



UNIVERSITY OF MINNESOTA

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

SENATE CONSULTATIVE COMMITTEE

November 3, 1983  
Regents Room, Morrill Hall  
12:45 - 3:00

Approximate  
times

AGENDA

- 12:45 1. Task Force on The Student Experience. Guest:  
John Wallace, Assistant Vice President for Academic  
Affairs and task force chairperson.
  
- 1:45 2. Minutes of October 20 (enclosed).
  
3. Report of the Student Co-chair.
  
4. Report of the Chair:  
- Agenda for Facilitative Committee meeting of  
November 8.
  
- 2:00 5. Senate Planning Committee: proposal to enhance its  
links with the SCC (Professor Mattson).
  
- 2:15 6. Committee on Equal Employment Opportunity for Women:  
request to enlarge its membership. (Enclosed:  
10/20 letter of Charlotte Striebel to John Howe.)
  
- 2:45 7. Agenda for the November 16 Senate and Assembly meetings.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

All University Senate Consultative Committee  
614 Social Sciences  
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Telephone (612)373-3226

MINUTES  
SENATE CONSULTATIVE COMMITTEE  
November 3, 1983  
Regents Room  
12:55 - 3:05

APPROVED 11/17/83

Members present: Virginia Fredricks, Charles Farrell, Phyllis Freier, John Howe, Van Hayden, Julie Iverson, Marvin Mattson, Lisa McDonell, Jack Merwin, Irwin Rubenstein, Paul Schulte, Scott Singer, Donald Spring, Deon Stuthman, Burt Sundquist, John Turner.

Guests: Richard Bale, Alice Edwards, Tom Fiutak, Mary Jane Plunkett, Maureen Smith, John Wallace.

1. The Student Experience Planning Task Force.

Academic Affairs Assistant Vice President John Wallace distributed copies of "TASK FORCE ON THE STUDENT EXPERIENCE - Task Groups" to the SCC. It identifies the six task groups and the possible specific problems and specific recommendations of each. The areas are (I) Student Services, (II) Space and Time, (III) The Lower Division, (IV) The Upper Division, (V) Advanced Placement/Relations with High Schools, and (VI) Student Decision Making.

Dr. Wallace noted that the fact that many useful reports concerning undergraduate education have been neglected suggests that something structural in the system will perhaps have to be changed before we can expect any changes to result from the recommendations of this task force.

He told SCC that he is observing that students express a lot of concern about the quality of services when they are an impediment to getting an education (such as very long waiting lines), while faculty do not notice those obstacles and express concern instead about the quality of education.

The student SCC members responded with several points:

- Students call attention to needs in support services because no one else does;
- Students take it for granted the faculty will watch out for the quality of education;
- Educational support services, e.g., advising and counseling, matter much more than the length of registration lines.

Further suggestions from the student members were these:

- Give plenty of attention to co-curricular activity, but preferably treated as a whole rather than divided into lower division and upper division;
- Include counseling and co-curricular elements in the Student Decision task group charge;
- Find ways to guarantee students get the information and advice they need (some of the information responsibilities lie with civil service employees);
  - tell students directly they can talk to faculty members;
  - tell them where to go when they're on probation;
- Involve University alumni as mentors;
- Develop a picture of what the University wants its undergraduate student body to look like (Dr. Wallace said the task force is going to do this);
- Communicate with the Senate Committee on Student Academic Support Services and the comparable college committees;
- Appreciate that this University's size deters a lot of students from applying;
- Given the size of the task force's job, why not work only to make the student experience at the University sufficiently positive to retain all the good students who do enter, and omit tackling the matter of recruitment and relations with high schools.

(Dr. Wallace replied that it would be a tragedy if we didn't seize the opportunity to participate in the current nationwide attention to the quality of education at all levels.)

Faculty members too offered a number of suggestions and comments:

- That the task groups identify and take as models the practices of the best operating units in the University;
- Nearby off-campus organizations (such as the 'Y') can play an important role in the student experience;
- Advising is a serious problem; we will need coercive measures (i.e., requiring a signature) until we establish as a norm that students take advantage of any improved procedures;
- Better recruiting of high school students with high standings is essential because
  - (a) students do so much of their learning from their peers,
  - (b) when the reputation of the University declines, the value of its diploma declines.

- The University has a very small number of out of state students; this bears on the overall quality of the student experience;
- We need prompter turnaround time for requests from prospective students writing for information;
- More emphasis on University communicating with high school students in the latter part of their junior and early part of their senior years;
- Students are required to see an advisor before they register, but registration takes place in late August when faculty by and large are not on campus.

