assistants and advisers

**INTERIM REPORT
OF THE SPECIAL COMMITTEE ON
COORDINATING LOWER-DIVISION EDUCATION
ON THE TWIN CITIES CAMPUS**

University of Minnesota

January, 1986

For Review and Comment

Members of the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus:

William Hanson, Professor and Chair, Department of Philosophy, Chair, Senate Committee on Educational Policy, and Chair

Thomas Daniels, Student, School of Management, and Student Representative to the Board of Regents

Sandra Flake, Associate Professor, General College, and Member, University College Assembly

Patricia Gearrick, Student, Institute of Technology, and Member, Senate Consultative Committee

Russell Hobbie, Associate Dean, Institute of Technology

Kenneth Howey, Associate Dean, College of Education

Fred Lukermann, Dean, College of Liberal Arts

Ian Maitland, Associate Professor, School of Management, and Member, Student Academic Support Services Committee

William Rempel, Professor, Department of Animal Science

Steven Schomberg, Director, Summer Session

Alexander Sellers, Student, College of Liberal Arts

Eleanor Sullivan, Associate Dean and Associate Professor, School of Nursing

Patricia Swan, Professor, Department of Food Science and Nutrition, and Member, Senate Planning Committee

Elizabeth Wales, Director, Student Counseling Bureau

John Wallace, Assistant Vice President, Academic Affairs

George Wright, Professor, Department of English

Kenneth Doyle, Research Associate, Academic Affairs

**THE CHALLENGE OF PROVIDING
HIGH-QUALITY LOWER-DIVISION EDUCATION
ON THE TWIN CITIES CAMPUS**

The charge of this special committee was to "examine goals and means for improving lower-division education" at 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 on the Twin Cities Campus. 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.

In carrying out our charge we reflected on the major goals of lower-division education, which we take 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. 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 here 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. Indeed, to a considerable extent the undergraduate program on this campus already fits that description.

We believe the undergraduate program can be improved significantly, however, and this report contains a number of recommendations for doing so. Before getting down to specifics, however, we want to make five rather divergent 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 an unduly maligned group of teachers. 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.

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 entrance standards 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 Freshman Entrance Standards is considering recommending a number of standards (i.e., four years of high school English, three years of social studies, three years of mathematics, three years of science, two years of a foreign language, and one year of fine arts) 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, perhaps before entering upper division or declaring a major. If such recommendations are adopted the University will need to: provide appropriately challenging courses for entering students who meet the standards; provide more basic courses for those who do not; provide advising that is sensitive to these standards 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.

RECOMMENDATIONS

The special committee's recommendations fall into two parts. First, we recommend the creation of an undergraduate center which, by being actively involved in a number of related educational activities, would come to serve

as a focal point for certain aspects of undergraduate education on the Twin Cities campus. This center would be, in our opinion, the most effective of the educational coordination models we studied, and among the least expensive. It strikes us as an excellent locus of responsibility for many of the more specific recommendations contained in our report, in the Wallace and Page reports, and in Commitment to Focus. Second, we recommend a large number of other, more specific improvements, many of which deal especially with lower-division education. These recommendations are aimed at raising the quality of teaching and advising that students receive, encouraging students to take advantage of the broad range of opportunities available on this campus, and helping to involve students in the intellectual life of the University.

I. An Undergraduate Center

We recommend that an undergraduate center be created on the Twin Cities campus. A major role of the center would be to provide 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. The center would also provide leadership to support and coordinate teaching, advising, and co-curricular efforts that are intended primarily for large numbers of new students. In all of its activities the center would work closely with the several undergraduate colleges and would be careful to avoid duplication of effort. The result should be a significant enhancement of undergraduate education on the Twin Cities campus at a modest cost. 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.

Much of the center's effort would be devoted to advising. Its staff would be thoroughly informed about the advising services available on the Twin Cities campus and so would be a major source of advising referrals. It 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 would be responsible for providing or coordinating 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

Drop-in advising

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 responsibility for advising, the center would play an important role in other areas of undergraduate education. These would include recruitment and orientation of new students, and coordination among offices responsible for special student needs (e.g., commuter, extension, minority, handicapped, transfer). They would also include coordination of planning for the preparatory courses that will have to be offered because of new entrance standards, 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.

The center would be headed by a director reporting to the vice president for academic affairs. The director would be advised by a committee consisting of deans representing each of the undergraduate colleges on the Twin Cities campus, a representative of the vice president for student affairs, and representatives from the Assembly Committee on Educational Policy and the Assembly Committee on Student Academic Support Services. In addition to the operation of the center, the director would be responsible for coordinating certain collegiate and student affairs activities. In particular the director would:

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

Hold regular meetings of officers responsible for student-life and academic-service programs for new students (e.g., OSA unit heads, directors of undergraduate studies)

Encourage and organize workshops on student life, 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 restructured General College with other units of the University

Encourage appropriate departments to offer courses of the sorts described in II-5-b, below.

The special committee believes that an undergraduate center of the kind just described can be effective without being large or costly. Some funds may become available as a result of restructuring done in implementing Commitment to Focus (e.g., by reducing the number of personnel in University Without Walls), and some of the staff currently working in the Office of the Assistant Vice President for Undergraduate Education and Outreach might be

reassigned to the center. The center should also be staffed in part by sharing personnel with the undergraduate colleges and student affairs. We strongly endorse the principle that funds for the center should not be obtained by retrenching colleges that have major responsibilities for undergraduate education and that have already been heavily retrenched in recent years.

II. Other Recommendations

Our remaining recommendations fall into five groups. Many of these recommendations could be implemented in whole or in part by the undergraduate center. The five groups are: Recommendations concerning advising; recommendations concerning quality of teaching; recommendations concerning full use of educational opportunities; recommendations for involving students; and recommendations concerning the General College.

A. Recommendations Concerning Advising.

1. Several different kinds of academic advising are needed, and 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.
2. In order to help improve performance and increase the status of advising done by faculty we recommend:
 - a. Increasing the relevance of advising in hiring, promotion, tenure, and salary decisions;
 - b. Providing appropriately adjusted work loads in selected cases for faculty who have heavy undergraduate advising responsibilities.
3. With respect to both faculty and professional advisors we recommend:
 - a. Increasing the frequency of public testimony by top administrators on the value and significance of high-quality undergraduate advising;
 - b. 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;
 - c. Ongoing evaluation of advisors and the advising system;
 - d. Ongoing training and refresher courses for advisors;

- e. Provision of limited financial support for attendance at conferences on advising;
- f. Recognition of the importance of reasonable advisor/student ratios;
- g. Support for a collaborative network and newsletter for advisors;
- h. Institution of a widely accessible information system for students (e.g., a campus phone system) that would provide brief and accurate advice on where to go and whom to contact for help in solving commonly encountered problems.

B. Recommendations Concerning Quality of Teaching.

- 4. The University should emphasize its particular strengths in lower-division teaching (e.g., enormous range of courses, teaching by scholars of national and international repute) and at the same time work to remedy the deficiencies that often correspond to those strengths (e.g., large classes, limited faculty/student contact). In order to improve teaching and learning in the lower division and to increase the status of lower-division teaching in the University, we recommend:
 - a. That the University take steps to assure that quality of teaching is accorded substantial weight in tenure and promotion decisions in all departments. We endorse the view of the Committee on Quality Undergraduate Teaching and Learning (Roger Page, chair) that changes in the University's formal reward system are a precondition of any lasting changes in the emphasis faculty members give to undergraduate teaching. We do not propose a radical restructuring of the criteria for tenure, promotion, or salary increases, but even modest changes in incentives may help to improve teaching in some colleges. Specifically, we recommend that teaching be accorded more weight in faculty evaluations.
 - b. The establishment of a standing committee on the teaching of large classes, as proposed in the final report of the Task Force on the Undergraduate Experience (John Wallace, chair; p. 56; see also the Page report, p. 11). This committee would be composed of representatives from the Twin Cities campus's largest courses and would be chaired by the director of the undergraduate center. It would serve as a clearing house for the collection and dissemination of the best practice for teaching large classes. It might also supervise the implementation of Wallace and Page recommendations where appropriate. It would have special responsibility for the development and diffusion of active learning strategies.
 - c. That departments provide their graduate students, especially those

who are preparing for academic careers, with supervised teaching experiences and other training as teachers.

