



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
614 Social Sciences
267 19th Avenue South
Minneapolis, MN 55455
Telephone (612) 373-3226

SENATE CONSULTATIVE COMMITTEE MEETING
AND
DISCUSSION WITH THE PRESIDENT

March 1, 1984
Regents Room, Morrill Hall
12:45 - 3:00

AGENDA

- 12:45 A. Senate Consultative Committee
1. Minutes of February 16 (enclosed)
 2. Reports:
 - a. Student Co-Chair
 - b. SCC Chair
 - c. Senate Finance Committee
 3. Discussion of ways to build excellence (see attached memo)
- 1:30 B. Discussion with the President:
- Recruitment of high ability students



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MINUTES

APPROVED 4/5/84

SENATE CONSULTATIVE COMMITTEE MEETING AND
DISCUSSION WITH PRESIDENT MAGRATH AND VICE PRESIDENT KELLER

March 1, 1984
Regents Room
12:55 - 3:00

Members present: Charles Farrell, Virginia Fredricks, Phyllis Freier, Van Hayden, John Howe (Chair.), Julie Iverson, Marvin Mattson, Jack Merwin, Lisa McDonell, Mitch Richter, Irwin Rubenstein, Paul Schulte, Scott Singer, W. D. Spring, Colleen Traxler, John Turner.

Guests: President Magrath, Vice President Keller, Alice Edwards, Doug Iverson (Daily), Mary Jane Plunkett, Professor Mark Brenner.

SCC MEETING

1. The minutes of the February 16 meeting were approved.
2. Report of the Student Co-Chairs.

Mr. Schulte:

- An unprecedented degree of cooperation continues among students of all campuses on the student pay plan issue.
- All Campus Student Elections, including balloting for new student SCC members, will take place May 9.
- Several members visited the Waseca campus on February 16-17, and several hope to visit UMD in early April.

Mr. Singer:

- The Extended Subcommittee has drafted amendments to the University Senate Constitution to define better the Student Senate within the University Senate. SSCC and an MSA body have approved them. They will be forwarded to SCC in the week of March 5. There will be a policy statement regarding what the Student Senate could alter unilaterally.
- SSCC is addressing the question of how to finance legislative lobbying.

3. Report of the SCC Chair. Professor Howe.

A. The Senate Budget Committee will meet following the March 15 SCC meeting.

B. We are invited and urged to attend today's Finance Committee meeting on tuition policy with Dean Holt and Vice President Keller.

C. New reports in:

(1) Report of the SCFA subcommittee reviewing sexual harrasment policy and procedures;*

(2) The Report of the Task Force Concerning Support and Development of Academic Skills (the Gardner Committee).

SCC members may sign up for individual copies. Question: Does SCC want to address either report?

D. On March 15 Dr. Wallace will meet with SCC to talk about the work of the Task Force on the Student Experience.

Mr. Singer pointed out that while the student members are particularly interested in that agenda item, taking part will be difficult during their final exam period. It was tentatively decided that, if Dr. Wallace could come instead to the next meeting (April 5), March 15 could be used for an FCC meeting instead of an SCC meeting.

E. The date for the SCC to dine at Eastcliff is set for Wednesday, May 30 (the evening preceeding a regular SCC meeting).

F. Student Academic Support Services Committee. The circulating file contains correspondence between Professor Kerr and both Vice President Wilderson and President Magrath. SCC agreed it could set aside that item from its own business since the SASS Committee and Vice President Wilderson will be taking steps to improve their working relationship.

G. Newsletter critique. The circulating file included a letter which notes that SCC Reports' content refers to the many subjects committees are adressing, but without saying what they are thinking, saying, and doing about them. Professor Howe suggested the spring newsletter should itemize accomplishments, not just subjects. SCC briefly discussed accountability and how there can be an assessment of what difference the advice of Senate committees makes in administrative decisions. Some suggested the second newsletter follow up on a few of the topics itemized in the first, and present a few case studies.

4. Report of the Senate Finance Committee. Professor Rubenstein.

At its last meeting with Vice President Keller, SFC examined proposed retrenchment and reallocation. Today's meeting is the first of two SFC meetings on the University's tuition policies, especially regarding graduate tuition. Professor Rubenstein will propose that the Finance Committee spend its March 15 meeting discussing what it has heard on March 1 and coming to a position on it. He told SCC he thinks it is beholden upon SFC, as representatives of the faculty, to come to a position.

Professor Freier voiced her fear that letters to incoming graduate students will again be sent before the coming year's tuition is set.

*The report is undergoing revision by both the subcommittee and SCFA, SCC learned on March 6.

5. Building Excellence.

A. Boosting units which are on the verge of excellence.

(Professor Mark Brenner, Chairperson of the Senate Planning Committee, joined the meeting. Participants had copies of Professor Howe's proposal on building excellence.)

Professor Howe told SCC that the awards of faculty salary money to meritorious units to recognize and maintain strength had stimulated his proposal of a particular device to build strength as well. We should assure faculty that the list of meritorious departments isn't the end of the story, and that the planning process provides to us as well as taking from us, he said. Vice President Keller has encouraged Professor Howe to have the SCC explore this proposal.

Professor Rubenstein sought clarification on how this proposal fits in with each unit's ongoing planning which is designed to build strength. Professor Freier was worried that targeting specific units for building strength would discourage others from trying.

Professor Turner said the planning process is precisely about building in all departments. There needs to be the sense that people are working together to improve the quality of the institution. Moreover, he added, assessment is a necessary part of the building effort. When a unit is given an infusion of funds for self-improvement, the rest of us have a right after some time to see the results and determine whether the unit continues to merit special assistance. Some units have slipped even though they had resources. Professor Howe also emphasized that our priorities should not be open-ended. We need to give a long enough infusion to make a difference, he said, but it cannot be of indefinite duration.

B. Rewarding outstanding faculty who are not in highly meritorious units.

Professor Turner noted that special salary money in 1983-84 was distributed to meritorious units and then presumably to meritorious faculty within them. But, he said, there are some mediocre units that have one or two outstanding individuals, and those people deserve to be singled out for money awards.

President Magrath and Vice President Keller joined the meeting at this point.

Professors Rubenstein and Spring noted that Vice President Keller has indicated he intends to use \$100,000 of the retention money for "pre-emptive retention" awards. Vice President Keller explained pre-emptive retention awards as awards made to people who, if not kept happy and feeling appreciated in terms of salary, the University might either lose in a few years, or have to pay even more to retain. He said he would not exclude from consideration people who are in soft market units. There is a sense, he said, that someone is always potentially movable (to another university, if not to outside academe) and we should keep the best people happy.

C. Quality questions.

Mr. Singer noted that one recent ranking had placed the University of Wisconsin 11th in undergraduate education; he asked where the University had ranked in recent Gorman reports. Both President Magrath and Vice President Keller expressed

a low regard for the Gorman Report.

The President said that a number of the University's departments that used to be distinguished have slipped, but he believes we could make a case that several of these are starting to really move again. He described the University of Minnesota as probably in the top fifteen of American research universities. He added that he does not see a way to absolutely compare a fine public university with a Harvard or Yale, for example, because of the different missions.

6. Recruiting Outstanding Students.

President Magrath said he would welcome comments from SCC and other Senate committees regarding recruiting.

There is no suggestion, he said, that we "recruit" in the narrow sense of just trying to get bodies here. We will continue to attract significant numbers of students and provide well for them. There are those, he said, who caution against aggressive recruiting, and against recruiting in competition with other institutions. But we can't just sit back and do nothing.