(Dr. Wallace told SCC that Academic Affairs spent \$200,000 specifically to hire faculty to be available for advising in the registration period; it doesn't seem to have had a noticeable effect.)

- It is to the good that the work of this task force requires some meshing of the efforts of Academic Affairs and Student Affairs;
- To make this report effective, make it a planning document: set goals with a list of specific objectives under each goal; assign people particular responsibilities and set deadlines;
- Prioritize the recommendations which would be implemented "in an ideal world," categorize the changes which would be almost cost-free; categorize those with some cost. Single out four or five objectives which require funding and which are important to address;
- Contemplate the costs of implementing the recommendations the task force arrives at;
- We, collectively, should try to persuade the Minnesota Foundation to make enhancement of undergraduate education one of its goals and to commit a substantial sum.
- Will the task force have time to gather and assemble the relevant data and so be able to produce a report which is not largely opinion and exhortation?

2. Announcement (Professor Turner): The Senate Budget Subcommittee needs to meet as soon as possible on an important matter.

3. The Minutes of October 20 were approved with two corrections: page 1, bottom line: "to learn of the non-attendance of ~~another~~ that student rep." page 3, third paragraph from the bottom: "Mr. Singer asked why there ~~would~~ could be no member of the Library School..."

4. Report of the Student SCC Chair. Mr. Singer.

- The Siggelkow Student Leadership retreat was a resounding success.

- The new student SCC representatives from UMD and UMW have been elected and we hope will attend the next meeting.

5. Report of the Chair.

- The 1982-83 annual reports for the Assembly Steering Committee and the Consultative Committee are circulating in today's meeting and will go into the November 17 Senate docket.
- Facilitative Committee meeting is scheduled for November 8 for committee chairs to exchange information and divvy up the tasks by which to evaluate the planning process.

6. Committee reports.

A. Senate Finance Committee. Professor Rubenstein said SFC would welcome any ideas from SCC on where it should focus its attention.

Professor Freier asked that SFC please be alert to any changes in the way overhead costs are budgeted.

Tuition raise. SCC recalled briefly the history and nature of discussions on the question. The principle of cost-based tuition had indeed been discussed and approved, but with a lack of awareness of how big an increase would result, even in the first stage. Communication is seen as having been lacking at the point where the principle was translated into dollar figures. The actual figures were not calculated until after the legislative appropriation.

While the principle is a sound one, we need now to consider the impact. Professor Stuthman said the tuition policy only made sense as a package which included "banding" among other aspects. Taken apart, the components no longer made sense.

The impact of the increase was heightened by adding tuition for thesis credits at the same time. Professor Sundquist noted that there are ways other than charging \$75 per credit to get public recognition of thesis credits.

There was a consensus that the Senate Finance Committee will discuss the issue of graduate school tuition, probably including talks with the Dean of the Graduate School and the Vice President for Academic Affairs, and report to the SCC.

7. Senate Planning Committee: Links with SCC.

The Planning Committee's importance is enhanced because of the demise of the Planning Council.

Professor Mattson recommended strengthening the relationship between the SCC and the Planning Committee to something like that between SCC and the Finance Committee including, possibly, some cross-membership.

Professor Spring pointed out that the Planning Committee is structurally within the SCC's cluster of Senate committees, and SCC appoints the membership. Overlapping membership is the only particular under consideration not presently provided for.

Professor Rubenstein pointed out two possibilities for overlap:

(a) Since the chairperson of the Planning Committee has usually been that committee's member on the Finance Committee, when SFC and SCC meet jointly that person attends;

(b) An SCC member could be appointed to serve on the Planning Committee.

There was some interest in guaranteeing that an SPC member, preferably the chairperson, attend SCC meetings fairly regularly.

Professors Merwin and Spring emphasized the equal need for Planning Committee communication with the administration.

SCC will try to arrange for both Professor Brenner (Chr., SPC) and someone from central administration to join the November 17 meeting to work on a system for communication in both directions.

7. Proposal for amending the membership of the Committee on Equal Employment Opportunity for Women.

SCC members had copies of Professor Striebel's October 20 letter to Professor Howe describing why EEOWC thinks it could function better with augmented membership. EEOWC proposes enlarging itself somewhat informally since the membership is defined in the consent decree. The groups EEOWC wants represented are

- students
- the Duluth campus
- professional and administrative employees (P/A)
- departments which traditionally have employed a high percentage of women (e.g., nursing, home economics, the libraries).

Mr. Singer circulated a letter from the chair of the Student Committee on Committees to the effect that students should have some tie-in to EEOWC.