- d. Substantially increased funding for teaching assistants and for their training on methods for organizing small learning groups in large classes (Wallace report, p. 56). Better use of graduate students would help to overcome the supposed impersonality of large classes. Moreover, this represents one area where synergy can be realized from the University's often competing missions.
- e. That graduate assistants who are not native speakers of English be required to meet minimum cultural familiarity and English language proficiency standards set by the ESL program. All costs of instruction and testing would be borne centrally, not by the graduate assistant's home department.
- f. More extensive use of undergraduate teaching assistants, in classroom teaching as well as individual tutoring. We believe that undergraduate assistantships not only help the University economically but also play a major role in involving students in the educational process.

C. Recommendations Concerning Full Use of Educational Opportunities.

5. One of the University's great strengths is the breadth of educational opportunity it offers its students. In order to take advantage of that breadth we recommend that:
 - a. A general bulletin or similar resource listing and describing all courses offered in the Twin Cities should be compiled and made available to students and faculty;
 - b. A small number of integrative courses should be offered in each major area (science, social science, and humanities) that would count toward the satisfaction of the basic CLE requirements. These should be designed cooperatively by departments and the six freshman-admitting colleges (but only by departments and colleges that want to participate in the development of such courses). 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. If they were required, probably it would be sensible (at least to begin with) to require them only of new students entering directly from high school (i.e., not from late-arriving transfer students).

Alternative models for such integrative courses might 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. But each such model has weaknesses as well as strengths.

These courses should be taught by both senior and junior faculty rather than by teaching assistants.

- c. A wider variety of humanities, arts, and social science courses might be offered on the St. Paul campus by Minneapolis departments, programs, and colleges. In addition, we would urge a review of the completeness of curricula offered through our evening and summer programs.
- d. A review of current home-college restrictions against registration in other colleges should be undertaken by the office of academic affairs.
- e. The University should reactivate the Senate plan whereby SCEP is responsible for policy on CLE distribution requirements and the Office of the Vice President for Academic Affairs is responsible for implementation and monitoring. Regular review of distribution requirements should focus on the spirit of the regulations as well as on the letter.

D. Recommendation for Involving Students.

6. The University should take steps to involve lower-division students, especially commuters, more deeply in the life of the Twin Cities campus. We advocate making the University a more personal organization, involving students more fully in their education, and devising ways for faculty to play a more active role in involving students in campus life through academic programs. To this end we recommend that the University develop many small communities around the activities of academic departments; organize (when feasible) advising and counseling into smaller, more comprehensive centers; and teach introductory, survey, and core courses in such ways that students have greater opportunity for personal intellectual exchange with one another and with an instructor.

E. Recommendations Concerning General College

7. 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 might be emphasized in the General College:

- a. Developing and implementing new preparatory or remedial courses that could be required by new University entrance standards, as well as those integrative courses described in Recommendation II-C-5-b, above;
- b. 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);
- c. Working with the undergraduate center to facilitate transfer of General College courses to other colleges;
- d. Consultation on the training, evaluation, and use of graduate and undergraduate teaching assistants and advisors.

APPENDIX I: THE PROCESS THAT LED TO THIS INTERIM REPORT

The special committee's fall-quarter work proceeded in three stages. In the first stage we studied the current state of affairs in the six freshman-admitting colleges. As a committee of the whole, we interviewed representatives from each of these colleges--Liberal Arts, Technology, General College, Agriculture, Forestry, and Home Economics--and we studied documents that these people provided.

In the second stage, we divided into subcommittees that studied and made recommendations on some important educational problems and concerns. One subcommittee focused on quality of advising on the lower division; a second focused on quality of teaching, especially in large classes; a third addressed ways to maximize breadth of educational opportunity for lower-division students; and the fourth studied ways to involve undergraduate students in university life. (These areas of concern had been suggested to us by a group of faculty, administrators, and administrative staff [Richard Heydinger, coordinator] that spent part of the summer examining issues related to Commitment to Focus.) The subcommittees' study of these four areas, which included interviews of key University personnel and examination of relevant data and documents, resulted in written reports that were distributed to the whole committee.

In the third stage of our fall-quarter work, we examined the subcommittee reports and addressed issues of lower-division coordination germane to those reports. In particular we studied three models for administrative coordination, two of which had been suggested by the Heydinger group, the third by one of our subcommittees.

One of these models, one which our charge explicitly asks us to consider, is the "unified college" model. This model features an independent lower-division college that would be the point of entry for all freshmen. Under this model students would spend their first two undergraduate years in the lower-division college and would transfer to other undergraduate colleges at the beginning of their junior year. The new college would be responsible for all aspects of lower-division instruction and advising, but it would not have a separate faculty. Rather it would arrange to purchase the instructional services its students required from the existing undergraduate colleges.

The second model we considered was the "overlay" model, after the fashion of the University's Graduate School and explicitly mentioned in Commitment to Focus. Under this model, students would be admitted to existing undergraduate colleges, but there would be a new collegiate unit that would assume many of the responsibilities for lower-division education that are now assigned to those colleges. This new college would also have a voice in some decisions that at present are internal matters in existing colleges, such as allocation of funds for teaching assistants and some personnel decisions.

The final model we considered was the "undergraduate center" model that is described in some detail in the "Recommendations" section of this interim report.

Our study of these three models led us to the conclusion that creation of an undergraduate center of the kind we describe, along with implementation of our other recommendations, would result in important improvements in undergraduate education at all levels, not just at the lower-division level. We preferred the undergraduate center to the other models for several reasons. One of these is our reluctance to create costly new administrative structures at a time when instructional funds for several existing undergraduate colleges are inadequate and have been decreasing for a number of years. Another is the fact that many of the students who would benefit most from the kinds of services and opportunities that a lower-division college is intended to provide 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. The undergraduate center that we propose would be able to help them, but a lower-division college would not. Still another reason is the fact that the distinction between lower and upper division is growing less sharp over time.

We reached consensus on this interim report toward the end of fall quarter. This report is to be circulated widely for reaction. Our final report is due at the end of winter quarter, 1986.

**APPENDIX II: DESCRIPTION AND EVALUATION
OF THE CURRENT STATE OF AFFAIRS
REGARDING LOWER-DIVISION ADVISING, TEACHING,
USE OF EDUCATIONAL OPPORTUNITIES,
AND INVOLVEMENT OF STUDENTS IN UNIVERSITY LIFE**

A significant part of the special committee's work was to investigate the current state of affairs in the six freshman-admitting colleges with respect to academic advising and counseling; quality of teaching, especially in large courses; access to the full breadth of curricular opportunities; and involvement of lower-division students in the undergraduate experience. Part of this study we pursued as a committee-of-the-whole, part as subcommittees corresponding to those four areas of inquiry. We provide this summary of what we learned as both background and rationale for the discussion and recommendations that appear in the body of our report.

Advising

The six colleges have developed a variety of approaches to advising that reflect the needs of their respective kinds of students and the characteristics of the colleges. To meet the widely divergent needs of a very large number of lower-division students, the College of Liberal Arts uses professional and paraprofessional advisors with assistance from faculty. The Institute of Technology, with its large number of pre-professional students, uses a combination of faculty advising and peer advising. The General College, to meet the needs inherent in an open-admissions college, uses faculty advisors supplemented by full-time professional advisors and peer advisors. College of Agriculture advising is done principally by regular faculty. The College of Home Economics assigns new students to paraprofessional advisors before transferring them to faculty advisors. And the College of Forestry assigns all new students to paraprofessional advisors, later transferring them to faculty advisors. Graduate students are widely employed as advisors in the majority of colleges.

The principal strengths of the lower-division advising system reside in the commitment and competence of many of the advisors and especially in the closeness with which some of the comprehensive advising programs work with students (e.g., OMMSA, MLK, General College, CEE, and the honors programs). The principal weaknesses are that faculty advising is neither recognized nor rewarded by either the salary and promotion processes or the general University cultures; that inservice training and evaluation are spotty; that career-planning programs and back-up advising services (e.g., during vacations) are very limited; and that an accurate and continually updated information system for advisers is lacking. We note two different studies which show that fully half the undergraduates surveyed described the performance of their major advisors as only "fair to poor"; we also note, however, that data on major advisors do not, strictly speaking, apply to lower-division advising.