He noted progress in the recognition of good scholars. When the president came to the University, the University gave no merit scholarships. Presidential scholars received no money unless on the basis of need. Now we award the \$500 scholarships regardless of need. President Magrath said he thinks we have to generate more resources from private sources for merit scholarships.

Overall, he said, our approach to attracting students is not nearly what it should be. We haven't mobilized our resources nor put in the money. We unwisely cut admissions services as we cut support services. We have to commit ourselves to recruitment. There is a sense the University is a better place if we do attract more of the best of the state's high school graduates.

Our responses to inquiries have been too late. The president said we need to contact students in their junior year. SCC members spoke to say they also regard earlier approaches as probably the most important change to make.

Undergraduate collegiate units have to be substantially involved and work with central offices, and the deans have to be involved. We will develop a network of alumni, but we have to get them the information to help them. We will use the Agricultural Extension Service and its widely-distributed offices. We will hire someone soon on a temporary basis to improve the administration of admissions.

Mr. Singer referred to case studies of distinctive sounding freshmen prospects who get no encouragement whatever. The president said ideally, any inquiries from students with outstanding records would get individualized responses.

Professor Stuthman recommended improving the present system, apart from instituting a new system of recruitment/admissions.

Ms. Iverson asked when this group would talk about overall admissions

and recruitment, including the question of what we want the undergraduate population to look like five to ten years from now. The president said that attention to recruiting outstanding students in no way lessens our commitment to being accessible. The new effort is to reach students in addition to those we recruit and serve now. The president noted that if we attract more of the brightest students we will need more honors courses and sections, and that that will require weighing priorities.

The president and vice president reported that:

- Eighteen percent of the top ten percent of high school graduates enroll at the University.
- Of the many Minnesotans graduating in the top twenty percent of their high school classes who don't choose to come here, nine percent go to Madison; a large number go neither to eastern schools nor to another research university.
- Across the University, we get about the same percentage coming from every rank of their graduating class.
- CLA freshmen have a lower percentile average than do entrants at UW-Madison and Michigan.

Vice President Keller said we will focus our interests on attracting students who can especially benefit from and enhance the University. We want to increase the percentage of the top twenty percent coming, and also increase both minority and international enrollments. The president and vice president told SCC that the University needs to go regional in its efforts, and that it will market in specific geographic areas outside the state.

Professor Merwin said he was glad to hear the deans are being involved. He noted that the College of Education now has scholarship money to award to undergraduates, achieved under the College's own developmental efforts. Other mentioned that some other colleges are doing the same thing.

Professor Turner voiced his approval of the University's moving in this particular direction, which was recommended by a committee in 1979 but set aside in the face of retrenchment.

We are far from being an open admissions school, he said. Since admissions standards are already high in many parts of the University, talk of raising admissions standards is primarily in terms of the College of Liberal Arts. Professor Turner indicated his belief that every young person should have the educational opportunity to develop himself or herself to the highest optimum of his or her ability. But every person, because of differing ability, does not have a right to attend the University of Minnesota. That should be reserved for those students who can best benefit from an education given by a teaching-research faculty. He finds about 20% of the students in his 5000-level courses should not be at the University of Minnesota. When we talk about standards and pursuing excellence, he emphasized, we have to believe it.

Mr. Hayden asked what pushed the University past the historical tendencies of being very casual about recruitment. President Magrath attributed the change to

- awareness of the demographics -- facing declining numbers;
- people questioning how good a job we have done in making students

and families aware of what the University has to offer;

- a change of social perception regarding recruiting the best and brightest students. In the Sixties there was a major national commitment made to be more accessible to minorities and the under-served. We made the mistake of thinking we couldn't simultaneously recruit the best and brightest.

Professor Spring asked if the new recruiting efforts take account of the fact that the complex procedures of very large universities scare off some good prospects. Some very bright and able high school students are unsophisticated and bewildered; the University's complexity has something to do with why some choose small private schools.

Vice President Keller said this has been brought forward to the committee on recruiting. It is essential, he said, to keep in mind that we are a five-campus University.

Ms. Traxler cited her own parents' refusal to let her matriculate as a freshman on the Twin Cities campus because of its sheer size. She said this not uncommon attitude shows the need to recruit on a University-wide basis. Many prospective students could get started better at one of the smaller campuses and would become ready to transfer to the Twin Cities campus. The president voiced his agreement. Better recruitment information, he said, would make students aware of the choice of environments.

Professor Mattson spoke of the importance of the recruiters knowing the faculty they are representing, which enables them to steer prospects to appropriate specific faculty. Professor Rubenstein mentioned the value of word-of-mouth reporting of the experience students actually have when they get here.

Professor Freier set forth her favorite scheme for bright students: ... Quite apart from awarding merit scholarships, the University should award merit jobs -- \$500 a quarter for the three freshman quarters, in exchange for 10 hours of work per week, 10 weeks per quarter. The faculty member would get needed help, and the student would get to know the faculty and get immersed in a program in the first year. Several of the SCC students seconded this idea of meritorious work-study.

Professor Turner added a testimonial to the real benefit in pouring a little money into hiring undergraduate RA's. The caliber of applicants for the rare available positions is high, and one would like more students to get that kind of experience.

Professor Howe asked that we not define "excellence" in prospective students too narrowly. We need to be sensitive to many kinds of talented, gifted students who have something special to bring, he said.

The meeting adjourned at 3:00 p.m.

Respectfully submitted,

Meredith Poppele, Executive Assistant



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614 Social Sciences
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February 24, 1984

To: SCC

From: John Howe

Last fall I distributed a memo proposing that we discuss a planning strategy for building excellence in a select number of central departments across the University. Our recently completed salary awards to a select list of already excellent units has prompted me to dust off that proposal and bring it before you for discussion. I've reproduced the essential language of the proposal in the paragraphs that follow. Because it has to do with planning strategies, I've invited Mark Brenner to join us for the discussion. I floated the idea with Vice President Keller some weeks ago, and he encouraged us to explore the idea.

We have stated that the preservation of excellence, where it exists, is a central concern of the planning process. And we are increasingly concerned to identify our best units and give them the support they need. That is as it should be. We now need to think more carefully, I believe, about building additional programs of excellence. We have selected certain colleges for special attention: Management, Law, Veterinary Medicine, IT. I propose that through the planning process we now identify "x" departments or programs across the University as the most likely candidates for achieving excellence and target them for special attention in the next five or six years. These units would have to be:

- limited in number (no more than twelve?);
- deemed to be at some threshold of excellence in terms of faculty, students, teaching, and research, and thus well positioned for significant improvement;
- recognized as of central importance in terms of our five planning criteria; and
- prepared to enter into a special set of realistic understandings that would involve specific goals to be accomplished (of long-term implication) in return for special support, financial and otherwise, offered by college and central administrations -- that is, for specific incentives.

It would obviously be important to define the goals and objectives and the incentives very carefully, and to make certain they point toward permanent improvements, and to establish a meaningful and yet finite time period for such special status.



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate
Consultative Committee
614 Social Sciences
267 19th Avenue South
Minneapolis, Minnesota 55455
Telephone (612)373-3226

October 31, 1983

To: SCC

From: John Howe

I would like to put the following item on our agenda for discussion on November 17. It has to do with the ongoing development of the planning process, and so it might be desirable to invite Mark Brenner to join us at that time. I do want to broach the idea to you now, however, and would welcome any response you may have.

