

Transforming the University

**Preliminary Recommendations of the
Task Force on Collegiate Design: CEHD/GC**

Submitted on behalf of the Task Force by:

Laura Coffin Koch, Associate Vice Provost, First Year Programs, and Morse Distinguished
Teaching Professor of Mathematics, General College

Robert Serfass, Associate Dean for Academic Affairs and Associate Professor, School of
Kinesiology, College of Education and Human Development
Co-Chairs of the Task Force

Date: December 9, 2005

I. Executive Summary

The mission of the General College (GC)/College of Education and Human Development (CEHD) task force was to develop a set of recommendations for designing a new college that would build on the strengths of GC, CEHD, the Department of Family Social Science and the School of Social Work in order to become a national model for teaching, learning, and human development, consistent with the University's goal to become one of the top three public research universities in the world. (For the list of task force deliverables see Appendix A.)

The task force began by identifying the values that would inform its deliberations and recommendations. These included: Commitment to Excellence; Diversity/Inclusion; Access → Effective Support → Academic Success; “Cross-fertilization” of interests of faculty/students across the College and University; High quality instruction/teaching expertise; Civic/Public Engagement; Sense of community among faculty, staff, students, and alumni; and Greater connections to PreK-12 and to MnSCU.

From these values, a number of emphases emerged: 1) Diversity of students, faculty and staff is vital to the future goals of the College and the University; 2) Student success across the freshman admitting colleges of the University must be clearly linked to the provision of highly personalized and coordinated advising, mentoring and counseling models that are transmissible throughout the students' university experience; 3) Programs within the new department should be centered on learning communities that serve smaller groups of students; 4) A research agenda should be pursued that places the new department and the new college in a position of both national and international prominence in the area of teaching and learning in postsecondary education and extends the collaborative agenda into the PreK-12 arena; and 5) The new potential for collaboration (within the new college and with PreK-12), engagement, and interdisciplinary work is substantial.

The task force recommends that the new college focus on leading issues in education and human development across the lifespan for all citizens. The configuration of the new college, by bringing together researchers in education, developmental education, psychology, early intervention, development and family processes, and social work, provides a unique opportunity to act as a national and international leader in conducting interdisciplinary research on disparities in educational achievement. The importance of the expertise of Social Work and Family Social Science to the broader mission and vision of the new college is considerable. A holistic approach to research and teaching, including the importance to human development and learning of context, multiculturalism, social justice, the promotion of mental health, family structure, and urban/suburban/rural environments can be a hallmark of the new college.

The new department can be a center for research-based pedagogies on postsecondary teaching and learning, with particular attention paid to efforts to the academic success of underrepresented students. It can be a national model for continual experimentation, demonstration and wide dissemination of best theories, practices, and policies on postsecondary student learning and engagement.

To optimize inclusion of the new department into the new college, the new college should:

- 1) Focus interdisciplinary and collaborative research and teaching on major national and international educational and human development issues to attract and retain outstanding faculty, staff and students; and
- 2) Strengthen the relationship between the new college, the community, and national business and community leaders (PreK-16, including MnSCU and graduate education) to develop the new college as a national leader in public engagement.

To contribute effectively to the new college, the new department should:

- 1) Develop new learning communities and a new advising model as a centerpiece of the student experience to promote the University as a national leader in access to excellence for underserved and underrepresented students; and
- 2) Create unique interdisciplinary undergraduate and graduate majors or minors as a comparative advantage for the new college.

We recommend that the current departmental structure in the new college be retained, but that the College promote and facilitate collaborative and interdisciplinary research and curriculum initiatives by developing overarching research and programmatic themes. Several new programs or initiatives are recommended: 1) Create new undergraduate majors or minors in the new department; 2) Create a new graduate major in the new department; 3) Prioritize advisor/faculty cooperation, and coordinate advising models across freshman admitting colleges; 4) Develop learning communities as a vehicle for effective student recruitment, retention, and graduation; 5) Promote nationally prominent research agendas in best practices in postsecondary pedagogy, particularly related to campus climate, retention, and multiculturalism; 6) Create a strategic collaboration with the Center for Teaching and Learning Services; 7) Foster ties between the community and the university through a series of new partnerships with the PreK-12 community, with MnSCU, community colleges, and with the business and nonprofit community; and 8) The newly integrated college should be a freshman admitting college.