Teaching

Although teaching formats vary perhaps almost as much within the larger colleges as across them, we did note some trends in type of instructor in entry-level courses and in class size. In general, the larger the college (in terms of total teaching hours), the larger the percentage of entry-level class hours that are taught by instructors who are not regular faculty. This fact needs to be tempered by additional information, however; namely that many students from the smaller colleges take their basic courses in the larger colleges, and that in the larger colleges many of the courses have regular faculty teaching the main sections, other instructors (usually TAs) teaching laboratory and recitation sections. Although average entry-level class sizes are consistently quite small in the freshman-admitting colleges (median 22-25, including lab and recitation sections), the majority of students in CLA and IT experience at least one extremely large class (300+ students) in their freshman year, and virtually all students experience at least one large class (80+ students). On the other hand, virtually all freshmen also experience at least one small class (fewer than 39 students), though many of these small classes are laboratory or recitation sections.

The principal strengths in lower-division instruction seem to be the enormous range of courses, many of them taught by nationally or internationally noted scholars, and the cost-effectiveness of much of the teaching program. The principal weaknesses seem to be the widespread perception that the lower-division teaching program is accorded lower priority; that large classes too often involve passive instruction and inaccessible instructors; that the University reward system discourages faculty effort, involvement, and instructional creativity; that some non-native teaching assistants still lack English fluency and familiarity with American culture; and that cheating on papers and examinations continues.

Breadth of Opportunity

There are relatively few formal barriers to cross-college registration, except for occasional home-college limitations on the number of credits that may be taken in other colleges. The letter of the law regarding CLE distribution requirements is apparently being observed throughout the campus, but the spirit of the law is not. Few faculty and fewer students, it seems, recognize the essential purposes of the CLE requirements. Moreover, the number of credits minimally required for a given distribution group varies substantially across colleges, and the list of courses that satisfy the different group requirements seems to be growing with little control. Finally, there is no convenient and visible information system for telling students and faculty what courses are available outside their home colleges.

The principal strength of the University with regard to curricular opportunity is also the sheer number and variety of course offerings, enhanced by the paucity of administrative constraints that operate against taking full

advantage of these opportunities. The principal weakness seems to be that there are other strong disincentives for doing so: the current job-oriented student culture; the absence of readily available information about alternative courses; the geography of the campus; and the lack of faculty and staff encouragement to seek breadth.

Involving Students

The University offers an enormous number and range of opportunities for lower-division students to involve themselves in the undergraduate experience: fraternities, sororities, residence halls, campus jobs, recreational sports programs and a myriad of student-interest clubs and associations. Indeed there are more than 500 student organizations formally recognized by the Student Organization Development Center. The Office of the Vice President for Student Affairs provides extensive support for these organizations and for the many thousands of students who participate in them. On the other hand, some 30-35 percent of lower-division students apparently neither work on campus nor affiliate themselves with any of these organizations. Moreover, questions about the academic value of various of these student programs and organizations are periodically raised.

Approximately 65 percent of lower-division students live a mile or more from campus; indeed, slightly more than half live four or more miles away. Many of these students, for whatever reason (jobs, transportation, competing demands, personal preference), spend little more time on campus than their class schedules require.

The principal strength of the University with regard to lower-division student involvement in the undergraduate experience is the breadth of the extracurricular opportunities, aided by the extensive student organization support system. The principal weakness seems to be that the system does not reach deeply enough into the student body. Some of the impediments to greater student involvement are largely beyond the control of the institution: many students must live off campus; many students must work; the campus is large; the student services systems are highly routinized; the winters discourage lingering outside; and some students just do not want to be involved. Other impediments are perhaps more remediable: there is an unnecessary chasm between curricular and extracurricular experiences, between academic efforts and student-affairs efforts; students, despite being physically massed together, are psychologically isolated from one another; inside lounge space is very limited; and there is limited opportunity for personal exchange in perhaps the majority of lower-division classes.

**APPENDIX III: SELECTED DATA USED
BY THE SPECIAL COMMITTEE**

In this appendix we present various sets of data that were of particular interest to our committee or its subcommittees.

Tables 1 and 2 refer to class size. Table 1 describes mean and median class size for 1-, 3-, and 5-level courses. Table 2 describes the class sizes experienced by freshman and sophomores in the freshman-admitting colleges on the Twin Cities campus. The figures in the first table come from enrollment data supplied by Management Planning and Information Services. The figures in the second table come from a study conducted at the request of the Task Force on the Undergraduate Student Experience.

Tables 3 and 4 refer to instructor rank. Table 3 describes the number of class hours taught in 1-, 3-, and 5-level courses by college and instructor rank. Table 4 breaks these data down by course level instead of instructor rank. These figures come from the 1982 Admissions and Records' Course Inventory.

Table 5 refers to student satisfaction. It describes the satisfaction ratings from students in a larger study of student experience sponsored jointly by the vice presidents for student affairs and academic affairs (1985).

Table 6 refers to resource allocation. It shows patterns of instructional budget increase/decrease by college and across time. It was provided by Dean Lukermann of the College of Liberal Arts. The figures represent General Maintenance Funds plus soft monies specifically allocated for instructional purposes minus sponsored research funds minus central administrative/coordinate campus funds.

TABLE 1
 Number of Offerings
 and Average Class Size for
 Undergraduates at the University
 for 1977-78: 1XXX, 3XXX, and 5XXX Level Courses^a

College	1XXX Level			3XXX Level			5XXX Level		
	Number of Sections	Mean	Median	Number of Sections	Mean	Median	Number of Sections	Mean	Median
Agriculture	334	37.1	23.3	210	25.4	20.3	284	17.2	12.5
Biological Sciences	339	38.8	24.0	177	34.8	21.1	154	17.5	14.0
Business Administration	96	41.7	43.4	260	50.4	44.0	55	35.8	34.5
Education	550	20.3	17.7	607	20.4	14.3	576	13.7	10.5
Forestry	20	34.1	27.0	5	53.8	24.5	51	39.2	26.7
General College	708	28.8	21.8	82	20.5	18.7	--	--	--
Home Economics	115	34.4	26.6	97	20.4	18.0	102	21.2	10.3
Liberal Arts	2,592	32.6	22.4	1,542	27.0	16.0	1,336	17.8	12.3
Institute of Technology	1,492	42.7	26.8	752	33.5	21.5	883	21.5	16.1
Duluth	1,524	34.5	23.6	994	19.8	14.6	641	12.0	8.1
Morris	407	31.3	23.1	365	17.1	12.9	--	--	--
Crookston	991	16.5	15.3	--	--	--	--	--	--
Haseca	547	20.1	16.5	--	--	--	--	--	--

^aSpecial data analysis in a report "A Summary of Average Collegiate Class Size from 1975-76 through 1977-78" based on enrollment data supplied by Management Planning and Information Services.

TABLE 2
Class Sizes Experienced by Freshmen and Sophomores
in Freshmen-Admitting Colleges
on the Twin Cities Campus

Group College	Number of students in sample	Overall Mean Class Size	Student's Average Class Size Across Enrolled Courses										Class Sizes Experienced									
			0-38		39-79		80-149		150-299		300+		At least one class of 38 or fewer		At least one Class of 39-79		At least one Class of 80-149		At least one Class of 150-299		At least one of 300+	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Freshmen																						
CLA	50	162	--	--	9	18.0	20	40.0	15	30.0	6	12.0	43	86.0	22	44.0	29	58.0	36	72.0	25	50.0
IT	25	134	--	--	2	8.0	15	60.0	7	28.0	1	4.0	25	100.0	13	52.0	20	80.0	20	80.0	10	40.0
Home Economics	25	98	4	16.0	8	32.0	9	36.0	4	16.0	--	--	23	92.0	7	28.0	9	36.0	14	56.0	6	24.0
General College	25	85	7	28.0	11	44.0	5	20.0	1	4.0	1	4.0	22	88.0	14	56.0	13	52.0	6	24.0	2	8.0
Agriculture	25	86	2	8.0	13	52.0	8	32.0	1	4.0	1	4.0	23	92.0	19	76.0	23	92.0	3	12.0	4	16.0
Forestry	26	141	--	--	3	11.5	9	34.6	14	53.8	--	--	26	100.0	18	69.2	21	80.8	7	26.9	20	76.9
Sophomore																						
CLA	50	112	5	10.0	11	22.0	23	46.0	10	20.0	1	2.0	50	100.0	29	58.0	32	64.0	36	72.0	16	32.0
IT	25	119	--	--	7	28.0	11	44.0	7	28.0	--	--	24	96.0	8	32.0	16	64.0	20	80.0	6	24.0
Home Economics	25	115	6	24.0	6	24.0	5	20.0	8	32.0	--	--	23	92.0	18	72.0	10	40.0	6	24.0	10	40.0
General College	26	86	--	--	14	53.8	8	30.8	3	11.5	--	--	18	69.2	16	61.5	18	69.2	14	53.8	2	7.7
Agriculture	25	87	2	8.0	13	52.0	8	32.0	2	8.0	--	--	24	96.0	20	80.0	23	92.0	4	16.0	7	28.0
Forestry	26	84	1	3.8	16	61.5	7	26.9	2	7.7	--	--	24	92.3	21	80.8	23	88.5	8	30.8	2	7.7

aThese data were collected in Fall of 1983 by Registration, Student Records, and Scheduling in response to a request from the Task Force on the Student Experience

bLaboratory and recitation sections are counted as classes. Many of the small classes (0-38) are such sections. For example, there were 76 classes of that size for CLA freshmen, 43 of which were lecture recitation sections