SCC members inquired whether it might be possible, through adjusted use of the nominating procedures for the two members elected by the class, and through discussions with Committee on Committees, to achieve the distribution of representation EEOWC seeks. Professor Striebel said that might be possible, but has not happened yet and would be difficult since the total committee numbers only seven.

Professor Merwin suggested that the request should be go the Committee on Committees rather than the SCC since Committees appoints five of the EEOWC's members.

SCC members asked what would be gained by defining a semi-official status since many of the desired groups now send representatives on their own.

Professor Striebel explained that

(a) Rarely do the same people attend from the various groups; and

(b) There is no reimbursement for travel expenses for people attending from other campuses unless the connection to the committee is regularized.

Duluth representation is the issue, she said. UMD administration has written that it will cease supporting a UMD representative's travel unless she becomes a voting member.

SCC members made these points:

- (a) UEA bargaining unit members are separated from the University senate and cannot have members on Senate committees;
- (b) SCC has reservations about formally changing the structure of the committee (when EEOWC was formed, SCC and the Senate were prohibited from making even the slightest changes in the establishing language contained in the consent decree);
- (c) SCC objects to the intention stated in Professor Striebel's letter that the "smaller formal committee would, except in rare occasion, defer to decisions reached by the enlarged committee." The integrity of the original committee must be maintained.

Mr. Schulte suggested the device of an advisory committee which would consist of representatives of each of the desired groups and which could meet jointly with the EEOWC.

SCC members were sympathetic to the prospective value of having a broader base on an invitational basis for committee deliberations, and noted

- (a) There are many precedents for informally augmenting a committee;
- (b) The invitations to the groups from which EEOWC seeks representation should specify the usefulness of having the same person attend regularly.

Professor Striebel said EEOWC would give the SCC's advice for informal representatives on a consultative/advisory basis a try.

8. Announcements for the Faculty Consultative Committee. Professor Howe.

- (a) FCC dinner and meeting with the Regents on November 10. Prof. Howe will telephone FCC members regarding agenda.
- (b) Professor Shively has agreed to serve as our faculty liaison to the legislature for one year and possibly for two years.
- (c) Professor Spring has prepared an outline for the FCC's consideration on November 10 of Sections 13 and 11 of the Tenure Code. Professor Spring recommends FCC also look at Section 7.

The SCC meeting adjourned at 3:05 p.m.

Respectfully submitted,

Meredith Poppele, Executive Assistant



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

October 14, 1983

TO: John Howe, Chair, Senate Consultative Committee  
Michael Root, Chair, Senate Committee on Educational Policy

FROM: John Wallace, Assistant Vice President, Academic Affairs

A handwritten signature in cursive script that reads "John Wallace".

I am enclosing the document I am using to launch the Task Force on the Student Experience. I will let you know what decisions the Task Force reaches on these basic matters of issues to take up and approach to take.

JW/bo

NOTE: THE WALLACE MEMORANDUM OF 10/14/83 TO THE TASK FORCE MEMBERS IS BOUND WITH THE REPORT OF THE TASK FORCE AND OTHER RELATED DOCUMENTS.





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267 19th Avenue South  
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November 9, 1983

Professor Charlotte Striebel, Chairperson,  
Senate Committee on Equal Employment Opportunity  
for Women  
Mathematics  
105 Vincent Hall

Dear Charlotte:

I hope that the SCC's discussion with you last Thursday will be of help as you and your colleagues take on your expanded agenda.

You'll recall we pointed out that it's quite usual for Senate committees to invite other persons to meet with them and help discuss the committee's business. This doesn't usually happen on an ongoing basis, but there's no reason that it can't.

On the other hand we do think it important that the integrity of your committee's membership be maintained and that only designated members cast votes. I simply don't know what would be involved in getting the Court to agree to formal changes in EEOW's membership. The Senate would also have an interest in any such changes. Short of that, I hope that the more informal arrangements will help.

Cordially,

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

John Howe, Chairperson,  
Senate Consultative Committee

JH:mp



UNIVERSITY OF MINNESOTA  
TWIN CITIES

School of Mathematics  
127 Vincent Hall  
206 Church Street S.E.  
Minneapolis, Minnesota 55455

October 20, 1983

Professor John Howe  
Chair, University Consultative Committee  
733 Social Science Tower

Re: Request for additional EEOW members

Dear John,

The Committee on Equal Employment Opportunity for Women (EEOW) wishes to expand its permanent membership by adding members who would represent and provide liaison between this committee and certain constituencies in the university with which the committee has an on-going relationship. The committee has asked me to explore with you and your committee methods by which this can be accomplished.