We have stated that the preservation of excellence, where it exists, is a central concern of the planning process. And we are increasingly concerned to identify our best units and give them the support they need. That is as it should be. We now need to think more carefully, I believe, about building additional programs of excellence. We have selected certain colleges for special attention: Management, Law, Veterinary Medicine, IT. I propose that through the planning process we now identify "x" departments or programs across the University as the most likely candidates for excellence and target them for special attention in the next "y" (perhaps five) years. These units would have to be:

- limited in number (no more than twelve?);
- deemed to be at some threshold of excellence in terms of faculty, students, teaching, and research, and thus well situated for significant improvement;
- recognized as of importance in terms of our five planning criteria; and
- prepared to enter into a special set of realistic understandings that would involve specific goals to be accomplished (of long-term implication) in return for special support, financial and otherwise, offered by college and central administrations-- that is, for specific incentives.

It would obviously be important to define the goals and objectives and the incentives very carefully, and to make certain they point toward permanent improvements, and to establish a meaningful and yet finite time period for such special status.



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267 19th Avenue South
Minneapolis, MN 55455
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February 24, 1984

President C. Peter Magrath
202 Morrill Hall

Dear Peter:

The Senate Consultative Committee will be pleased to talk with you on the afternoon of March 1 about plans for the recruitment of high ability students. We've talked about the desirability of that for some time. We look forward to learning more of what the plans are and what you understand the implications of them to be.

Cordially,

A handwritten signature in cursive script, appearing to read 'John Howe'.

John Howe, Chairperson,
Senate Consultative Committee

JH:mp



UNIVERSITY OF MINNESOTA

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

February 29, 1984

Professor Norman S. Kerr
Chairman, Student Academic Support
Services Committee
Department of Genetics and Cell Biology
250 Biological Sciences Center
St. Paul Campus

Dear Norman:

I appreciate your sharing your concern that it appears that Vice President Wilderson seeks the advice of the Student Academic Support Services Committee only after he makes a decision. I don't believe that is his intention, as he has had good consultant relationships with student leaders, faculty, and his staff over the years.

I know that Vice President Wilderson does want the advice of your Committee and finds it most helpful. He wants to see drafts of possible policies before they go to your Committee, with the intention of reviewing them and, perhaps, suggesting some modifications before they go to your committee. It is my understanding that he then awaits the recommendations of your Committee before any approval of the possible policies are made.

The early registration of athletes was discussed at a Deans' meeting by Vice President Wilderson prior to making any changes, and that discussion is continuing. As you know, exceptions for early registration had been mostly at the discretion of the colleges in the past, and we were pushing hard to work out details with the colleges prior to the Spring Quarter registration period.

I am certain that Vice President Wilderson, Jim Preus, or Sam Lewis would be willing to review the present situation regarding the exception of early registration of some of the athletes with your Committee. If you have any questions, or would like such a review, please feel free to contact Vice President Wilderson directly.

Cordially,


C. Peter Magrath
President

CPM:kb

cc: Vice President Frank Wilderson, Student Affairs
Professor John Howe, Chairman, Senate Consultative Committee



UNIVERSITY OF MINNESOTA

Office of the Vice President for Student Affairs
Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

Office SEC 3-1

February 28, 1984

Professor Norman S. Kerr
Department of Genetics and Cell Biology
250 Biological Sciences Center
1445 Gortner Avenue
St. Paul, Minnesota 55108

Dear Professor Kerr:

Thank you for your letter of February 20th and for sharing with me the copy of the letter of the same date that you sent to President Magrath relative to the topic of relations between the Student Academic Support Services Committee that you chair and the Office for Student Affairs.

Let me say at the onset, I welcome your invitation to seek the input of your committees on matters of concern to the Office for Student Affairs. I recognize, as do other senior officers in the various areas of Student Affairs, the key position that senate and assembly committees hold in the governance structure of the University, and we are eager to find better ways to cooperate with committees that are charged with helping to develop the policies on which this University operates. Part of the difficulties that you find with the way in which policy recommendations come to your committees from the Office for Student Affairs suggests to me that we would both benefit by sitting down and discussing the way I perceive the internal development of policies to occur in units reporting to my office and in developing an understanding as to exactly what points in the development of policy that the drafts of policy options might come to your committee for advice, comment and counsel.

The office for Student Affairs has a coordinators committee which I set up shortly after coming into this office as Vice President for Student Affairs. That committee provides the opportunity to discuss policy initiatives which are generated in the units of student affairs. I do require that directors in the Offices for Student Affairs discuss with their coordinators and they in turn with me and the senior officials in my office any development which might affect the way in which our programs and services might be improved through the development of new strategies and new policies. It would be hard for me to envision any major redirection or change in our procedures

Professor Norman S. Kerr
February 28, 1984
Page Two

and policies going to any other unit of the University for review without first having the opportunity for the senior officers of Student Affairs charged with the responsibilities for such programs be aware of the issues structured for discussion in committees outside of this office.

I am asking my administration assistant to call you to set up a time for the two of us to meet and discuss my perceptions of the advisory role of your committee.

Sincerely,



Frank B. Wilderson, Jr.
Vice President for Student Affairs

cc: President C. Peter Magrath
Professor John Howe

FBW/ktm



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Psychology and Test Society
351 Psychological Sciences Center
1445 Gortner Avenue
St. Paul, Minnesota 55108-0495
(612) 373-3640

February 20, 1984

Vice President Frank Wilderson
University of Minnesota
Morrill Hall

Dear Vice President Wilderson:

I enclose a copy of a letter which I have sent to President Magrath concerning the activities of the Student Academic Support Services Advisory Committee as that I think.

As I was preparing this letter and discussing the matter with the Senate Consultative Committee it occurred to me that you and I have never discussed your perception of the role of these advisory committees. I have always assumed you knew of our existence and knew that we would be happy to advise you as SASC policies were being formulated.

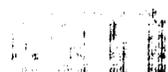
The purpose of this letter is to invite you to seek our input on matters that are of concern to you. I believe we would usually be most useful after an initial draft of a policy had been formulated, but before it had been accepted. In some instances, however, it might be useful to discuss with your advisory committee whether or not a policy was needed.

At the moment I anticipate that the committee will examine Darlene Ayers-Lynch's draft of a policy concerning satisfactory academic progress standards for student financial aid on March 2. No other items are on the agenda for the remainder of the year. Since we met fairly frequently during winter quarter, we would not mind not meeting during spring quarter. On the other hand, we are available should you need our advice.

Sincerely,

Norman S. Kerr
Professor

cc: President Magrath
John Howe



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Genetics and Cell Biology
250 Biological Sciences Center
1445 Gortner Avenue
St. Paul, Minnesota 55108-1095
(612) 375-3840

February 20, 1984

President C. Peter Magrath
University of Minnesota
Morrill Hall

Dear President Magrath:

As you know, I serve as chairman of the Student Academic Support Services committee of both the University Senate and the Twin Cities Campus Assembly.

A little over a week ago, I was ready to resign both as chairman and as a member of these committees. After a few days of reflection and a discussion with the Senate Consultative Committee I have decided not to resign, but to communicate my dismay to you.

My problem is that, although the committee is charged by the Senate and Assembly Bylaws with giving advice to administrative offices on University-wide issues in such student support areas as prospective student services, admissions, registration, academic records, and financial aid, our advice seems never to be sought until after Vice President Wilderson has made a final policy decision.

As you may recall from my letter to you last Spring, this issue has been simmering for some time. The "straw that broke the professor's back" was a Daily article, confirmed by a phone call to Sam Lewis, that Wilderson has changed the procedures by which the order of registration of students is determined, giving a special priority to one certain group of students. The committee I chair would have been more than willing to discuss the procedures by which order of registration is determined and to give advice about changes that might be made in this procedure, were changes found to be necessary. No such advice was sought; the announced procedure would obviously make it much more difficult for Sam Lewis to do his job. I note that pressure brought by the deans has already caused this policy to be partially rescinded.