In order to promote current strengths and extend its comparative advantage we recommend that the new college: 1) Extend the strengths of General College's advising and mentoring model throughout the new college; 2) Build on the expertise in writing in the new department, continuing the tradition of placing writing at the center of the curriculum for entering students and develop a new approach to expanding the traditional writing center model; 3) Collect short-term and longitudinal assessment data on students' development as they move across the University; and 4) Support international education in the new college and in its work with PreK-16 and graduate education.

II. Introduction

Higher education, and particularly publicly engaged research universities, must respond rapidly and effectively to help schools, families, communities and individuals adjust to the changing demands of our increasingly diverse state and nation, including in our more interdependent international setting. A new approach is needed, integrating the University's nationally recognized strengths and academic synergies in teaching and learning across the lifespan and the new college and the new department¹ are very well-prepared to respond to that challenge.

Consistent with its charge, the GC/CEHD task force developed a series of recommendations for the newly configured college, while maintaining its focus on developing a vision and mission for the new department. This emphasis allowed the task force to give adequate attention to the dual roles of the new department: (1) supporting access and academic success of underrepresented students, and (2) the discipline-based teaching and research responsibilities typical of other units in the new college. Both roles required our considerable attention as both roles will undergo change as the General College (GC) is transformed into a new department within the new college.

Another task force, the CHE/CEHD task force devoted considerable time to reviewing the vision and mission of the college as a whole. Our deliberations regarding the dual roles of the new department dovetail well with a number of the broader themes and directions of the CHE/CEHD task force report. These complementarities between the recommendations of the two task forces, as well as points of divergence, and the lens we adopted of viewing issues of the new college largely through our charge of integrating the General College into the new collegiate structure will be apparent throughout this report.

The new department should create a new model of teaching and learning, including an intensive advising "triangle" (students, faculty, advisors) with support and mentoring provided by advisors and faculty. There should be a focus on learning communities with pedagogy based on cutting-edge research. New curricular efforts offer unprecedented opportunities for students and for faculty. The emphasis should be on the new department as a center for research-based pedagogies and national leader in postsecondary teaching and learning relating to underrepresented students where the latest techniques and approaches are tested, refined, and "exported" throughout the University and beyond.²

III. Response to Deliverables

¹ Throughout this report, "new college" refers to the newly configured GC/CHE/CEHD and "new department" refers to the new department created by the integration of GC with the new college.

² For a statement by the task force on: 1) Vision and Values; 2) Diversity; and 3) The GC/CEHD Task Force Process, see Appendix B. For the task force's consultation plan, see Appendix C.

A) DELIVERABLE: *Recommendations regarding a vision for the new college that would attract and inspire world-class faculty and staff, consistent with the university's goal to become one of the top three public research universities in the world.*

(1) RECOMMENDATION: The new college can be a world-class leader in interdisciplinary research in education and human development across the lifespan.

The new college is particularly well-situated to address critical issues in educational development across the lifespan. For example: what innovations and interventions will enable students from a diverse range of backgrounds and experiences to best achieve their potential? The new college can investigate systemic factors – both macro (socio-economic) and micro (family and individual) – that drive the disparity in academic performance (often referred to as “the achievement gap”). Improving educational attainment for *all* students is a complex, multi-faceted challenge with particular urgency to the state of Minnesota. In addition, the new college can serve as a national and international leader in University/Community collaboration, including PreK-16 and graduate education collaborations.

The importance of the expertise of Social Work and Family Social Science to the broader mission and vision of the new college is considerable. For example, there will be an exceptionally strong configuration of departments and programs that focus on the mental health needs of individuals, families, and communities that provide a structure for exciting interdisciplinary collaborations in research, training, and community outreach.

The new college is also poised to lead the way in transforming higher education to better respond, and contribute, to understanding our increasingly diverse society. The new college should conduct interdisciplinary research that investigates the impact of social/demographic changes on educational theories, best practices, and healthy human development across the lifespan. The new college should also develop, field-test and refine, interventions that would contribute to increasing achievement for all students and the theoretical bases upon which effective programs can be designed and implemented.