While we often have visitors to our meetings who have been very valuable in providing information and making suggestions for actions, the committee believes that our effectiveness and efficiency would be greatly increased if attendance by representatives from certain groups were on a permanent basis rather than the often haphazard and disjointed status of occasional visitors. The groups from which we seek representation are students, the Duluth campus, Professional and Administrative employees (P/A), and departments which have traditionally employed a high percentage of women such as nursing, home economics and the libraries. This list of groups from which we seek representation is, of course, open to negotiation and should perhaps remain flexible.

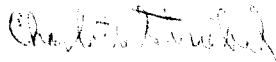
We realize that formally expanding the voting membership of the committee is not possible because it is prescribed in detail in the Consent Decree. We propose to solve this problem by proceeding on two levels when a formal vote becomes necessary. On an initial vote all members, including the new liaison members would vote. This would be followed by a vote of the members provided by the Consent Decree. It is the sense of the committee that the smaller formal committee would, except in rare occasion, defer to decisions reached by the enlarged committee.

Professor John Howe  
October 20, 1983  
Page 2

Your help in this matter will be greatly appreciated.

Sincerely,

SENATE COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN



Charlotte Striebel  
Chair

CS:ks



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Management Planning and Information Services  
Management Planning Division  
4th Floor Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

July 22, 1983

TO: Meredith Poppele, 614 Social Sciences  
FROM: David J. Berg *DJB*  
SUBJECT: Graduate Student Tuitions

Attached is a ten year summary for thirty-one campuses of major public and semi-public universities. Since the charging method varies, what's reported here is the three quarter or two semester cost of tuition and required fees for a graduate student carrying twelve credits each term. Very few of our graduate students carry that heavy a load; I suspect the same is true elsewhere. Thus the numbers should be looked at in terms of relationships rather than absolute amounts.

For 83-84, Minnesota's numbers will be \$2,790 for residents and \$5,342 for nonresidents, representing an increase of 30.9% and a decrease of 2.4% respectively. What will happen to rates at other schools is harder to say. More and more schools are considering or adopting differential rate change policies. While Minnesota is the leader, several systems are showing interest in cost related tuition policies.

Ignoring unknown differential application by level or program, here are approximate expected tuition increases for schools on which we have 83-84 information:

Michigan State	10%
Michigan	10%
Illinois	11.2%
Purdue	9%
Wisconsin	7%
Ohio State	7%
Indiana	6.8%
Iowa	6.15%
Kansas	20%
Virginia	17.5%
Maryland	13%
Missouri	13%

*Alan*

*24 10 7*

*European Resident?*

Meredith Poppele  
July 22, 1983  
Page 2

Washington	11.2%
Colorado	10.5%
Nebraska	7%
Penn State	5%
Texas	-0-

This year we were second in the Big 10 for both resident and nonresident graduate students. For 83-84 we'll probably retain the same ranking while moving higher among resident rates and lower among nonresident rates.

Of course, none of this means much without analysis of the accompanying student aid situation at each institution. I don't have anything on that.

DJB:sec  
Attachments(2)