A major task undertaken by the committee this year has been to gain an understanding of the Student Financial Aid office so we could offer advice. We have, I believe,



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2033

April 5, 1984

Honorable Charles H. Casey
Honorable William B. Dosland
Honorable Willis K. Drake
Honorable Erwin L. Goldfine
Honorable Wally Hilke
Honorable Lauris Krenik
Honorable David M. Lebedoff
Honorable Verne E. Long
Honorable Charles F. McGuiggan
Honorable Wenda W. Moore
Honorable David K. Roe
Honorable Mary T. Schertler

Dear Ladies and Gentlemen:

The purpose of this letter is to discuss the considerations which govern the establishment of a tuition schedule for 1984-85, to suggest some options which are available to you in setting that schedule, and to recommend a course of action which we believe is optimal. The tuition schedule is on the agenda of the April meeting for information and will be before you for action at the May meeting. However, as I have noted in a separate letter, it would be helpful to our graduate student recruiting efforts if action could be taken on the Graduate School portion of the tuition schedule at the April meeting.

The basic consideration in setting the 1984-85 tuition schedule is the requirement, determined by the legislative offset and reaffirmed in the budget principles, that tuition provide 32% of instructional costs or \$84.4 million. That is 9.1% greater than the \$77.3 million we had expected to collect in tuition this year. In fact, our data now indicate that the present tuition schedule will not generate the full \$77.3 million we had expected. It will fall short by at least \$1.5 million, owing to the fact that graduate students are registering for fewer courses (accounting for about \$1 million of the shortfall) and that, under reciprocity, Wisconsin students are paying substantially lower tuition than Minnesota students (resulting in a further \$500,000 loss). We believe that the proposed term approach to graduate tuition will correct the under-registration by graduate students, but we must adjust the tuition schedule upward by almost 1% simply to compensate for the shortfall due to reciprocity. A further upward adjustment of almost 3.5% is necessary because we expect to have 3.5% fewer students next year from whom to collect tuition. Thus, to generate tuition income 9.1% greater than what we had expected to collect this year, we must increase the average student's tuition next year by 13.3%.

Some of you may notice in the budget plan that the anticipated tuition income is listed as \$85.4 million rather than the \$84.4 million figure used above. The additional \$1 million is an accounting adjustment through which certain excess summer tuition income from the past few years is being placed in the budget. That additional money will be used to fund our increased graduate student financial aid and to allow us to "cap" the tuition increases in certain professional fields without raising the tuition of other students. I can explain this in more detail to any of you who are interested.

The attached table describes several tuition schedule options that are available to the Board, each of which should generate the required tuition income. In the left-hand column, each of the collegiate units is listed in the order of the fraction of instructional costs which their students presently pay. The present tuition rate and the estimated percent of instructional costs which that tuition represents are listed in the next two columns. The succeeding columns present four options as follows:

- a. A tuition schedule providing for a straight 13.3% increase in the tuition rate for all students.
- b. A rate schedule in which the tuition in each unit is adjusted such that the percent of instructional costs covered by tuition is moved 25% of the way from its present level toward 32% of instructional costs. The term CRTP refers to "Cost-Related Tuition Plan." In implementing these adjustments, those units whose present percent of instructional costs are lowest get an increase well beyond the 13.3% average increase and those units whose present instructional costs are the highest get an increase well below 13.3%. As you can see from the schedule, the straight application of this approach yields very high percentage increases for some units but, on the other hand, keeps tuition increases for our lower division students under 6% and tuition increases for most of other undergraduates well below 10%. In this column and succeeding ones, we have applied the Regents' policy which states that tuition rates at Waseca and Crookston will not exceed the lower division tuition rate.
- c. A schedule providing for movement toward a situation in which each unit pays a similar fraction of instructional costs, but moving only 12.5% of the way. The consequence is that undergraduate tuition increases are not kept quite as low, but the very high tuition increases of units that now pay only a small fraction of instructional costs are somewhat moderated.
- d. A tuition schedule adopting the basic approach of moving 12.5% toward cost-related tuition, but making adjustments for specific units to limit or "cap" their tuition increases. Two general principles were applied in these adjustments: no tuition increase was allowed to rise above 20% and no unit's tuition was allowed to increase to the point where its rank in comparison with peer institutions was higher than third. To impose

these limitations and still generate sufficient total tuition income, it is, of course, necessary to raise the tuition rates of all other units slightly although at least for next year, some of the tuition loss resulting from capping can be covered by the excess Summer Session tuition from previous years which was described above.

In balancing the existing Regents' policy (and the practical benefits of moving toward cost-related tuition) with the need to minimize the impact of high tuition increases on students, it is our belief that the last column--12.5% movement toward cost-related tuition with specific caps--represents the best compromise and we recommend its adoption for 1984-85. There are several particular items in that schedule which I would like to call to your attention:

1. The graduate tuition plan incorporates the term rate and residency requirements which I have described to you in a separate letter. The per-credit rate for part-time students would be \$85 if they are matriculating and \$42.50 if they are not matriculating or have completed their residency requirements.

2. All items in boldface type represent tuition rates that have been limited either because they would have exceeded 20% increase or would have exceeded the "third place" limitation.

3. Tuition increases in the Institute of Technology and the School of Management have been set arbitrarily at the average rate. Because the University continues to reallocate or plan reallocations to those two schools, their instructional costs will continue to increase so that we expect tuition as a percent of instructional costs to decline over a period of years even with increases at the average rate.

4. The University of Minnesota, Duluth has requested that the "band"--the provision that students registering from 14-18 credits pay the same tuition--be eliminated and we are recommending that change in this schedule. In consideration of this change, students at Duluth will be allowed to register in regular day session for courses taken in Extension and tuition dollars will be transferred from 0100 funds to Duluth Extension to cover the costs of their instruction. An experiment in this so-called cross-registration has been in place at Duluth for several years and has been quite successful.

5. In an attempt to make specific improvements in educational programs within the School of Law, we are recommending a tuition increase of 20% for law students. The difference between the tuition collected through this increase and the tuition which would have been collected had tuition been set at 13.06% (the increase consistent with a 12.5% movement toward cost-related tuition) will be returned to the Law School for direct use in improving course offerings and individualized instruction.

Board of Regents
April 5, 1984
Page 4

I realize that there are a number of complicated intertwined issues in this tuition schedule and I hope you will call me if I can be of any help in providing you with further clarification. The schedule we are proposing keeps undergraduate tuition increases relatively low, deals directly with the serious problem of graduate tuition, and bounds the increases in our professional schools. We believe that it is equitable and will result in increases significantly lower than those in other institutions in the state. I look forward to discussing this matter with you at the April meetings.