In addition, the location of the University of Minnesota-Twin Cities campus in the center of the cities of Minneapolis and St. Paul affords an opportunity for this new college to bring together and form an especially strong coalition for urban education and social change. This can be accomplished by convening leaders and researchers in education and human development, community leaders, and CEOs of the numerous companies and corporations in and around the Twin Cities to help develop a new model for community-based education across the life-span. An increased emphasis on urban issues, however, should not be accomplished by decreasing attention to rural issues in education and human development. Partnerships with programs at the University that serve regions outside of the Twin Cities should remain a strong commitment of the new college.

(2) RECOMMENDATION: Promote in the new college a collaborative, holistic, research agenda extending across PreK-16, and graduate education developing interdisciplinary

research related to human development across the lifespan, with special attention to the importance of diversity and multiculturalism in teaching and learning.

We recommend developing a comprehensive collaborative research agenda that places the new college in a position of both national and international prominence in the area of teaching, learning, human development and culture in postsecondary education with an extended research focus into the PreK-16 and graduate education arena. We urge the new college to develop means of creatively supporting and encouraging faculty collaboration through multiple approaches and strategies. Many of the themes identified by the GC/CHE/CEHD task forces will benefit from collaborations that also include psychology, sociology, pediatrics, neuroscience, public policy, law, and/or public health. Existing centers at the University, both those within the new college and those that cross college lines, should be encouraged and supported.

The new college should study human development and learning, not simply in isolated disciplines but in an integrated approach across the lifespan from early childhood to late adulthood. A holistic approach could be a hallmark of the new college. The new college should place special emphasis and value on interdisciplinary research, on relating theory and practice in education, on human development across the lifespan, and the importance of diversity and multiculturalism. There also would be an emphasis on the urban environment as a “teaching and research partnership.” The task force is of the view, based on its consultations with faculty across colleges, that this is an excellent opportunity to encourage faculty across the University who are interested in research and teaching pedagogies in higher education to join the new department or pursue a joint appointment with the new department.

(3) RECOMMENDATION: Support international education in the new college.

International education has traditionally been a very strong focus in CEHD as well as GC, as demonstrated by CEHD’s active and long-standing International Education Committee, and GC’s scholarship opportunities for student study abroad programs, and faculty incentives for internationalizing the curriculum. Given that a major goal of the strategic positioning initiative is to develop a world-class public research university, the new college should not only continue the excellent work that has occurred, but develop ways to strengthen it through the additional international expertise in the new college. Working with PreK-12, a rigorous pre-college curriculum should be developed, with an emphasis on the knowledge and aptitudes required to successfully live, study, and work in an increasingly diverse and interdependent world. The new curriculum should mirror the University’s successful Curriculum Integration project.

(4) RECOMMENDATION: Create a new pool of resources to support research.

The University, to achieve the mission and vision of the new college, must provide financial and other resources that will support new collaborative efforts in research and teaching, including efforts with colleagues within and across the University as well as with the Minnesota Department of Education, public schools, the business community, and other organizations.

B) DELIVERABLE: Recommendations regarding the name and mission of the new college.³

³ For background on the task force college and department name recommendations, see Appendix D

(5) RECOMMENDATION: College of a) Education and Human Development; or b) College of Human Development and Education; or c) College of Education, Human Development and Services. The task force also considered: College of Education and Human Services and College of Education and Human Studies.

Mission: The new college will be a national and international leader in human development and learning, through an integrated, multidisciplinary approach across the lifespan encompassing individuals, families, cultures, and societies. Special emphasis is placed on interdisciplinary research, the importance of diversity and multiculturalism, on relating theory and practice in higher education, human development across the lifespan, and the urban environment as a teaching and research partnership.

C) DELIVERABLE: *Recommendations regarding the name and mission of the new department devoted to developmental education.*

(6) RECOMMENDATION: Institute of Transformative Education. The task force also considered: Department of Higher Education Teaching and Learning; and Department of Studies in Higher Education.

Mission: The new department will be a national and international leader in postsecondary student academic and civic engagement, with particular emphasis on the success of underserved and/or underrepresented students. The department can be a national model for continual generation, teaching, refinement and dissemination of best theories, practices, and policies.