ACADEMIC YEAR TUITION AND REQUIRED FEES  
BIG 8, BIG 10, AND OTHER AAU PUBLIC UNIVERSITIES

Approx. expected  
83-84 | Expected  
percent  
change  
83-84

PERCENT CHANGE

3. GRADUATE - RESIDENT

UNIVERSITY	NOTE CODE	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83	9 YR	5 YR	1 YR		
<u>BIG EIGHT</u>																
U COLORADO		593	638	711	756	800	845	926	1013	1171	1271	114.3	58.9	8.5	1407	11.2%
IONA ST U		705	720	774	774	858	858	951	951	1080	1200	70.2	39.9	11.1		
KANSAS ST U		526	532	532	558	690	696	696	764	898	906	72.2	31.3	0.9		
U KANSAS		544	573	576	580	688	710	716	771	918	904	66.2	31.4	-1.4	1084	20%
U NEBRASKA		535	555	555	606	637	673	714	782	901	1036	93.6	62.6	15.0	1109	10.5%
OKLAHOMA ST U		372	372	401	537	525	530	540	590	615	660	77.4	25.7	7.3		
U OKLAHOMA		361	302	387	548	548	548	572	614	644	725	100.8	32.3	12.6		
U MISSOURI-C		540	580	584	644	644	722	840	900	1008	1233	128.3	91.5	22.3	1393	13%
U MISSOURI-KC		550	590	610	670	670	760	874	934	1042	1275	131.0	90.3	22.4		
U MISSOURI-R		591	631	624	686	636	784	898	968	1097	1341	126.9	95.5	22.2		
U MISSOURI-SL		549	589	589	649	649	732	848	900	1030	1269	131.1	95.5	23.2		
BIG EIGHT MEDIAN 1		538	564	566	593	666	703	715	776	910	971	80.5	45.8	6.7		
<u>BIG TEN PUBLIC</u>																
U ILLINOIS		686	690	700	712	844	876	962	1030	1174	1470	114.3	74.2	25.2	1635	11.2%
INDIANA U		696	744	744	744	864	912	968	1046	1217	1397	100.7	61.7	14.8	1492	6.8%
U IOHA		710	710	780	780	858	858	950	950	1080	1200	69.0	39.9	11.1	1274	6.15%
MICHIGAN ST U		612	612	816	956	1038	1146	1260	1483	1605	1839	200.5	77.2	14.6	2023	18%
U MICHIGAN		1095	1096	1160	1285	1461	1753	1953	2219	2634	2966	170.6	103.0	12.6	3263	10%
U MINNESOTA		827	888	967	1013	1191	1294	1414	1537	1741	2132	157.8	79.0	22.5	2790	30.9%
OHIO ST		930	960	990	1015	1110	1185	1275	1410	1770	1881	102.3	69.5	6.3	2013	7%
PURDUE U		700	750	750	750	820	870	933	1008	1158	1350	92.9	64.6	16.6	1472	9%
U WISCONSIN		723	796	900	959	1038	1145	1237	1331	1400	1568	116.9	51.1	12.0	1678	7%
BIG TEN MEDIAN		710	750	816	959	1038	1145	1237	1331	1400	1568	120.8	51.1	12.0		
BIG 8/10 MEDIAN		686	690	744	750	844	858	950	1008	1158	1271	85.3	50.6	9.8		
<u>OTHER AAU PUBLIC</u>																
U CALIF-BERK		698	698	698	698	770	791	792	827	866	1235	76.9	60.4	42.6		
U CALIF-LOS A		681	684	684	684	750	750	750	807	846	1218	78.9	62.4	44.0		
CORNELL U		1550	1700	1850	2000	2200	2300	2510	2808	3300	3800	145.2	72.7	15.2		
U MARYLAND		1138	1148	1148	1220	1220	1220	1340	1342	1563	1708	50.1	40.0	9.3	1930	13%
U NO CAROLINA		435	449	464	474	520	525	572	594	690	698	60.5	34.2	1.2		
U OREGON		802	849	959	1110	1166	1206	1295	1440	1751	1997	149.0	71.3	14.0		
PENN ST U		900	960	1095	1224	1382	1452	1581	1749	1968	2256	150.7	63.2	14.6	2369	5%
U PITTSBURGH		1000	1004	1144	1316	1426	1596	1756	1986	2216	2624	162.4	84.0	18.4		
U TEXAS		322	322	334	354	350	360	382	396	396	396	23.0	10.6	0.0	396	0%
U VIRGINIA		682	704	754	794	864	909	974	1042	1146	1350	97.9	56.3	17.8	1586	17.5%
U WASHINGTON		624	624	624	624	741	771	771	771	1239	1701	172.6	129.6	37.3	1892	11.2%
OTHER AAU MEDIAN 2		750	776	856	952	1015	1058	1134	1192	1401	1704	127.2	67.9	21.6		
OVERALL MEDIAN		696	704	750	756	858	870	951	1013	1171	1350	94.0	57.3	15.3		