Sincerely yours,



Kenneth H. Keller
Vice President

KHK:trc
Enclosure

xc: President C. Peter Magrath
University Vice Presidents
Provosts
Mr. Stephen S. Dunham, General Counsel
Student Representatives to the Board of Regents
Professor John Howe, Chair, Senate Consultative Committee
Professor Irwin Rubenstein, Chair, Senate Finance Committee

UNIVERSITY OF MINNESOTA
TUITION INCREASE OPTIONS FOR FY85

	FY84		FY85		FY85 25.0% CRTP		FY85 12.5% CRTP		FY85 12.5% CRTP With Caps	
	Rate	Est % of Inst Cost	Proportion- al @ 13.3% **	Rates **	% Incr	Rates **	% Incr	Rates **	% Incr	
MED TECH-ALL	\$ 52.92	11.20	\$ 59.96	\$ 75.46	42.59	\$ 67.37	27.31	\$ 63.50	19.99	
OT/PT-ALL	54.52	14.80	61.77	85.46	56.75	73.22	34.30	65.42	19.99	
VET MED	1,186.50#	15.70	1,344.30	1,671.48	40.87	1,512.98	27.52	1,423.80	20.00	
PHARMACY-ALL	45.00#	20.60	50.99	60.70	34.89	56.04	24.53	52.71	17.13	
NURSING-ALL	50.29#	21.30	56.98	66.90	33.03	61.64	22.57	60.35	20.00	
PUBLIC HLTH-ALL	44.38#	22.70	50.28	57.56	29.70	54.16	22.04	49.71	12.01	
HOME ECON-UD	40.79	23.70	46.22	52.03	27.56	48.90	19.88	48.95	20.00	
DENTISTRY	1,331.23#	24.50	1,508.28	1,684.94	26.57	1,603.30	20.44	1,457.69	9.50	
WASECA	33.67	25.50	38.15	35.62	5.79	36.74	9.12	36.87	9.50	
GRAD-TC*	70.89#	25.80*	80.32	720.00		720.00		720.00		
GRAD-UMD*	70.89#	25.80*	80.32	720.00		720.00		720.00		
UMD CLS-UD	37.20	26.00	42.15	45.86	23.28	43.80	17.74	43.95	18.15	
MED-UMD	1,497.93#	26.80	1,697.15	1,812.91	21.03	1,762.26	17.65	1,733.11	15.70	
MED-TC	1,497.93#	27.00	1,697.15	1,822.22	21.65	1,766.73	17.94	1,733.11	15.70	
DENT HYG-ALL	38.99	27.00	44.18	47.46	21.72	45.61	16.98	45.77	17.39	
UMD FINE ARTS-UD	39.37	27.40	44.61	47.64	21.01	45.92	16.64	46.08	17.04	
AGRIC-UD	41.38	27.76	46.88	49.86	20.49	48.16	16.38	48.32	16.77	
CROOKSTON	33.67	29.50	38.15	35.62	5.79	36.74	9.12	36.87	9.50	
FOR-UD	44.96	30.40	50.94	52.53	16.84	51.51	14.57	51.69	14.97	
UMD EDUC-UD	37.28	30.50	42.24	43.52	16.74	42.69	14.51	42.84	14.91	
EDUC-UD	41.16	31.20	46.63	47.73	15.96	46.98	14.14	47.14	14.53	
UMD BUS & ECON-UD	36.92	31.60	41.83	42.64	15.49	42.05	13.89	42.20	14.30	
UMM-UD	36.97	32.10	41.89	42.47	14.88	41.99	13.58	42.14	13.98	
BIO SCI-ALL	41.71	33.90	47.26	47.13	12.99	46.99	12.66	47.15	13.04	
LAW	1,103.36#	34.80	1,250.11	1,234.13	11.85	1,247.46	13.06	1,324.03	20.00	
UMD SOC DEV-UD	47.10	35.20	53.36	52.63	11.74	52.77	12.04	52.96	12.44	
MORT SCI-ALL	45.02	35.40	51.01	50.21	11.53	50.40	11.95	50.58	12.35	
CLA & UC-UD	34.64	38.80	39.25	37.65	8.69	38.29	10.54	38.43	10.94	
GC-UD	33.95	41.10	38.47	36.33	7.01	37.25	9.72	37.38	10.10	
IT-UD	40.99	42.10	46.44	44.01	7.37	45.04	9.88	46.44	13.30	
ALL OTHER LD	33.67	43.00	38.15	35.63	5.82	36.74	9.12	36.87	9.50	
MANAGEMENT-ALL	39.40	46.10	44.64	41.13	4.39	42.71	8.40	44.64	13.30	
Enrollment Index N	1034		1000	1026		1022		1021		

* FY84 and FY85 Proportional are per Credit Hr; other FY85 are per quarter.

** All schedules designed to yield about \$ 85.45 million.

=Nonresident rate 2 times resident rate. All others 2.75 times resident rate.

No change proposed.

*Nominal. Realized collections make this estimate about 24.50% Graduate students at the two campuses are treated as a single unit.

NOTE: CRTP=Cost Related Tuition Policy.



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2033

April 2, 1984

Honorable Charles H. Casey
Honorable William B. Dosland
Honorable Willis K. Drake
Honorable Erwin L. Goldfine
Honorable Wally Hilke
Honorable Lauris Krenik
Honorable David M. Lebedoff
Honorable Verne E. Long
Honorable Charles F. McGuiggan
Honorable Wenda W. Moore
Honorable David K. Roe
Honorable Mary T. Schertler

Dear Ladies and Gentlemen:

I am writing to provide you with further information on the Graduate Tuition Plan being proposed for 1984-85. The issue is a very important one and warrants the separate discussion we have scheduled at the April Board meeting. However, I would like to re-emphasize that any decisions made with respect to graduate tuition have a direct and immediate consequence for the tuition of all other students at the University.

As I pointed out last month, the situation we confront presently with respect to graduate tuition arises as a consequence of four factors:

1. The general increase in tuition that has occurred at the University over the past several years as the Legislature has required us to cover greater fractions of total instructional costs through tuition.
2. The implementation of the Regents' policy that tuition should be adjusted in a direction such that students in all collegiate units come closer to paying a similar fraction of their instructional costs. Since undergraduates have tended to pay a much larger than average fraction of their instructional costs and graduate students a much lower fraction of total instructional costs, this policy has tended to moderate tuition increases for undergraduates but accentuate them for graduate students.
3. The introduction of thesis credits. A very substantial amount of graduate instruction takes place outside of the formal classroom setting and the University of Minnesota had no system for recording or charging for those efforts. Students were only charged for actual class credits and since graduate programs differed by factors of two or three in how many credits were required for a Ph.D. degree, very large and inequitable variations among fields existed. Thesis credits cured this problem to a

certain extent but, at least initially, they represent a potential additional cost to graduate students.

4. The institution of per-credit tuition at the graduate level. Minnesota is one of only a very few schools in the United States that uses this approach at the graduate level. Since students tend to register for more credits in their first year of graduate study, this approach to tuition makes us look particularly uncompetitive in recruiting new students and exacerbates the inequity that arises because of large differences in the numbers of credits required in each field for a degree.

After very careful study by the Policy and Review Councils and Executive Committee of the Graduate School (all comprising faculty and students), consultation with the Senate Consultative Committee and Senate Finance Committee, discussion with the Council of Graduate Students, and detailed consideration by the Budget Executive, we have come to the conclusion that the best solution to this difficult problem lies in establishing a term-rate approach to tuition with a minimum residence requirement for graduate work. We believe that this will spread out the burden of tuition over several years, make our tuition structure comparable to that of almost all other universities, lower our first year tuition substantially so that we are in a better competitive position in student recruiting and minimize the unjustifiable disparities in the costs of various graduate programs. Furthermore, we believe that we must slow the rate of movement of graduate tuition toward 32% of instructional costs until our experience with the new system grows and we can assess more accurately its total impact. The tuition schedule we are proposing for next year and our recommendations on graduate tuition over the next three years reflect these conclusions.

The details of the tuition plan are contained in Attachment 1 to this letter. In brief summary, it calls for a term tuition rate of \$720 per quarter for students registering for 7 to 15 credits. Part-time students taking from 3 to 6 credits would pay \$85 per credit while those taking 0, 1, or 2 credits would be charged at slightly higher rates. A minimum residency of three years at the full-term rate would be required for Ph.D. students and four quarters for Master's degree students. Students who have satisfied the residency requirement or are not matriculating for a degree would only have to pay half of these rates, thus encouraging graduate education for personal enrichment.