D) DELIVERABLE: *Recommendations regarding a strategy for the new college that would put it in the forefront of the University's potential to become one of the premier research institutions in the world dedicated to educational research and teaching, including research, teaching, and advising on developmental education across academic departments.*

(7) RECOMMENDATION: Promote four strategies to attract faculty, staff and students through new developments in: interdisciplinary research, public engagement, undergraduate and graduate majors or minors, and learning communities and advising.

To optimize inclusion of the new department into the new college, the new college should:

- 1) Focus interdisciplinary and collaborative research and teaching on major national and international education and human development issues to attract and retain outstanding faculty, staff and students; and
- 2) Strengthen the relationship between the new college, the community, and national business and community leaders (PreK-16, including MnSCU and graduate education) to develop the new college as a national leader in public engagement.

To contribute effectively to the new college, the new department should:

- 1) Develop new learning communities and a new advising model as a centerpiece of the student experience to promote the University as a national leader in access to excellence for underserved and underrepresented students; and

2) Create unique interdisciplinary undergraduate and graduate majors or minors as a comparative advantage for the new college.

E) DELIVERABLE: *Recommendations regarding areas of strength and comparative advantage, including areas that should be targeted for additional investment, consistent with the University's goal to become one of the top three public research universities in the world.*

(8) RECOMMENDATION: Invest in six areas.

a) Invest in strategies to promote diversity as a University-wide responsibility across freshman admitting colleges. Simply put, a great university must be a diverse university; b) Create internal grants/fellowships for expanding the research agenda on teaching and learning in higher education as associated research initiatives, especially those crossing departmental and disciplinary boundaries; c) Create two new types of semester-long faculty fellows to conduct research and develop pedagogies in the new department; d) support research on increasing learning and achievement for students from all backgrounds by developing a new Minnesota Community and Business Consortium on Education; e) Support and reward faculty who engage in co-teaching, cross-departmental/college delivery of academic programs, and the use of expertise from community, business, and higher education institutions; and f) Provide financial resources to the new department during its transitional period, such as bridge funding for academic program development and strategic hires.

(9) RECOMMENDATION: Extend the strengths of the General College's advising and career counseling model throughout the new college and beyond.

One of the very best features of the General College has been the degree and effectiveness of the collaboration and communication between academic advisors and faculty. We recommend that this collaborative model be extended throughout the new college and beyond and, most important, that advising and career development services be coordinated and integrated to follow students from admission through to graduation for those students in the new department.

(10) RECOMMENDATION: Build on the expertise in writing in the new department, continuing the tradition of placing writing at the center of the curriculum for entering students and develop a new approach to expanding the traditional writing center model.

Composition research, higher education retention studies, and studies in campus climate indicate the crucial role that writing courses play in shaping students' academic skill development and positive social integration. Writing faculty are positioned to participate in developing a new model for learning centers (such as the SMART Learning Commons), expanding traditional writing center models into a more broad-based arena for peer and faculty mentoring, tutoring, supplemental instruction, workshops, career forums, and informal study and social group formations, and performances.

(11) RECOMMENDATION: Maintain the high quality of teaching in the new department.

While faculty will provide the primary teaching role in the new department, P & A instructors can engage in: curriculum development; pedagogical innovations such as learning communities; service learning; grant initiatives; and longitudinal assessment projects. P & A instructors will

play key roles in providing intensive support and needed participation in the new department and should be offered the opportunity of long-term contracts and professional development.

(12) RECOMMENDATION: Extend the model of assessment developed in General College and ensure that it is a priority that faculty create short-term and longitudinal assessment measures to collect data on students' development as they move across the University.

We recommend that the faculty in the new department develop both short-term and longitudinal assessment measures, by collecting data on students' development as they move across the University. Such data, with the consent of the student, should be regularly shared with support staff (i.e. advisors, tutorial units, writing center staff, etc.) within the new department and the student's home college to form a seamless web of supportive learning. Aggregate data would also form the basis for assessing innovative programs and thus allow full development of the new department as a center for research-based pedagogies for best practices in postsecondary teaching and learning relating to underrepresented students.

(13) RECOMMENDATION: Retain and develop the Center for Research on Developmental Education and Urban Literacy.