1. UNC USED FOR UNIVERSITY OF MISSOURI
  2. BERKELEY USED FOR UNIVERSITY OF CALIFORNIA
- REVISED 10/82 (SEE TABLE 1)

ACADEMIC YEAR TUITION AND REQUIRED FEES  
BIG 8, BIG 10, AND OTHER AAU PUBLIC UNIVERSITIES

Approx. expected 83-84  
Expected percent change 83-84

4. GRADUATE - NONRESIDENT

UNIVERSITY	NOTE	CODE											PERCENT CHANGE			9 YR	5 YR	1 YR	Approx. expected 83-84	Expected percent change 83-84
			73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83								
<u>BIG EIGHT</u>																				
U COLORADO			1952	2070	2303	2408	2642	2845	3388	3732	4255	4655	138.5	76.2	9.4	5144	10.5%			
IONA ST			1482	1584	1650	1650	1818	1818	2001	2001	2486	2800	88.9	54.0	12.6					
KANSAS ST			1316	1322	1322	1348	1680	1686	1686	1844	2214	2222	68.8	32.3	0.4					
U KANSAS			1334	1363	1366	1370	1678	1700	1706	1851	2234	2220	66.4	32.3	-0.5	2666	20%			
U NEBRASKA			1261	1281	1281	1422	1501	1597	1698	1873	2101	2356	86.8	57.0	12.1	2521	7%			
OKLAHOMA ST U			996	996	1025	1442	1430	1440	1450	1630	1655	1855	86.2	29.7	12.1					
U OKLAHOMA			985	745	1010	1508	1508	1508	1532	1718	1748	1995	102.5	32.3	14.1					
U MISSOURI-C			1540	1660	1664	1844	1844	2078	2424	2604	2928	3564	131.4	93.3	21.7	4027	13%			
U MISSOURI-KC			1550	1670	1690	1870	1870	2116	2458	2638	2962	3606	132.6	92.8	21.7					
U MISSOURI-R			1591	1711	1711	1893	1886	2140	2482	2672	3017	3672	130.8	94.7	21.7					
U MISSOURI-SL			1549	1669	1669	1849	1849	2088	2432	2612	2950	3600	132.4	94.7	22.0					
BIG EIGHT MEDIAN 1			1325	1342	1344	1475	1679	1693	1702	1862	2224	2289	72.8	36.3	2.9					
<u>BIG TEN PUBLIC</u>																				
U ILLINOIS			1676	1680	1690	1702	2076	2100	2322	2486	2870	3634	116.8	75.0	26.6	4041	11.2%			
INDIANA U			1560	1656	1656	1656	1968	2160	2312	2660	3173	3803	143.8	93.2	19.9	4062	6.8%			
U IOWA			1450	1550	1650	1650	1818	1818	2000	2000	2486	2800	93.1	54.0	12.6	2972	6.15%			
MICHIGAN ST			1332	1368	1572	1794	1920	2154	2358	2725	2991	3441	158.3	79.2	15.0	3785	10%			
U MICHIGAN			2040	2040	3008	3313	3593	3074	4173	4727	5594	6310 #1	122.2	75.6	12.8	6941	10% #1			
U MINNESOTA			1898	2037	2452	2498	3027	3292	3556	3877	4405	5471 #2	108.3	80.7	24.2	5342	-2.4% #2			
OHIO ST			1980	2010	2040	2065	2220	2370	2550	2775	4245	4518	128.2	103.5	6.4	4334	7%			
PURDUE U			1600	1700	1700	1700	1900	2100	2270	2600	3118	3800	137.5	100.0	21.9	4142	9%			
U WISCONSIN			2436	2634	2856	2987	3272	3585	3871	4099	4316	4695	92.7	43.5	8.8	5024	7%			
BIG TEN MEDIAN			1676	1700	1700	1794	2076	2160	2358	2725	3173	3803	126.9	83.2	19.9					
BIG 8/10 MEDIAN			1540	1656	1656	1700	1900	2100	2312	2600	2928	3564	131.4	87.6	21.7					
<u>OTHER AAU PUBLIC</u>																				
U CALIF-BERK			2198	2198	2198	2603	2675	2696	3192	3227	3746	4385	99.5	63.9	17.1					
U CALIF-LOS A			2181	2184	2184	2589	2655	2655	3150	3207	3726	4368	100.3	64.5	17.2					
CORNELL U			1550	1700	1850	2000	2200	2300	2518	2808	3300	3800	145.2	72.7	15.2					
U MARYLAND			1642	1748	1868	2060	2060	2300	2420	2422	2763	3028	84.4	47.0	9.6	3422	13%			
U NO CAROLINA			1993	1993	2108	2118	2230	2235	2282	2304	2514	2522	26.5	13.1	0.3					
U OREGON			802	849	959	1110	1166	1530	2210	2433	2835	3245	304.6	178.3	14.5					
PENN ST U			2100	2160	2295	2478	2762	2832	3150	3498	3936	4512	114.9	63.4	14.6	4738	5%			
U PITTSBURGH			1990	1994	2284	2596	2816	3156	3476	3926	4386	5184 #3	160.5	84.1	10.2					
U TEXAS			1182	1182	1194	1214	1218	1220	1242	1256	1256	1256	6.3	3.1	0.0	1256	-0-			
U VIRGINIA			1447	1569	1619	1819	1939	2024	2159	2402	2646	3276	126.4	69.0	23.8	3849	17.5%			
U WASHINGTON			1641	1641	1641	1641	2736	2736	2736	2736	3600	4212	156.7	53.9	17.0	4684	11.2%			
OTHER AAU MEDIAN 2			1642	1724	1859	2030	2215	2300	2469	2584	3068	3538	115.5	59.7	15.3					
OVERALL MEDIAN			1560	1660	1664	1794	1968	2154	2322	2600	2928	3564	128.5	81.1	21.7					

1. UMC USED FOR UNIVERSITY OF MISSOURI  
2. BERKELEY USED FOR UNIVERSITY OF CALIFORNIA  
REVISED 10/82 (SEE TABLE 1)

83/4 = reduction = one shot?