Attachment 2 is a graph showing the relationship between the cost of a Ph.D. program under the proposed system and the cost that would be incurred by students if we simply froze the present rates. The graph indicates quite clearly that students in almost every graduate program at the University will pay less for their degrees under the proposed system than they would under the present system. Note that this is true whether they register for 12 credits per quarter, 8 credits per quarter, or even 6 credits per quarter. I should add that there are almost no students who actually take an entire Ph.D. program and register for as few as 6 credits per quarter throughout that program.

The actual amount saved under the new system is a function of the total number of course credits required in a particular program for graduation. Attachment 3 provides data on the numbers of credits taken by Ph.D. graduates over the past three years. It shows that only 5.6% of our graduates took fewer than 60 credits while approximately the same number took more than 110 credits. Should any of you be interested, I have available a breakdown of those numbers by disciplinary field as well.

Finally, the question arose at the last meeting as to the frequency with which students register for various numbers of credits. Attachment 4 is a graph providing that information. It shows that, if we exclude those categorized as "continuing registration" (0 credits), about 60% of our students register for 7 or more credits. These figures do not include thesis credits since almost no one was required to register for them this year. However, in future years, students will be registering for thesis credits and we can expect that an even larger fraction will fall in the category of 7 or more credits.

This new system represents a significant change for the University, but one which should help us to deal with the legitimate concerns that have been expressed over graduate tuition. The Graduate School and the Council of Graduate Students are continuing to meet with various groups to discuss and explain the new system and, judging from my own mail, understanding and acceptance for this new approach has increased markedly in the last several weeks. Even those who believe that we should reserve judgment on how effective the new system will be in dealing with all of the problems cited, see it as a promising initiative which should be pursued and evaluated.

We have considered the possibility of recommending to you that we freeze this new term-tuition schedule in place for more than one year. Unfortunately, the present system has caused such severe changes in the patterns of graduate student registration, that it is difficult for us to predict accurately how much tuition income will result with the new system. Therefore, we believe it would be unwise to commit the University to no change in graduate tuition over a period of years. However, we believe that we can prudently recommend that the Regents affirm a position that graduate tuition be stabilized over the next three years and, in no event, should it increase at greater than the average rate of tuition increase in the University.

Since entering graduate students must inform us by April 15 of their intentions to register at the University in the Fall, it would be very useful if we could give them firm information on these tuition matters to help them in making their final judgment. Therefore, if we are able to resolve your questions at the

Board of Regents
April 2, 1984
Page 4

April meeting, we would prefer to have the Board act on this part of the tuition plan at that time. If I can provide any of you with further information in advance of the meeting, please let me know.

Sincerely yours,



Kenneth H. Keller
Vice President

KHK:jhh

Enclosures

xc: Dr. C. Peter Magrath, President
University Vice Presidents
Provosts
Mr. Stephen S. Dunham, General Counsel
Dr. Robert T. Holt, Dean, Graduate School
Dr. John Howe, Chair, Senate Consultative Committee
Dr. Irwin Rubenstein Chair, Senate Finance Committee
Dr. Michael D. Root, Senate Committee on Educational Policy

As a replacement for the current per credit tuition structure the following hybrid structure with corollary features is proposed effective fall quarter 1984:

1. Part-time category--students registering for 1 to 6 credits would do so on a per-credit basis.
2. Full-time category--students registering for 7 to 15 credits would do so on the basis of a flat rate. Registration for additional credits beyond the 15 credit level would be on a per-credit basis.
3. For the doctorate a residency requirement of 9 quarters of full-time registration (7 credits per quarter or more) would be required. Doctoral thesis credits could be used to fulfill this requirement.
4. For the master's degree a residency requirement of 4 quarters of full-time registration (7 credits per quarter or more) would be required. Plan A thesis credits could be used to fulfill this requirement.*
5. Doctoral students who fulfill the 9 quarter residency requirement will be allowed to register for additional credits at $\frac{1}{2}$ the full-time or part-time rate.
6. Master's students who fulfill the 4 quarter residency requirement will be allowed to register for additional credits at $\frac{1}{2}$ the full-time or part-time rate. If a master's student uses courses taken at the reduced cost rate on a doctoral program filed at a later date he or she must pay the difference between the regular cost rate and the reduced cost rate before preliminary oral examinations are taken.
7. Part-time students (1 to 6 credits) will accumulate 1/10 of a quarter's residency for each credit taken.
8. Coursework only students will be permitted to register for courses at $\frac{1}{2}$ the full-time or part-time rate. If a coursework only student is later admitted to a graduate degree program and uses courses taken at the reduced cost rate on a master's program or doctoral program or to meet residency requirements he or she must pay the difference between the regular cost rate and the reduced cost rate before the master's written and/or oral examination is taken or before doctoral preliminary oral examinations are taken.
9. Full-time and part-time students registering for 1 and 3 -level courses may count these to meet residency requirements and will pay tuition at the regular Graduate School rate.
10. All the above features will apply without exception to all students entering the Graduate School in fall quarter 1984 and thereafter.

*This would not affect the Graduate School requirements already in place for the master's degree: 44 credit minimum for the Plan B and 28 credits plus 16 thesis credits for Plan A.

11. Newly entering students from 1983-84 will have the option to come under the new tuition structure in its entirety and must so decide when they file their programs but no later than January 1, 1985. If they do not exercise this option they will still be required to register within the system minus the residency requirements.

12. Students who entered the Graduate School prior to fall quarter 1983 will be required to register within the system minus the residency requirements.

13. Students who transfer into a doctoral program beginning fall quarter 1984 and after and who have one or more master's degrees from another institution will be credited with 4 quarters of residency toward the 9 quarter doctoral residency requirement if the doctoral program recognizes the degree(s).

14. Students who enter the Graduate School beginning fall quarter 1984 and after with authorized credit transfers may use them as follows to meet residency requirements: if entering a master's program--1/10 of a quarter's residency for each authorized transfer quarter credit up to a maximum of 1.5 quarters of residency; if entering a doctoral program--1/10 of a quarter's residency for each authorized transfer quarter credit up to a maximum of 3 quarters of residency.

2/28/84

Projected Graduate School tuition rates based on MPIS simulation runs to accompany hybrid tuition structure:

1. Part-time category--a per credit rate for 1-6 credits as follows:

1 credit	\$200 (per credit rate \$200)
2 credits	200 (per credit rate \$100)
3 credits	255 (per credit rate \$85)
4 credits	340 (per credit rate \$85)
5 credits	425 (per credit rate \$85)
6 credits	510 (per credit rate \$85)

2. Full-time category--a flat tuition rate of \$720 per quarter will be set for full-time students registering for 7-15 credits.