The Center for Research on Developmental Education and Urban Literacy (CRDEUL), in partnership with General College (GC) at the University of Minnesota, currently promotes and develops multidisciplinary theory, research, and practice in postsecondary developmental education and urban literacy. This center is vital if the new department is to retain its position as one of the nation's leading departments in postsecondary teaching and learning relating to underserved and underrepresented students.

F) DELIVERABLE: *Recommendations regarding the optimal design, structure, and organization of the new college.*

(14) RECOMMENDATION: Retain the current departmental structure in the new college but promote and facilitate collaborative and interdisciplinary research and curriculum initiatives by developing overarching research and programmatic themes.

The academic "heart" of the new college will be Human Development⁴, broadly conceived, which is the intersection of the three major thematic interests of the college - Teaching and Learning; Culture and Community; and Physical Health/Kinesiology and Mental Health/Counseling/Advocacy. (See Appendix E.) These themes reflect new synergies that can create new areas of research in addition to the important and focused current research of faculty in the new college. It is critical that through this restructuring the prominence and quality of the current research do not lose ground, but broaden and deepen. In addition to research partnerships, there also are opportunities for collaborations across departments in teaching and training of undergraduates and graduate students, including graduate students who are being prepared for educational and mental health professions.

⁴ Human development may be defined as the processes that support or impede the healthy cognitive and social functioning of individuals from infancy to aging with approaches ranging from the level of the individual to society.

With the emergence of new partnerships within the collective expertise of the college from the departments related to teaching and learning, family, society and culture, applied psychology, mental and physical health, growth and development of not only individuals, but also of families, schools and communities, this new college has the potential to lead the nation in seeking solutions to critical problems relating to educational and human development. The new college should be at the forefront in facilitating coordination, support and rewards for research, teaching, and program development across traditional departmental lines.

(15) RECOMMENDATION: The new college should consider becoming a freshman admitting college.

The new department will focus much of its attention on programs for first year students. Other departments in the new college should determine if there are advantages for expanding their existing programs to include freshmen, and/or in creating new opportunities for first year students..

(16) RECOMMENDATION: Create new undergraduate majors or minors in the new department.

Educating Diverse Students (EDS): The EDS major or minor would equip students with the interdisciplinary knowledge and training needed for careers in educational settings with economically and ethnically diverse students and relying on the latest teaching and research.

Social Justice and Multicultural Education: This major or minor would combine the expertise of the faculty currently in GC, with those in the current CEHD, the Department of Family Social Science, and the School of Social Work who currently focus their efforts in this area.

Disability Studies: This major or minor would be a joint program with faculty across the new college and those in other units in the University. It would develop and coordinate with the strengths of the Institute for Community Integration (ICI), a center in CEHD.

(17) RECOMMENDATION: Create a new graduate major in the new department/college.

MA and EdD majors in Postsecondary Culture and Teaching: The program could be developed over a period of a time, working with other faculty in the new college, and integrating it into the new college. It could entail two tracks or specializations: Postsecondary Pedagogies; and Postsecondary Students and Services. This program would build upon strong existing programs and enable the new college to more fully and adequately respond to the definitive social and intellectual developments of recent decades: social and demographic shifts and new views of what it means to serve students. The degree program could draw from faculty in the new college and from across other colleges.

(18) RECOMMENDATION: Conduct a study on the physical configuration of the new college units.

A study should be made of the various buildings and physical plant of the new college to understand how the units and their relationships impede or contribute to collaborative research and teaching efforts and to a sense of community across the new college. The study should also

address the adequacy of space to meet research needs. This study should also pay attention to the close collaborative relationship that should be nourished between the support services (academic and career advising, etc.) and the faculty and to the differing types of research and testing space needed by faculty to complete their scholarly work. Consideration should also be given to the research needs of faculty involved in effective community-university partnerships, including the development of research pods (sites for conducting research) in the communities with whom faculty are collaborating to create new spaces for “contiguous colleagues” where faculty would regularly share space, including on a temporary/rotating basis.