TABLE 3
 Summary of Class Hours Taught in 1-XXX, 3-XXX, and 5-XXX Level
 Fall Quarter 1982 Courses in Colleges on the Twin Cities Campus
 of the University of Minnesota, by College and Type of Instructor^a

College ^b	Total Class Hours	Professor ^c %	Associate Professor %	Assistant Professor %	Instructor %	Teaching Associate I & II %	Teaching Assistant %	Other ^d %
Agriculture	766.4	56.3	15.4	16.1	--	6.1	6.0	--
Biological Sciences	530.4	25.1	8.8	1.1	--	--	65.0	--
Education	1307.4	22.3	22.9	8.7	--	13.3	13.5	19.3
Forestry	83.6	78.4	14.1	2.4	5.1	--	--	--
General College	948.7	20.0	11.3	13.1	3.9	23.4	--	28.3
Home Economics	340.2	13.5	36.2	24.3	6.8	6.9	12.4	--
Liberal Arts	4259.6	23.4	19.4	13.0	1.8	32.4	9.4	.6
Management	241.8	25.9	16.8	27.7	2.9	--	2.5	24.2
Medicine	1013.9	13.1	16.6	17.9	8.6	--	15.1	28.6
Nursing	423.7	.5	4.0	61.3	28.7	--	--	5.6
Pharmacy	140.5	9.3	18.7	20.6	1.1	10.4	30.0	9.9
Public Health	236.9	20.8	27.7	27.9	3.8	--	--	19.8
Institute of Technology	3606.3	21.7	14.8	10.2	--	26.6	11.5	15.1
TOTAL - TWIN CITIES	13902.1	23.0	17.1	14.2	2.7	20.3	11.7	11.0

^aThese data are derived from the Course Inventory, a quarterly process operated by Admissions and Records, which is completed by departmental and college staff.

^bThe data are available for the Coordinate Campuses but have not yet been summarized by Admissions and Records.

^cAlso includes Regents' Professors.

^dIncludes administrative titles, Research Assistants and Associates, and non-ranked faculty on special appointment.

TABLE 4
Summary of Class Hours Taught by Regular Faculty and Other Instructors
for Fall Quarter 1982 Courses in Colleges on the Twin Cities Campus of the
University of Minnesota, by College, Course Level, and Type of Instructor^a

College ^b	1-xxx Level		3-xxx Level		5-xxx Level	
	Regular Faculty ^c %	Other Instructors ^d %	Regular Faculty ^c %	Other Instructors ^d %	Regular Faculty ^c %	Other Instructors ^d %
Agriculture	63.4	36.6	91.4	8.6	96.8	3.2
Biological Sciences	16.6	83.4	44.4	55.6	76.5	23.5
Education	13.6	86.4	58.4	41.6	89.2	10.8
Forestry	100.	--	100.	--	100.	--
General College	46.6	53.4	61.7	38.3	--	--
Home Economics	55.2	44.8	83.7	16.3	100.	--
Liberal Arts	35.5	64.5	69.8	30.2	93.3	6.7
Management	42.3	57.7	69.3	30.7	100.	--
Medicine	25.7	74.3	96.0	4.0	53.4	46.6
Nursing	--	--	--	--	94.4	5.6
Pharmacy	--	--	--	--	49.6	50.4
Public Health	--	--	100.	--	79.4	20.6
Institute of Tech.	21.2	78.6	46.9	53.1	80.9	19.1

^aThese data are derived from the Course Inventory, a quarterly process operated by Admissions and Records, which is completed by departmental and college staff.

^bThe data are available for the Coordinate Campuses but have not yet been summarized by Admissions and Records.

^cRegular faculty include Regents' Professors, Professors, Associate Professors, Assistant Professors, and Instructors.

^dThe other category includes administrative titles, Teaching Associates I and II, Teaching Assistants, Research Assistants and Associates, and faculty on special appointments.

TABLE 5
Student Satisfaction Ratings
1985 Student Experiences Survey

	Freshmen		Sophomores		Juniors		Seniors	
	Random (N=55)	Select (N=81)	Random (N=51)	Select (N=96)	Random (N=83)	Select (N=84)	Random (N=119)	Select (N=71)
The help and support you get from the faculty	3.6	3.7	3.6	3.6	3.8	3.6	3.7	4.0
The overall quality of the teaching you have experienced thus far	4.0	3.7	3.7	4.0	4.1	3.8	4.3	4.1
The overall quality of the academic advising you have experienced thus far	3.8	3.7	3.5	3.3	3.5	3.1	3.5	3.5
The range and nature of opportunities available to you by virtue of going to school in the Twin Cities	4.7	5.0	4.2	4.9	4.5	5.2	4.4	5.1
Your overall experience as a student at the University of Minnesota	4.5	4.7	4.1	4.7	4.4	4.7	4.3	4.7

NOTES:

1. Cell entries are means from 6-point scale, extremely dissatisfied to extremely satisfied.
2. Standard deviations tended to be about 1.0. Differences between means of less than half a point are probably not meaningful.
3. Random group comprises 309 respondents from a random sample mail survey of 500 Twin Cities campus undergraduates, Spring 1985. Select group comprises 341 undergraduates present at in-person surveying in representative fraternities and sororities, and at meetings of other student organizations. Select group is considered more involved than the random group in co-curricular activities of various sorts.
4. Data extracted from report-in-progress by K. Doyle and R. Harrold.

TABLE 6
1977-84 per Student Allocation of Direct Instructional Expenditures
 (Adapted from MPIS Instructional Cost Study, 1983-84 [Adj. to 85/FYE])

	<u>FY1977</u>	<u>FY1978</u>	<u>FY1979</u>	<u>FY1981</u>	<u>FY1984</u>
<u>Professional and Graduate</u>					
Veterinary Medicine	\$13,025	\$13,932	\$11,384	\$11,228	\$13,262
Duluth Medicine	-ST SPEC-	\$20,486	\$19,802	\$12,459	\$11,830
Dentistry	\$11,140	\$12,441	\$11,788	\$13,022	\$9,805
Pharmacy	\$6,828	\$7,748	\$8,850	\$7,524	\$6,862
Humphrey Institute					\$6,689
Medical School	\$6,961	\$5,648	\$5,513	\$5,599	\$6,019
Law	\$4,093	\$4,500	\$4,599	\$4,846	\$4,535
<u>Senior College (Jr.Sr. level)</u>					
Nursing	\$9,410	\$10,384	\$9,038	\$8,615	\$7,631
Education	\$5,483	\$5,219	\$4,928	\$4,647	\$4,916
Public Health	\$4,828	\$4,237	\$3,721	\$3,438	\$4,147
Biological Sciences	\$3,726	\$3,778	\$3,773	\$3,236	\$3,092
Management	\$2,526	\$2,761	\$2,763	\$2,599	\$2,916
<u>Four Year Colleges (Fr. Soph. Jr. & Sr.)</u>					
Forestry	\$3,589	\$4,496	\$4,386	\$5,151	\$6,917
Agriculture	\$4,016	\$3,845	\$3,985	\$3,701	\$4,531
Home Economics	\$3,292	\$3,618	\$3,632	\$3,328	\$4,305
Technology	\$3,499	\$3,397	\$3,354	\$2,920	\$2,622
Liberal Arts	\$2,701	\$2,652	\$2,747	\$2,525	\$2,503
Duluth	\$2,389	\$2,385	\$2,340	\$2,245	\$2,300
<u>Junior College (Fr. & Soph.)</u>					
Crookston	\$3,402	\$2,747	\$2,785	\$2,405	\$2,495
Waseca	\$3,355	\$2,393	\$2,512	\$2,189	\$2,239
Morris	\$3,020	\$3,133	\$2,560	\$2,493	\$2,104
General College	\$2,064	\$2,009	\$2,175	\$2,053	\$1,701

PREPARATION STANDARDS

Seems like a lot to require.