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Dean

Graduate School  
Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

File

June 30, 1983

MEMORANDUM

TO: Department Chairmen and Directors of Graduate Studies

FROM: Robert T. Holt, Dean 

SUBJECT: Tuition Grants for Graduate Students in 1983-84

As you probably know, the Board of Regents is expected to set tuition rates for the coming year at its July meeting. The new rates will include a substantial increase in Graduate School tuition. This increase is directly related to implementation of the Regents' policy on cost-related tuition--i.e., that students should pay a proportional share of instructional costs in all units. Under the present tuition structure, graduate students pay considerably less than the proportional share goal of 32 percent of instructional costs while many undergraduate students pay considerably more; hence, the percentage of tuition increase to graduate students for the coming year will be among the highest.

In order to offset somewhat the impact of tuition increases for the coming year, Central Administration is reallocating a substantial sum of funds to the Graduate School for a special program of tuition grants based primarily on merit. In the future, these funds will be built into the Graduate School's fellowship budget. For the coming year, however, we are taking the immediate step of allocating the funds directly from the Graduate School to departments for tuition grants to their students.

I am pleased, therefore, to invite your requests for a share of these funds for the coming academic year, in accord with the following:

1. Departments or programs may request funds for tuition grants to their graduate students taking coursework--i.e., those who have not yet reached Ph.D. candidacy, including students entering in the fall.
2. As a point of reference, available funds will provide, on average, \$400 tuition grants--i.e., the approximate increase to the average graduate student--for over 15 percent of all graduate students across the University taking coursework. (Note: It is our understanding that the administration intends to provide enough funds for merit based grants in subsequent years to offset at least 20 percent of total increased tuition.) Departments may propose awarding tuition grants ranging from \$100 to \$1,000 each, depending upon anticipated courseload for the year, merit, need, or any other pertinent factors.



3. While it is the Graduate School's preference that awards go to students on the basis of merit, we recognize that some students may be especially financially disadvantaged by the increase. Thus, Departments should award some amount (up to 15 percent) of funds allocated them on a need basis.
4. A small share of these funds is being set aside for tuition grants of up to \$1,000 for students now completing their first year of graduate study on a Graduate School Fellowship; details will be sent shortly to these students' departments.

Requests should be made in the form of a letter from the Department Chairman or Director of Graduate Studies by the deadline of August 5, 1983, to the attention of Myrna Smith, Director of the Graduate School Fellowship Office, 422 Johnston Hall. The letter request should include as a minimum, the following:

1. Anticipated non-candidate enrollment for Fall 1983, as well as Fall 1982 data for comparison.
2. Approximate number of students for whom tuition grant support is requested; proposed grant amounts or range of amounts.
3. Departmental criteria to be used in making tuition grants.
4. Allocation scheme, and rationale.
5. Any other relevant information which you think would be useful.
6. 0100 budget number to which funds are to be transferred and departmental contact for allocation of funds. 0100-2013-01  
612-

Every effort will be made to notify departments of the allocations by September 1. Funds will be transferred in a lump sum to departmental budgets at that time.

It is our intention that awards will be fairly broad-based. Allocation criteria will include size of the program or department and over-all program quality as indicated, for example, by program reviews and ratings, and by previous participation and success in University-wide fellowship competitions. The Graduate School will make no decision on individual students.

(Note: This special program of tuition grants for 1983-84 is separate from and in addition to the Graduate School's long-standing program of approximately 100 single-quarter Tuition Scholarships annually for currently-enrolled students.)