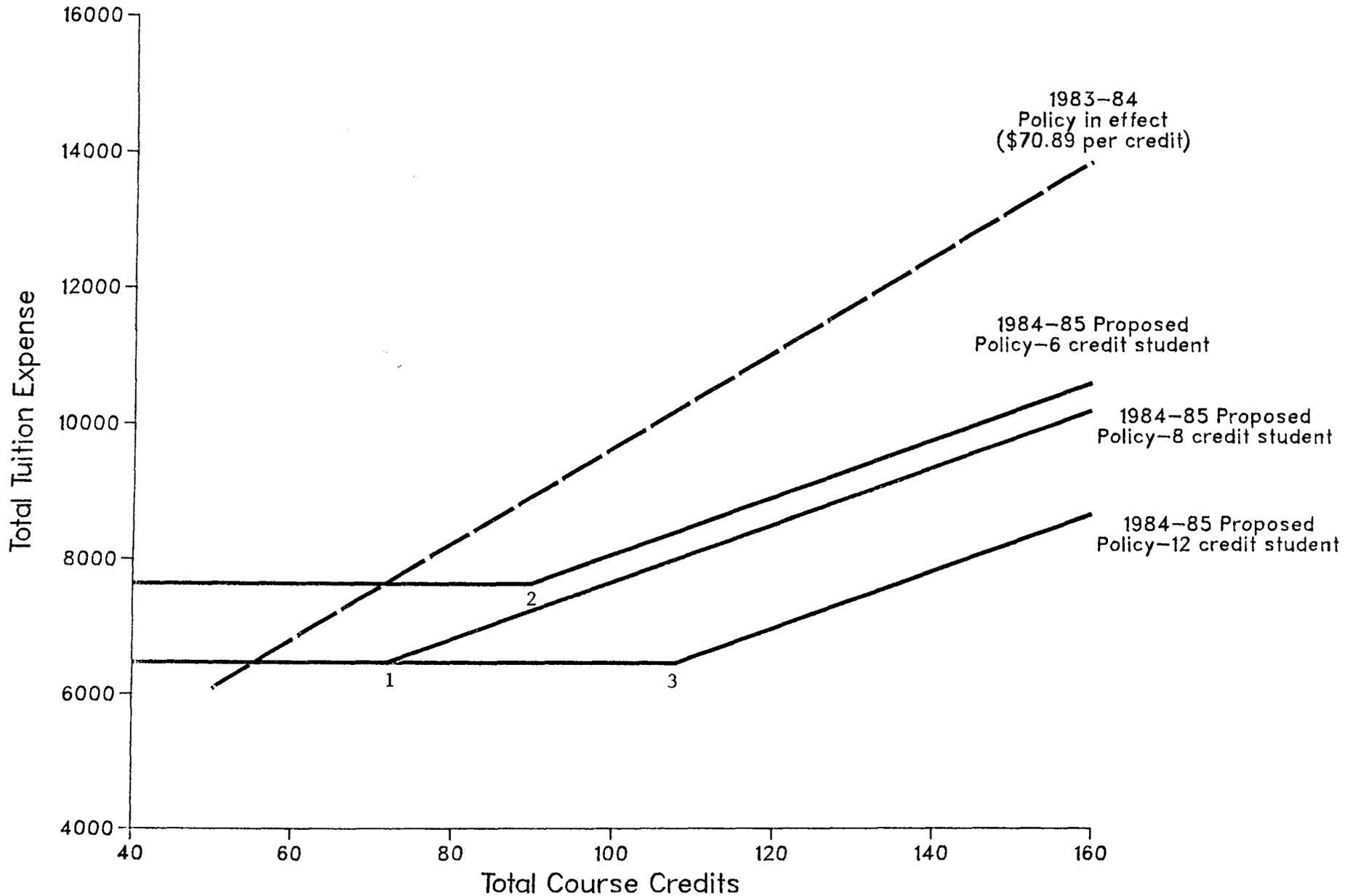
3. \$60 per credit will be charged for any credit taken over 15 credits any given quarter.

4. Continuing registration should be increased in fall 1984 to \$100 per quarter.

5. Registration in 8000-level courses should be set at \$85 per credit for all students who have not matriculated in the Graduate School.

6. Student status tuition will continue to be set at the rate for 1 credit.

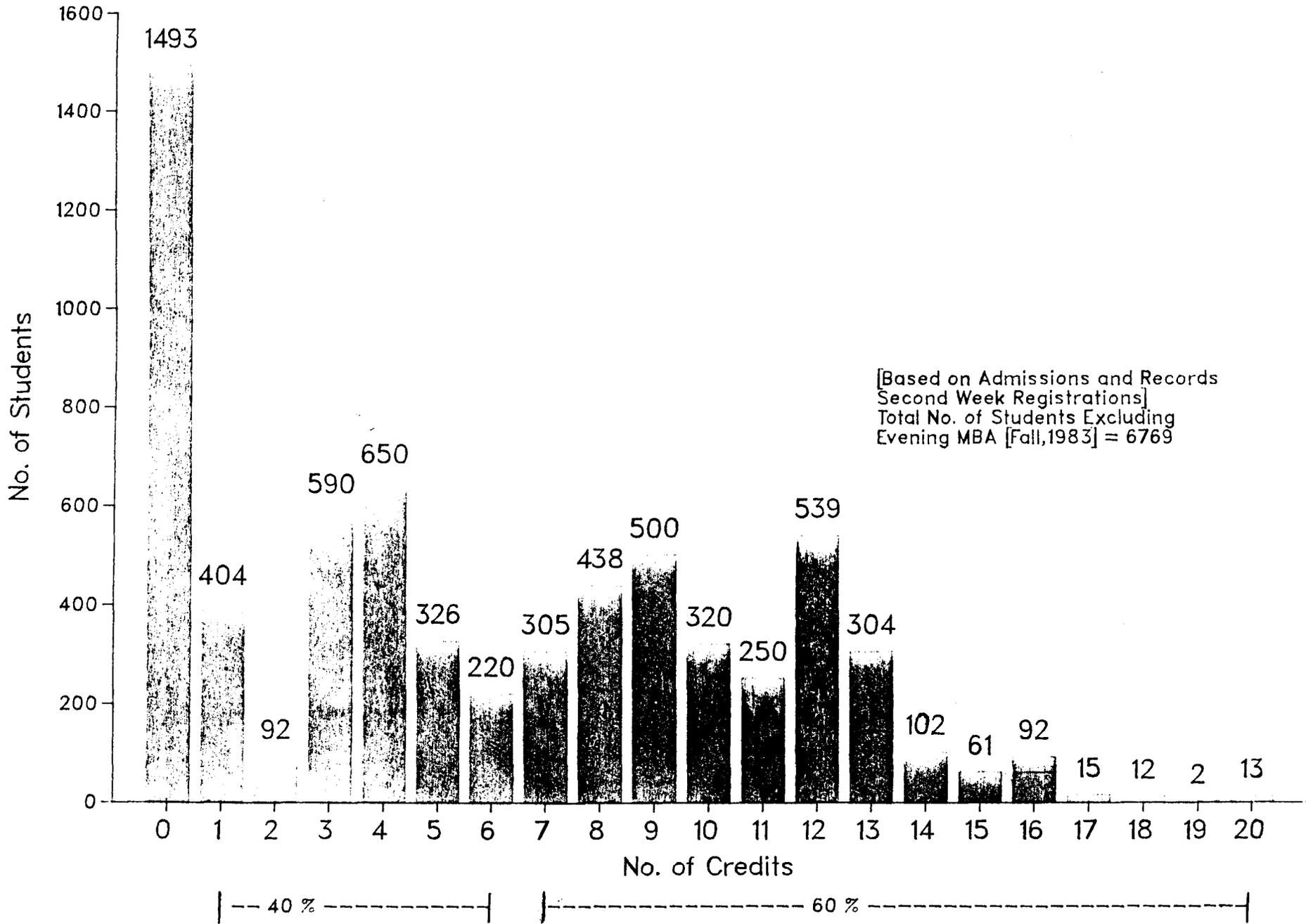
EXAMPLES OF TOTAL TUITION EXPENSE FOR Ph.D. STUDENTS



% of Doctoral Graduates by Average Credit Hours Completed

Average # of credits completed	Total graduates	% of Total graduates
49.2 to 49.5	48	3.8
50 to 59	22	1.8
60 to 69	283	22.6
70 to 79	281	22.5
80 to 89	194	15.6
90 to 99	142	11.4
100 to 109	202	16.2
110 to 119	20	1.6
120 to 129	33	2.6
130 to 130	5	.4
140 to 149	7	.6
150 to 159	1	.008
190 to 200	7	.06
240 to 250	2	.02

NUMBER OF GRADUATE STUDENTS REGISTERING FOR 1 - 20 CREDITS [Excluding Evening MBA]





UNIVERSITY OF MINNESOTA

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

March 5, 1984

Mr. John Howe, Chair
Senate Consultative Committee
614 Social Sciences
West Bank

Dear John:

First, I thought that the discussions I had with you and the Faculty Consultative Committee, as well as the subsequent conversation on student recruiting matters with the full SCC, were extremely stimulating and useful in many practical ways. I will look forward to additional comments and suggestions from FCC and SCC on the various issues we have before us.