Demote fine arts and language to a recommendation from required status.

Questions the rationale for a Fine Arts requirement.

Questions whether high school arts classes develop skills needed for a liberal education. High school classes tend to be performance oriented, sharpening skills learned at an elementary or junior high level.

What should an arts class have as content? Introductory arts classes at the university level have a vastly different emphasis and these are classes a student would take if one did not meet the standard.

The Fine arts standard is meaningless.

What incentive is there for new teachers to go to rural districts to teach foreign language?

Concerns about the effects on students receiving Financial Aid!

Proficiency tests, advance placement, advising and individual review are great if the University can keep it simple and unified enough so it is an aid rather than a hindrance.

Glad for the emphasis on the importance of financial aid.

Clarification of Recommendation 9 wanted.

Rec. 15, 16 It is important to identify who will do this. How will G.C. be incorporated into rec. 15

How will review process effect Admissions office.

STUDENT SENATE CONSULTATIVE COMMITTEE REACTIONS

COORDINATED LOWER DIVISION

Report itself is not specific!

I. Undergraduate Center might be good. Needs to be spelled out in more detail especially how it will interact with G.C. advising offices and the orientation office.

The Center will coordinate advising but not be responsible for it?

The Undergraduate Center sets up a level of bureaucracy that seems to be of no use.

Will the Center incorporate the existing orientation office/advising offices?

This report has no concrete proposals for positive coordinated change.

What about course coordination at the lower division and unification of a lower division.

II.A. Agreed that more emphasis is needed on teaching and advising.

II.A.3.c. How would advising services be evaluated and how would departments react.

II.B.4.a. How do they propose to change (give more weight to) quality instruction in faculty evaluations.

II.B.4.b Standing committee on large classes is a bad idea. Possibly a topic for discussion for the Dean's Council and/or Institutional Relations and the Admissions Office.

II.B.4.f. If they want to put more T.A.s in classes make sure they go through the training program first.

II.C.5.b WHY? Introductory courses now draw from other disciplines.

II.D.6. Another vague toothless recommendation.

--How will "communities" be formed and perpetuated.

--Advising recommendation seems inconsistent with previous recommendations.



UNIVERSITY OF MINNESOTA

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

January 27, 1986

Dear Colleagues:

To implement Commitment to Focus (CTF), President Kenneth Keller and Professor Deon Stuthman, Chair of the Senate Consultative Committee, have appointed a series of all-University special committees. Each is charged with developing recommendations related to specific aspects of CTF. Attached are interim reports from two CTF committees: 1) preparation requirements on the Duluth, Morris, and Twin Cities campus; and 2) coordinating lower division education on the Twin Cities campus.

These reports are being widely circulated so that the University community may have ample opportunity to comment on their recommendations. The Commitment to Focus Coordinating Committee, as part of its charge to oversee the consultation related to CTF, is asking all interested parties to review these drafts so that suggestions may be taken into account in completing the final reports. To aid your review, we have included executive summaries of each draft report. We would appreciate it if your responses were made in writing and directed to the Coordinating Committee (Room 202 Morrill Hall). We ask that you submit comments on preparation standards no later than March 1 and comments on coordinating lower division Twin Cities education no later than April 1. If written responses are not possible, please feel free to call any of us.

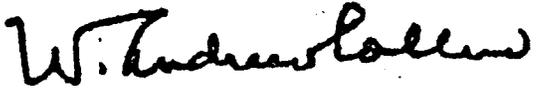
Also, please note that the special committee on preparation requirements has included a questionnaire to aid your response to the draft report.

On Thursday, February 20, immediately preceding the All-University Senate meetings, a special Senate Forum will be held to discuss the report on preparation requirements. The exact time and place will be announced later. At its meeting on April 17, the Senate will be acting on this report. The Regents are scheduled to act on this report in May.

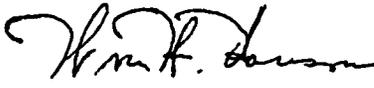
Similarly, on Thursday, April 17, a special Assembly Forum will be held on the Twin Cities lower division draft report. Action will be taken by the Assembly on May 15, with the Regents scheduled for action in July, 1986.

We encourage you to review these reports and submit your suggestions in a timely manner. We also ask that you distribute this report to other interested colleagues for their critique.

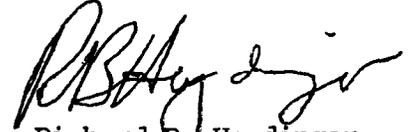
Sincerely,



W. Andrew Collins
Chair, Preparation Standards
Special Committee
Phone: 373-9864



William Hanson
Chair, Coordinating
Lower Division Educa-
tion Special Committee
Phone: 373-3613



Richard B. Heydinger
Chair, CTF Coordinating
Committee
Phone: 373-2025

RBH:kb

c: President Kenneth H. Keller
University Vice Presidents
The Board of Regents

Enclosures

SPECIAL COMMITTEE ON UNIFIED AND INCREASED PREPARATION STANDARDS

Summary of the January 10 draft report
(Abstracted by Lynn Marasco, University Relations)

The committee is one of several created by President Kenneth H. Keller and Professor Deon Stuthman, chair of the Senate Consultative Committee, to respond to specific proposals contained in A Commitment to Focus. The special committee was chaired by W. Andrew Collins, professor and director, Institute of Child Development.

The committee began work in September, 1985, and will submit a final report in February, 1986. Senate action is scheduled for April, with regents' action in May.

The committee was charged with developing recommendations for:

- unified and increased preparation standards for students in the freshman-admitting colleges on the Twin Cities, Duluth, and Morris campuses; and
- the implementation of these increased standards.

In preparing this report, the committee consulted with faculty, collegiate personnel, and student services staff; they also surveyed 34 representative school districts and 20 high school counselors from across Minnesota. Interviews with school officials and counselors showed that requiring rather than recommending preparatory work would be a clear statement of the University's focus and goals, as would clarifying the varying requirements and recommendations currently in effect across the University's colleges and campuses.

"By stating standards clearly, the University will provide both a useful guide for students' high school planning and a basis for the expectation of rigorous course work once they enter," the draft report says.

PROPOSED/ PREPARATION REQUIREMENTS

Freshman students currently are admitted to the University on the basis of high school class rank and scores on the Preliminary Scholastic Aptitude Test (PSAT) or the American College Test (ACT). A Commitment to Focus affirms that maintaining these criteria is an essential guarantee of access to the University.

But students enter the University with widely varying preparation in the basics of English, social studies, mathematics, and science. Thus some students are underprepared for University courses, others are unchallenged. Some of the University's colleges now require specific courses in mathematics and science, and many have recommended course preparation, but there are no overall University requirements.

As preparation for a baccalaureate program, the committee recommends requiring:

- four years of English;
- three years of social studies;
- three years of mathematics, including geometry and intermediate algebra;
- three years of science, including one biological and one physical science;
- two years of a foreign language; and
- one year of instruction in the arts (music, dance, drama, art).

Additionally, the committee recommends uniform proficiency tests and other performance standards to judge acceptable equivalents for the required coursework, and specific content for the English and social studies classes. The committee urges colleges to review the need to establish uniform class rank and achievement test scores for admission to all of the baccalaureate programs.

PROTECTING ACCESS TO THE UNIVERSITY

Increased preparation requirements would not deny prospective students admission to the University. Those without required preparation would be able to take the preparatory courses at the University; the number of credits earned in these courses would be added to the number of credits required for a degree. Today, most students at the University meet the proposed preparation standards in all areas except foreign languages.

To minimize the impact of increased standards, the committee recommends a transition period of no less than five years, during which time the University would communicate its increased expectations to students, parents, and school districts. Joint planning would be undertaken with school districts and community colleges.

To safeguard access, the practice of individual review for marginal applicants would be continued; to facilitate the entry of older than average students, the requirements would not apply to those who finished high school before 1987.