G) DELIVERABLE: *Recommendations regarding proposed connections to the other units on campus to ensure higher rates of retention and timely graduation of students formally enrolled in the General College while they transition into various academic colleges and programs across the campus.*

(19) RECOMMENDATION: Prioritize advisor/faculty cooperation, and coordinate advising models across freshman admitting colleges.

It is essential that advising and student support services follow students from admission through to graduation for those students in the new department. Therefore, it will be critical for the new department to form effective collaborative relationships with other student service units across the university, but especially those units that provide support services to students of color, first generation students and students who may be at risk. Since all students are well served by a more cooperative, longitudinally coordinate advising model, we recommend that such a model inform the University’s advising and student support services as a whole.

To foster coordination between the new department advisors and the admitted college advisors, technology such as a shared student database should be created as a tool to foster coordinated advising. The advisor-to-student ratio for the unit should not exceed the National Academic Advising Association’s (NACADA) recommendations, ideally set at 200:1. In addition, cross-training for advisors should be developed. Career development services should be embedded within the advising model and coordinated with GC’s existing Career Center as well as with other career and counseling centers across campus.

The student services sector should include a variety of programs under its new unit: career and academic major exploration tools for the new college’s undergraduate students; mentoring programs that connect faculty or staff with students along shared disciplinary interests; targeted advising program for students who are still undecided on a major.

(20) RECOMMENDATION: Develop learning communities, based on the successful models of Commanding English and TRiO, to improve student recruitment, retention, and graduation, and to promote best practices in postsecondary pedagogy.

Learning Communities offer a vehicle for developing a “Minnesota Model” of research and pedagogy in higher education generally, and developmental education more specifically. The Minnesota Model would feature progressive best science in curricular design, pedagogy, and results, placing the University at the forefront of public research universities working to enhance

student learning and success. Learning communities advance several University priorities through: greater interdisciplinary teaching; stronger synergies between advising and academics; leadership in civic engagement; enhancing student satisfaction, diversity, and improved retention and graduation rates (Astin 1993, Kuh, 2003). (For examples, see Appendix F.)

Learning communities would be designed with attention to three issues:

- a. Interdisciplinary learning organized around a shared theme or inquiry.
- b. Ways of knowing in a particular disciplinary area that would move students toward major exploration in the sciences, mathematics, humanities or social sciences.
- c. Bridging mechanisms to ensure smooth transition into admitting college. This would entail deliberate, explicit curricular and advising linkages.

Learning Community enrollment data at peer institutions suggests that once such programs establish a successful reputation they become crucial recruiting vehicles, helping to attract non-traditional applicants (including out of state, high-achieving students from traditionally under-represented groups). Learning Communities could also serve University students who believe they could benefit from a learning environment that was theme focused and where learning involved a smaller community within the larger University. However, it takes time for new programs to gain a reputation. One important question involves placement. Self-identified placement is the most effective process (GC's Commanding English and TRiO data bear this out, among other national studies). We recommend that an admissions model be developed by the new department, the newly freshman admitting college, and other colleges and departments. We also recommend that the new department work closely with the Office of Admissions and other freshman admitting colleges in determining those students who would most benefit from the Learning Communities program.

At present, we recommend developing Learning Communities to serve two primary populations:

a) Undecided and/or Under-represented First Year Students: Institutional research indicates that these populations are at greater risk of non-completion, even when they arrive with the necessary foundational skills and admissions profile. Research (Tinto, 1997) indicates the benefits of smaller, intensive, and coherent academic communities with a strong advising component.

b) Transfer Students: Create learning communities designed to assist transfer students in their transition from community colleges to the University of Minnesota. Enrollees would experience intensive academic courses, bridges to their academic major, and specialized advising to meet their specific transfer experience.

(21) RECOMMENDATION: Create a strategic collaboration with the Center for Teaching and Learning Services (CTLS).

CTLS, faculty in the new department, and CEHD faculty have expertise in the areas of postsecondary pedagogy and teacher development. This collaboration would expand the scope of current CTLS programs focus on teacher development across the span of a faculty career (from graduate student to late career), by highlighting cutting-edge curriculum and pedagogy development opportunities across disciplines that meet the university's strategic plan goals of

becoming a top three institution. The new collaboration should move beyond encouraging best practices but would be the source of identifying new and unique teaching strategies and conducting research around the effectiveness of such strategies.