Second, the main reason for this note is to put in writing that I will be unable to preside at the April 19 University Senate meeting as I will be returning from Massachusetts where I am making a presentation to a group of academic administrators from the University of Massachusetts. I hope it will be convenient for John Turner or someone else (if John is not available) to chair the Senate meeting. Also, as you know, I was at least tentatively scheduled to meet with FCC and SCC on that day. Do you think it would be feasible to reschedule the FCC-SCC discussions to another date when the two committees will be meeting? If so, please have Meredith Poppele contact Dianna Fischer as I am sure something could be worked out; obviously we could simply drop the discussion that day, though I am reluctant to give up our opportunities for conversation which I think are useful.

Cordially,

C. Peter Magrath
President

CPM:kb

cc: Mrs. Dianna Fischer
✓ Ms. Meredith Poppele



UNIVERSITY OF MINNESOTA

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

March 15, 1984

Professor John Howe, Chair
Senate Consultative Committee
614 Social Sciences
West Bank

Dear John:

I thought you and SCC might be interested in the attached letter that I have just sent out to various people asking them to serve on a special steering committee to help us make some progress on our recruiting efforts, which I thought we discussed so constructively at our last SCC meeting. By the way, Gerry Kline has graciously agreed to serve on this committee despite the fact that he is on a leave -- he will add much to the committee and also has the advantage of serving as co-chair of the Senate Committee on Educational Policy.

I am, of course, hoping that Mr. Scott Singer, from SCC, will find it possible to serve on this committee.

Cordially,


C. Peter Magrath
President

CPM:kb

cc: University Vice Presidents

Enc: March 13 letter



UNIVERSITY OF MINNESOTA

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

CCCC 566 4-19

March 13, 1984

TO: C. Luverne Carlson, Assistant Vice President, Support Services and Operations
Julie Carson, Associate Dean, College of Liberal Arts, ex officio
Bruce L. Gildseth, Vice Provost, Student Affairs, UMD
F. Gerald Kline, Director, School of Journalism and Mass Communication
Anthony E. Kuznik, Assistant Provost, Student Affairs, UMC
James B. Preus, Acting Assistant Vice President, Student Affairs
George M. Robb, Associate Vice President, Institutional Relations
Stephen W. Roszell, Executive Director, Minnesota Alumni Association
John Wallace, Assistant Vice President, Academic Affairs
Denise Pederson, UMDSA President
Scott Singer, Co-Chair, Student Consultative Committee

Dear Colleagues:

As you may know by now, I am inviting Dr. Julie Carson, recently appointed as an Associate Dean in the College of Liberal Arts on the Twin Cities, to serve as a Project Leader on our efforts to improve University of Minnesota efforts to recruit the best and brightest students to our campuses, and, concurrently, to improve recruiting and communication with all potentially eligible students whom we should seek to attract to the University of Minnesota. (Dr. Carson has held various administrative roles at the University of Minnesota, including a recent assignment in the School of Management.) Associate Dean Carson will work under the general supervision of the University Budget Executive chaired by Vice President Ken Keller, and report, also, directly to me on this project. Her role will be to help lead and organize our new recruiting efforts, and to help develop even more effective working relationships in this area between Central Administrative offices and the collegiate and coordinate campus units of the University of Minnesota.

I am writing to ask that you serve on a Recruiting Steering Committee that will be chaired by Assistant Vice President John Wallace. The Committee's function will be to provide advice to Associate Dean Carson in her role, and to help develop effective working relationships between the various parts of the University that must be involved in this total recruiting effort. I am sure that the Recruitment Steering Committee will wish to designate, at least on an ad hoc basis, sub-committees to help implement various recruiting strategies.

The objectives that I am anxious to see pursued just as quickly as possible are as follows:

1. To increase our recruitment of Minnesota high school students from the top twenty percent of graduating classes; as a component of this to specify the actual number of students we hope to recruit from this category -- asking each undergraduate college (where appropriate) to specify its numerical personal objective.

2. To institute a better recruitment and information system about the University for undergraduate students in general -- that is, all prospective undergraduate students who can profit by attendance at the campuses of the University of Minnesota.
3. To continue our efforts to attract minority students and international students as an important component of our undergraduate student population at the University of Minnesota.
4. To reexamine and to improve, where necessary, our recruitment practices with regard to transfer students, many (but not all) who would come to us from the community colleges -- some would transfer from other public institutions and from Minnesota private colleges.
5. To provide a better guidance to the correct collegiate program for prospective undergraduate students at the University of Minnesota.

In order to move toward these objectives, the following major means should be pursued, or at least given the most serious consideration. These include the following:

1. A revamped administrative structure to improve the University's total recruiting effort, which of course already has many positive elements in it.
2. The development of collegiate objectives by the deans of the undergraduate colleges and coordinate campuses. This must be done by collegiate leadership working in close collaboration with the central leadership in Academic Affairs and Student Affairs.
3. The Budget Executive has already recommended, and I will support, the addition of \$300,000 into the University's budget for 1984-85 for recruiting activities.
4. The improvement of our publications material relevant to recruitment and information about the University (this is already being worked on in various ways).
5. The mobilization of the Minnesota Alumni Association in the sense that specific alumni representatives will be organized to assist in a recruitment effort.
6. A similar mobilization, perhaps on a trial basis in certain parts of the State, of the agents in the Agricultural Extension Service.

March 13, 1984

Page 3

7. The development of a student center along the lines already proposed by Vice President Wilderson, to provide a one-stop referral center for prospective students, which would also include a variety of services to make the University more attractive to prospective students.
8. An increase in the number of merit scholarships, such as funded National Merit Scholarships; it should be an important and highly publicized ingredient of whatever we do. (I have already taken steps to increase the number of merit scholarships that will be supported next year; and I would like to see even more done in that direction.)
9. Finally, the most important, basic means to improve recruiting at the University of Minnesota is to improve, wherever possible, the educational and student life experience that University of Minnesota students have while attending our various colleges and campuses. Unless there is a good academic and student life quality for University of Minnesota students, the attraction of both the academically most gifted as well as other eligible students will be in vain -- and our ultimate objective as a University is to have as good a student experience as possible. Many of these issues are being addressed by the special Task Force on the Student Experience being chaired by Dr. Wallace, and this makes his chairing of the Recruitment Steering Committee all the more appropriate.

I know that you are all very busy, but very much hope that you could accept this important assignment; if you cannot, please let me know. Meanwhile, Assistant Vice President Wallace and Associate Dean Carson will be working to get your Committee, or at least as many as can most conveniently attend, together just as quickly as possible. At some point in the near future I will want to meet with the Committee to personally review the work we are doing and the ideas and plans that we want to implement.

The questions your Committee and this project will address are extremely important to the well-being of the University of Minnesota and the persons -- students -- that it will serve. I appreciate your willingness to take on this assignment.

Cordially,



C. Peter Magrath
President

CPM:kb

cc: University Vice Presidents
University Provosts
Dr. James T. Borgestad, Special Assistant to the President
Mr. Stephen S. Dunham, General Counsel