The committee affirms the importance of programs to assist students who enter the University with deficits in their preparation. The General College on the Twin Cities campus and the Supportive Services Program on the Duluth campus are specifically mentioned.

IMPACT ON THE UNIVERSITY'S ACADEMIC PROGRAM

Increased preparation requirements applied uniformly to all baccalaureate programs would permit program enrichment. In planning courses, faculty could assume that students have a common pool of knowledge upon which to build. Students would be able to reach more advanced levels as they earn their degrees.

To facilitate these changes, the committee recommends that students complete preparatory course work early in their University careers (ordinarily in the first two years). Further, credit should be granted for preparatory coursework in order to count in determining financial aid eligibility and transfer to other institutions. (The number of credits in preparatory coursework would be added to the number of credits required for the degree.)

In addition, undergraduate curricula and advising programs should be reviewed to ensure that:

- preparatory work will be available to students who need it,
- baccalaureate programs are appropriately rigorous for those who have completed preparatory course work, and
- academic advising is available to steer both kinds of students into appropriate courses.

General College and the UMD supportive services program would play an important role in assisting students to complete preparatory work.

IMPACT ON STUDENT SERVICES

Earning credit for preparatory coursework would allow students to meet the requirements for most kinds of financial aid. The committee recommends, however, that the University be prepared to provide alternative financial aid to students who exhaust federal aid because preparatory work increases the time needed to complete their degrees.

Implementation of the proposed requirements would necessitate establishment of a review system for high school coursework, of uniform equivalencies and proficiency tests to judge substitutes for coursework, and of systems to monitor students' progress in completing preparatory requirements after they have entered the University. The committee recommends that these steps be undertaken.

DRAFT REPORT OF THE
SPECIAL COMMITTEE ON UNIFIED AND INCREASED PREPARATION STANDARDS

University of Minnesota

January 10, 1986

For Review and Comment

Members of the Special Committee on Unified and Increased Preparation Standards¹

W. Andrew Collins, Professor and Director, Institute of Child Development, Chair
Elizabeth Blake, Academic Dean, University of Minnesota-Morris
Thomas Brothen, Associate Professor, General College
Marjorie Cowmeadow, Director, Inter-College Program
Matthew Francis, Student, General College
Robert E. Franz, Jr., Acting Dean, College of Liberal Arts, University of
Minnesota-Duluth
John Grahek, Student, University of Minnesota-Duluth
Richard Goldstein, Professor and Head, Department of Mechanical Engineering
James Hearn, Associate Professor, Department of Educational Policy and
Administration
Richard Jones, Professor and Head, Department of Entomology
Harvey Keynes, Professor, Department of Mathematics
Gretchen V. Kreuter, Assistant to the Vice President for Academic Affairs
Kimberly Mahling, Student, College of Liberal Arts
Roland Peterson, Professor, Department of Vocational and Technical
Education
Betty W. Robinett, Associate Vice President for Academic Affairs
Vera Schletzer, Director, Continuing Education and Extension Counseling
Craig Swan, Associate Dean, College of Liberal Arts
John Wright, Associate Professor, Afro-American Studies

Ex Officio:

Leo Abbott, Director of Admissions
Darwin Hendel, Research Associate, Academic Affairs
James Preus, Coordinator of Student Support Services

¹In addition to the above members of the Special Committee, numerous faculty, staff, and students from throughout the University and across the state have contributed their time and ideas during the preparation of this interim report. We are indebted to them for helping us develop a broadly based view of preparation standards for the University.

Introduction

The Special Committee on Unified and Increased Preparation Standards was charged by President Kenneth Keller and Professor Deon Stuthman, Chair of the Senate Consultative Committee, in September, 1985, with making recommendations about policies governing the preparation of students for the baccalaureate programs of the University.

Specifically, the Committee was asked to make recommendations for policies in two areas:

1. The preparation standards that should be expected of students across the freshman-admitting colleges of the Twin Cities, Duluth, and Morris campuses of the University.
2. The impact of unifying and increasing standards and issues in the implementation of changes in standards.

Included in the Committee's purview were policies that guide the admission and placement of students; policies that determine which courses carry credit toward baccalaureate degrees and which do not; policies that determine the proportion of instructional costs paid by students for courses taught at the University that do not apply toward completion of a baccalaureate degree; and the potential effects of changes in these policies on access to the University.

A review of preparation standards was first suggested in President Keller's A Commitment to Focus, submitted to the Board of Regents in February 1985. In that document, the President noted:

By unifying entrance requirements and ensuring that they are appropriately rigorous, the University can play a useful role both in encouraging high school students to enrich their programs of preparation and in encouraging school boards to increase the availability of appropriate courses.

A significant implication of this statement is that more uniform and rigorous preparation will enable students to learn more efficiently and effectively at the university level and enable the faculty to focus its efforts on improving the quality of undergraduate programs at the University.

The University of Minnesota is not alone in its concern with the preparation of students for university-level work. In recent months, a national concern has emerged for the improvement of education and the enhancement of student learning at all levels of the educational system. Exhortations to unify and increase preparation standards are themes in the recent report of the National Commission on Excellence in Education and, in Minnesota, in statements from the Governor's Commission on the Future of Minnesota Postsecondary Education and the Higher Education Coordinating Board. By stating standards clearly, the University will

provide both a useful guide for students' high school planning and a basis for the expectation of rigorous coursework once they enter.

In its deliberations, the Special Committee examined a large body of pertinent background material, including previous University and HECB reports related to admissions. In addition, broad consultation was undertaken with faculty, administrative, student, and student-services groups on the Twin Cities, Duluth, and Morris campuses. (A list of groups and individuals consulted appears in the appendix.) To assess the probable effects on public schools in Minnesota, a survey was conducted of representative school districts.

Throughout its work, the Special Committee has been mindful of the fact that its recommendations require significant attention to implications for four areas:

Impact upon access to the University by minorities, older adult students, international students, students from rural and inner-city schools; and students who live in regions of the state in which alternative four-year programs are not readily available;

Impact upon the secondary schools of the state, with particular concern for the curricular and budgetary impact of having to offer additional courses required for preparation;

Impact upon the academic programs of the University, including curriculum and advising;

Impact upon student services and financial aid.

These concerns have been primary to the Committee's discussions of the impact of changing preparation standards and difficulties that might be encountered in effecting changes.

What follows is the interim report of the Special Committee. Its purpose is to provide an opportunity for the University community to discuss and react to the directions the Committee is proposing. The comments we receive will be taken into account in preparing the final report, which will be issued in late February 1986. We believe that a plan to increase and unify preparation standards at the University of Minnesota, drawn from the best thinking in and beyond the University community, will have a significant effect upon the citizens of Minnesota and upon the quality of education in a state already admired for its educational achievements.

Part I - Proposed Preparation Standards

Preparation for a rigorous instructional program at a research university requires foundational knowledge in a broad range of disciplines. At present, students at the University of Minnesota vary considerably in their previous exposure to core areas of knowledge. Entrance to most colleges of the University is currently determined solely by high-school class rank and scores on the Preliminary Scholastic Aptitude Test (PSAT) or the American College Test (ACT). Although specific course requirements in mathematics and science also enter into admissions decisions in some colleges, these standards vary in the number and content of courses expected. For all other students, coursework in English, social studies, mathematics, and science is recommended as preparation for the University. However, current students are quite diverse in the extent to which they have taken the recommended preparatory courses.

This diversity of preparation is a disadvantage to both students and faculty. Some students find themselves under-prepared for the rigor of University courses, while others find insufficient challenge and gain in courses that must be pitched to less prepared students. Faculty find it necessary to plan courses to accommodate both students who have had extensive background work in the subject and also those who have had little or none.

The Special Committee has found strong support both inside and outside the University for a clear statement of preparation standards. In our discussions, standards have been specified in terms of the coursework that all students should be expected to complete, because course titles provide a widely understood frame of reference. The underlying concern, however, has been the competence of students to perform tasks that require the knowledge typically gained from certain high-school courses. Competency or proficiency tests are an important alternative to coursework transcripts in determining whether students meet preparation standards.