Please direct any questions to Myrna Smith at 373-2833.

cc: Vice Presidents  
Provosts  
Deans



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Dean

Graduate School  
Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

June 27, 1983

TO: Provosts, Deans, Directors, Department Heads and Directors of Graduate Studies

FROM: Robert Holt, Dean ~~DA~~

RE: Thesis credit registration

You may recall that the Graduate School, through its graduate faculty governance structure, approved the proposal for thesis credits in the spring of 1979 and forwarded it to Academic Affairs. I am writing to bring you up-to-date on the present status of the proposal. At the June 1983 Regents' meeting, it was announced that the Budget Executive has decided to institute the use of thesis credit registration effective fall quarter, 1983. The format about to be implemented derives in part from the original Graduate School proposal but, unhappily, such features such as tuition banding were later eliminated. The Graduate School, Admissions and Records, and the Administrative Data Processing Department are laying the groundwork required to carry out the Budget Executive's decision. While certain procedural questions remain unsolved, I nevertheless thought it would be helpful to apprise you of matters to this point.

PURPOSE

The purpose of thesis credits is to move the thesis related activity of graduate students into the credit-hour system which already records other academic achievements of students and work loads of faculty. This recording of thesis related activity will help assure a more complete accounting of total graduate faculty effort.

In the past, the measurement of thesis supervision--the most important, the most time-consuming, and the most costly part of graduate education--has been characterized by a wide variety of approaches by deans, department heads and vice presidents. But pressures for accountability remain and the need for documentation of the basis for decisions makes it necessary to rely on a more formal system for assuring that the needs of, and the efforts devoted to, graduate education will be adequately accounted for, internally and externally.

THESIS CREDIT REGISTRATION REQUIREMENT AND PROCEDURES\*

Effective for students first registered in the Graduate School fall quarter, 1983, students completing a Plan A master's thesis or Master of Engineering project will be required to enroll for 16 master's thesis credits before receiving the degree. Students completing an Ed.D, or D.M.A. project or a Ph.D. thesis will be required to enroll for 36 doctoral thesis credits before receiving the degree. Master's thesis credits will carry the departmental prefix plus the course number 8777 e.g. Hist 8777. Doctoral thesis

\* Please note: students registered in the Graduate School prior to fall quarter, 1983 will finish under the existing registration requirements.

HIST

credits will also carry the departmental prefix but use the number 8888. Course prefixes and numbers will appear in the fall quarter Class Schedule.

Students should register for thesis credits in the quarter(s) in which the work is actually undertaken to reflect quarter-by-quarter advising activity. Doctoral thesis credits can be taken, when appropriate, before attaining candidacy. Registration for thesis credits will replace existing departmental courses designated solely for reflecting graduate faculty thesis advising effort but will not replace seminars currently used for discussions of thesis research. Please examine your course offerings for any duplication of thesis credits and request their elimination on a Form A96, Course Authorization Form as soon as possible.

Eligible students may register for any combination of course and/or thesis credits up to 16 credits in one quarter. Registration for more than 16 credits will continue to require Graduate School approval. Students cannot register retroactively for thesis credits and may cancel only with Graduate School approval. Only students registered in the Graduate School may enroll for thesis credits.

The following restrictions govern the use of thesis credits: (1) thesis credit cannot be used in computing the 40% transfer rule; (2) up to eight University of Minnesota master's thesis credits can be used towards the 36 credit doctoral requirement; (3) thesis credits cannot be transferred from other graduate institutions; (4) thesis credits cannot be double-counted between two master's degrees; (5) thesis credits cannot be used to meet the minimum 20 credit major field credit requirement.

Grades for thesis credits will not be posted on transcripts. Instead, an asterisk next to the course title on the transcript will refer the reader to a statement on the transcript indicating that the credits have been successfully completed if the degree award is shown. Class lists and grade reports will be produced by course number for thesis credit registrations.

Thesis credits are to be charged at the resident per credit rate (approximately \$70.00 per credit for 1983-1984). The charge per thesis credit will be the same for all graduate students (there will be no special rates for health science students or other special categories). Thesis credits will not be counted in the minimum credits required for assessment of the student services fee.

#### STUDENT STATUS REGISTRATION

Effective fall, 1983, a new category of registration entitled "student status" (no credit, no grade) will replace the existing "examination only" and "thesis only" registration for all graduate students. "Student status" registration will be used by students required to register for institutional or personal reasons, i.e. graduate assistantship. "Student status" tuition will be equivalent to one credit charged at the resident rate.

I will write to the entire graduate faculty in early fall quarter to elaborate on the topic of thesis credits; incoming graduate students will be given information on thesis credits when they obtain their registration material at the Graduate School beginning August 22.

If you have any questions, please call Dennis Clayton at 373-2959.

cc: Kenneth H. Keller, Vice President for Academic Affairs  
James B. Preus, Acting Vice President for Student Affairs  
Roberta A. Armstrong, Acting Coordinator of Student Support Services  
Gerald R. Allen, Director and Registrar, Duluth Admissions and Records