Whether stated in terms of coursework or proficiency, preparation standards for the University will most strongly affect the actions of prospective students and secondary schools if they are stated as requirements and are included in the review of students entering the University. The results of our interviews with school officials and counselors throughout Minnesota indicate that by requiring, rather than recommending, preparatory work, the University will most effectively communicate its institutional focus and goals, which is a primary aim in increasing and unifying standards. Furthermore, the educational benefits of uniform preparation can best be achieved if preparation standards are required for all students entering the University, transfer students as well as new freshman students.²

²The Special Committee's recommendations entail the assumption that the General College in the Twin Cities will continue to serve as an port of entry for some students. Those students who enter through this unit will be expected to meet preparation standards through coursework taken at the University or elsewhere before transferring to other colleges of the University, however. The Supportive Services Program serves a similar port-of-entry function for the Duluth campus and would also be a major source of help to Duluth students needing additional preparation.

In responding to the charge to determine what preparation should be expected, the Special Committee has built upon the necessity of a sound foundation in the standard core areas of English, social studies, mathematics, and science. In addition, in a University committed to an international perspective and to the ideal of a liberal education, required preparation in foreign languages and in the arts took on special significance. Our charge did not include a review of the class-rank and test-score criteria now used in admissions. Indeed, A Commitment to Focus affirms that maintaining these criteria is an essential guarantee of access to the University. However, the present thresholds for automatic admission on these criteria vary so greatly across colleges as to be a potential source of confusion for many students. We urge the colleges to work together to improve the consistency and clarity of these standards, as well (see Recommendation 5 below).

RECOMMENDATION 1. Require the following minimum preparation in grades 9-12, or equivalents, for students entering the Twin Cities, Morris, and Duluth colleges of the University of Minnesota to pursue baccalaureate degrees:

- a. Four years of English;
- b. Three years of social studies;
- c. Three years of mathematics, to include geometry and intermediate algebra;
- d. Three years of science, to include one biological and one physical science;
- e. Two years of a foreign language.
- f. One year of instruction in the arts (music, dance, drama, or art).

RECOMMENDATION 2. Establish uniform proficiency-test and other performance standards judged equivalent to adequate coursework in the above areas to serve as an additional or alternative way to determine whether students meet preparation standards.

RECOMMENDATION 3. Establish specific expectations for the content of coursework in English and social studies, perhaps following the recommendations of subject-matter groups now considering these questions within and outside the University.

RECOMMENDATION 4. Recommend computer skills as part of preparation for entrance to the University.

RECOMMENDATION 5. In the interest of simplifying information about admission to the University, establish uniform standards for class rank and achievement-test scores required for admission through consultation among the colleges (except the General College).

Part II - Protecting Access to the University

Increasing and unifying preparation standards should enhance the quality of teaching and learning at the University, thus improving access to a quality education for all students. The Special Committee has given particular attention to assessing the likely impact of increasing and requiring preparation standards on the diversity of the student body at the University. Of special concern is access for minorities, older adult students re-entering or coming to college for the first time, international students, and students from rural and inner-city schools who may not have access to full college preparatory offerings or adequate academic advising.

The Committee's investigations indicate that the majority of students at the University today meet the proposed preparation standards in all areas except foreign languages. Students from rural high schools are more likely than students in general to meet the preparation standards in areas other than foreign language. However, other groups for whom access is a special concern are somewhat less likely than other students to meet the proposed standards. In math, science, and foreign languages, current minority students typically have taken one fewer course in each field than have students in general.

This difference in preparation may be overcome by allowing an adequate period of transition before the University puts its preparation requirements into effect. Given adequate lead time and extensive communication of expectations on the part of the University, students who are currently in high school will have a greater opportunity and incentive to meet preparation standards than today's students have had. A phased transition may be useful: new coursework standards would be recommended for students entering in Fall 1987; and these recommended courses, with the exception of foreign language, would become required preparation in Fall 1990; the two-year foreign language requirement would become effective in Fall 1992,³ to allow additional time for school districts to begin offering foreign-language courses.

During the transition to full implementation of requirements, a major public-relations and communication program will be needed to inform school districts and the people of the state of the new preparation standards. This effort should include working with other parts of the state educational system. The secondary schools will need lead time and, in some cases, technical assistance to make the necessary curricular and academic-advising changes to prepare students to meet new standards. The community colleges should also be included in discussions of competency standards and other planning for the preparatory coursework needs of prospective students.

³The College of Liberal Arts on the Twin Cities campus has adopted a requirement of three years of a foreign language. This requirement will go into effect in Fall 1986.

Access can also be protected by continuing or instituting procedures to assure special attention to minority, international, and older-than-average applicants to the University. The current practice of providing individual review for marginal applicants has been important in guaranteeing access and should be continued. To facilitate entrance of older-than-average students, appropriate "grandparenting" should be allowed for prospective students who completed high school before 1987. Most importantly, the University should assure that programs and resources are available to aid minority, international, and older students once they are admitted.

Access in a broader sense refers to the University's mission to serve certain unique educational needs within the state: (a) service to areas of the state in which alternative four-year degree programs are not readily available (e.g., Duluth); and (b) service to particular clienteles (e.g., four-year undergraduate residential college at Morris). The Special Committee was mindful of these missions in formulating its recommendations.

RECOMMENDATION 6. Allow for a transition period of no less than five years before the proposed preparation standards are required. In the interim, adopt the proposed standards as recommended preparation.

RECOMMENDATION 7. Undertake extensive and carefully planned communications to school districts, faculties, students, and parents in Minnesota and in major feeder areas in other states in preparation for instituting new requirements.

RECOMMENDATION 8. Initiate cooperative planning with the secondary schools and the community colleges toward the activities of each in implementing increased requirements. In addition, through the University's regular programs and such special efforts as are warranted, endeavor to provide instruction, technical assistance, and other aids to help school districts prepare for implementation of new standards.

RECOMMENDATION 9. Implement preparation requirements in such a way as to protect unique service missions and to preserve diversity and critical numbers of students in the colleges and campuses.

RECOMMENDATION 10. Continue individual review of credentials for students who meet some, but not all, admission and preparation standards.

RECOMMENDATION 11. Insure that programs, resources, and procedures are available to aid minority and older students after admission.

Part III - Preparation Standards and the University's Academic Program

More uniform and higher-level preparation for learning creates the potential for improving the quality and effectiveness of undergraduate education at the University of Minnesota. Courses can be taught at a higher level throughout the curriculum, with the result that students can reach more advanced levels of competency by the time they receive their baccalaureate degrees. Academic planning and placement of student courses can be based on more extensive knowledge about student readiness and about the demands of University courses.

To achieve these goals, however, better student preparation must be matched by increased attention to the level and quality of undergraduate instruction at the University. The proposed transition period before full implementation of preparation standards should also be a time for rethinking curricular offerings and instructional goals from the perspective of students who are more uniformly prepared to work at advanced levels.

Consideration must also be given to the amount and kinds of preparatory instruction needed at the University for students who require additional preparation. Although an adequate transition period and information campaign should gradually reduce the number of such students, educational concerns dictate that the University must make some provision for students whose preparation is incomplete. Minority, international, and older-than-average students may especially benefit from the availability of such coursework. The General College in the Twin Cities and the Supportive Services Program in Duluth are likely homes for some preparatory coursework. Planning for preparatory-coursework offerings should involve disciplinary departments of the colleges, as well as these and other academic-support service units.

The Special Committee believes that several principles should guide the formulation and delivery of preparatory coursework at the University:

- Preparatory coursework should be completed early in the students' career at the University, if the educational benefits of preparation standards are to be realized. Depending on college procedures, preparatory work should ordinarily have been completed no later than the time of admission to upper division or to a major.
- Credit should be granted for preparatory coursework. These credits should not substitute for credits earned in university-level coursework in a student's program, but should be added to the number of credits required of that student for graduation. This provision would allow preparatory coursework to qualify in determining financial-aid eligibility; furthermore, students may be able to transfer the credits to other institutions if they leave the University. Tuition costs for preparatory-coursework credits should be the responsibility of the student.
- Common course identifiers should be established to facilitate evaluation of preparatory coursework for transfers between campuses and colleges within the University system.

With increased preparation standards, academic units may find it both more possible and more necessary to provide individualized academic planning. Advisers can use preparation requirements to improve the quality and specificity of academic advising for all students. For students who do not initially meet all preparation standards, the goal of advising will be to identify the appropriate initial course of study, including preparatory work to redress subject-area deficiencies. For students with advanced preparation, similarly differentiated advising will help to assure advanced placement and to provide optimum challenge. To achieve these goals, longer, more comprehensive advising sessions may be required; and more, better trained advisors and better coordination among collegiate units in advising information and services will be needed.

RECOMMENDATION 12. Design an adequate program of preparatory coursework to meet the needs of students who are otherwise qualified for admission, but are deficient in specific areas.

RECOMMENDATION 13. Grant credit for preparatory coursework taken at the University, and add these credits to degree requirements for students who take these courses. Mark preparatory courses by a common identifier to facilitate transfer between colleges.

RECOMMENDATION 14. Require students who are admitted to the University without the required preparatory coursework or equivalent performance indicators to achieve proficiency relatively early in their time at the University, ordinarily by the time of admission to upper division or to a major.

RECOMMENDATION 15. Establish advising systems and procedures that allow for the greater amount of individualized program planning that will be possible when new preparation requirements are in place. Provide adequate funding to support personnel, training, and support services for such systems.

RECOMMENDATION 16. Undertake a University-wide review of undergraduate curricula to identify and initiate changes necessary to adjust instructional programs to the needs of students with uniform and rigorous preparation.

Part IV - Preparation Standards and Student Services

The benefits of increasing and unifying preparation standards depend partly on services that enable students to take advantage of the University's academic resources. Several such services -- financial aid for students needing additional preparation, admissions, and student records operations -- are especially critical to the implementation of preparation requirements.

Although an adequate transition period with extensive communication of requirements should reduce the risk of financial-aid ineligibility due to preparatory requirements, the Special Committee has been especially concerned that enhanced preparation standards be consistent with the ability of students to secure financial aid. For students who must take preparatory coursework, the proposals outlined above would meet the standards of most types of financial aid currently available.⁴ Students can maintain adequate progress toward their degrees if preparatory-coursework credits are added to their degree-requirement totals. The risk of ineligibility is greatest for students whose preparatory requirements cause the federal student-aid timeclock to run out before their degrees are completed. The needs of these students for financial aid must be considered along with those of other students for whom time-to-degree is longer than usual.

Instituting preparation standards also requires changes in the University's procedures for admitting students and for monitoring their progress. Reviewing coursework transcripts for all entering students will necessitate extensive procedural and operational changes in offices concerned with admissions and with records. Because high-school courses vary considerably in content and coverage of the preparatory subject matter areas, equivalencies must be established. In addition, proficiency examinations must be identified and procedures developed for administering the tests and applying their results. Completion of preparation requirements after entrance to the University will have to be monitored by records offices. Careful, coordinated planning will be required to insure that these services are fully integrated into activities associated with implementing new preparation standards.

RECOMMENDATION 17. Insure that financial aid is available for students whose federal financial-aid eligibility is jeopardized by the need to take preparatory coursework.

RECOMMENDATION 18. Establish clear guidelines for completion of subject-area preparatory work after entrance to the University.

RECOMMENDATION 19. Establish adequate systems to monitor student progress.

RECOMMENDATION 20. Insure that resources are available for additional staff and operational costs for services required to implement preparation standards.

⁴It should be noted that eligibility for the major federal financial aid programs may be changed as a result of reauthorization reviews that are currently underway. The University should monitor this situation carefully over the next few months so that changes can be taken into account in formulating new preparation requirements.

Appendix

PARTIAL LIST OF GROUPS CONSULTED ON PROPOSED STANDARDS

Senate Committees

Student Academic Support Services Committee
Committee on Educational Policy

College/campus governance groups and faculty

University College Assembly
College of Education Administrative Council
Council of Professional School Deans
Council of Undergraduate Deans (forthcoming)
Directors of Undergraduate Studies (three open meetings)
Council on the Arts in Education (forthcoming)
Morris: Campus Resources and Planning Committee, Scholastic Committee,
Advising Council, Division Chairs Group, faculty representatives
in English, mathematics, sciences, and foreign languages
Duluth: Educational Policy Committee; Chancellors and Deans Council

Student services staff

Office of Student Affairs/College Student Affairs Group
Registrar's Advisory Committee
Morris: Vice-Chancellor for Student Affairs, Director of
Admissions and Financial Aid, Registrar, Director
of Academic Assistance Program, Minority Student
Program representatives
Duluth: Associate Deans and student-services officers

School districts

Survey of 34 representative school districts in Minnesota
High-school counselors from 20 school districts in Minnesota



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
420 Borlaug Hall (Agronomy)
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone (612)376-2479

March 14, 1986

To: Senate Consultative Committee members and
William Boylan, Chair, Senate Committee on Faculty Affairs
Paul Gassman, Chair, Senate Committee on Research
William Hanson, Chair, Senate Committee on Educational
Policy
Brian Job, Chair, Senate Library Committee
W. Donald Spring, Chair, Senate Planning Committee

From: Irwin Rubenstein, Chair, Self-Study Committee

Subject: Meeting with the North Central Association Accreditation
Team

A LUNCHEON

on

Monday, April 14, 12:30 - 1:30 p.m.

in the

Dale Sheppard Room (The Campus Club)

has been arranged for you as governance
leaders to meet informally with the visiting
team members. The NCA people will be in
their first day of a three-day visit to the
Twin Cities Campus.

Coordinate Campus SCC members as well as Twin Cities members
are cordially invited to attend. Since the accreditation
exercise is specific to the Twin Cities Campus, our coordinate
campus members should feel no obligation to come.

Each of you will receive in advance a copy of the final self-
study document.

PLEASE REPLY BY APRIL 7 AS TO WHETHER OR NOT YOU WILL ATTEND,
to Meredith Poppele (376-2479).

I will not attend this Luncheon.

Joe Lathull

SENATE CONSULTATIVE COMMITTEE

For action - 15 minutes

MOTION:

To amend the Senate bylaws, Article II.6, as follows (underlined wording is new; overstruck wording is deleted):

"Committees of the Senate shall have a policy of open meetings... As an exception to this rule, the Senate Consultative Committee, the Faculty Consultative Committee, and the Student Senate Consultative Committee are ~~is~~ granted the right to close a portion or all of a given meeting, after approval by a two-thirds majority of their ~~its~~ respective members present. The chair of each committee shall keep a listing of all topics discussed in its closed meetings, make ~~making it~~ the list available upon request, and include ~~including~~ the ~~this~~ list each-year in the annual report to the Senate. ~~along with-an-evaluation-of-the-role~~ ~~these-meetings-have-played in-consultation-with-the-president.~~ ~~The-right-of-the-Faculty Consultative-Committee-to-close-meetings-shall-not-be-extended beyond-the-end-of-the-academic-year-1985-86-unless-there-is-a-vote of-the-University-Senate-to-do-so.~~ Meetings shall normally be listed in the Minnesota Daily and/or in the Daily Bulletin."

Note: The effect of removing the section's next to last sentence is to grant the privilege for an indefinite duration.

COMMENT:

During the three-year experiment with closed meetings the Faculty

Consultative Committee (FCC) has closed three meetings under authorization of this Senate bylaw. Two meetings were closed to encourage complete candor in discussions on rewording sections of the tenure code to respond to regental concerns. A third meeting was closed when President Keller invited FCC to join him in a discussion of the proposals he was developing for restructuring central administration. (In those years FCC also voted to close portions of five other meetings, but those instances involved the discussion of specific personnel and were thus authorized by another bylaw permitting closed meetings to protect the rights of the individuals being discussed.)

Its experience during this trial period has convinced the Consultative Committee of the desirability, even the necessity, of continuing its ability to close all or a part of a meeting. This ability enables FCC to begin discussions within itself and with the president on emerging or "likely" issues or problems. It permits the members to be briefed in exploratory ways that bring faculty influence to bear upon the administration at the earliest stages of planning and decision-making. It also permits all parties in the consultations to achieve a degree of candor and openness that would in some instances be difficult to sustain in a public setting. For these reasons we think that the right to close meetings, sparingly and judiciously used, is essential for maintaining the full effectiveness of the FCC's consultative role.

The Student Senate Consultative Committee (SSCC) and the Faculty

Consultative Committee (FCC) operate in parallel, meeting separately and also meeting jointly as the Senate Consultative Committee. The SCC also consults regularly with the president, and the SSCC consults indirectly with the president through its chair who joins the other student body leaders in regular meetings with the president. The arguments in the preceding paragraph on behalf of the FCC's authority also apply to SCC's and SSCC's need for occasional closed meetings in carrying out their consultative responsibilities. The authority to close meetings should, therefore, logically be extended to them.

Deon Stuthman,

Chair