H) DELIVERABLE: *Recommendations on how the new college can be a model for the promotion of active public engagement.*

(22) RECOMMENDATIONS: Promote active community partnerships through a series of new initiatives.

Active community partnerships are essential to our vision of the new college's focus on understanding and solving social problems and educational development issues such as the disparity in academic performance of students along racial, ethnic, and economic lines. Therefore, it is important that public engagement is not conceived as a unidirectional relationship where "faculty experts" turn to local communities to test hypotheses about research projects or to deliver pre-developed curricula. Rather, we must enter into public engagement as mutual partners with PreK-12 instructors and community leaders if we are to build bridges between the university and its communities, and bridges between primary/secondary and higher education.

In order to maintain diversity in the student body and improve college readiness for non-traditional students, collaborations with public schools, especially those serving the target population, must be intensified. We also must encourage "community-based" learning for our students to promote learning and understanding beyond University classroom walls. Innovative, collaborative teaching with grades 7-12 colleagues should be an emphasis of the new department, and the faculty workload policy and merit system should recognize the importance of such work.

These collaborations must be true partnerships that recognize and capitalize on the expertise of the new college, including the new department, and public school faculty. Faculty research and teaching projects will arise from the interest of particular faculty members in cooperation with partners in the local schools or community. The new department would organize and direct outreach consortium to bridge PreK-12 with higher education. This consortium would work with community leaders, parents, families, and schools to help families and middle and high school students prepare for college. For recommended initiatives, see Appendix G.

IV. Priorities and Proposed Metrics

We recommend the following as our highest priorities: Promote collaborative interdisciplinary research and teaching across the new college; develop new Learning Communities and a new advising model in the new department; and create new undergraduate majors or minors in the new college and department. Second tier priorities are: create a new graduate major or minor in the new department; study college space and configuration; and promote additional new partnerships and the Consortia in the college.

Metrics: Traditional Measures: (See Appendix H.) Other Measures: Demand for new departmental programs; publishing collaborative or interdisciplinary research; recognition as a national leader in teaching and learning across the lifespan; addressing the need to increase academic achievement for all students; new advising models; PreK-12 teacher exchange; and new learning communities.

List of Appendices:

Appendix A: College Design: GC/CEHD Deliverables

Appendix B: Statement by the task force on: 1) Vision and Values; 2) Diversity; and the 3) GC/CEHD Task Force Process, etc.

Appendix C: GC/CEHD Consultation Plan

Appendix D: Background Information on College and Department Name(s)

Appendix E: Academic Themes of the New College

Appendix F: Examples of Learning Communities

Appendix G: Recommended Community Partnership Initiatives

Appendix H: Metrics/Benchmarks

Appendix I: Admission to the General College Program, memo by Ronald P. Matross

Appendix J: References and Sources

Appendix A

College Design: GC/CEHD Deliverables

- Recommendations regarding the optimal design, structure, and organization of the new college.
- Recommendations regarding a strategy for the new college that would put it in the forefront of the University's potential to become one of the premier research institutions in the world dedicated to educational research and teaching, including research, teaching, and advising on developmental education across academic departments.
- Recommendations regarding areas of strength and comparative advantage, including areas that should be targeted for additional investment, consistent with the University's goal to become one of the top three public research universities in the world.
- Recommendations regarding a vision for the new college that would attract and inspire world-class faculty and staff, consistent with the University's goal to become one of the top three public research universities in the world.
- Recommendations regarding proposed connections to the other units on campus to ensure higher rates of retention and timely graduation of students formally enrolled in the General College while they transition into various academic colleges and programs across the campus.
- Recommendations on how the new college can be a model for the promotion of active public engagement.
- Recommendations regarding the name and mission of the new college.
- Recommendations regarding the name and mission of the new department devoted to developmental education (formerly General College).

Appendix B

Statement by the task force on: 1) Vision and Values; 2) Diversity; 3) Admissions; and the GC/CEHD Task Force Process

Vision and Values: The potential and possibility inherent within the work of the new college to make a profound and lasting difference in society is very real—and one that we believe will draw superb students, faculty, and community members to its work. We believe this is especially true for students who might want to work in or serve the programs of the college, but may not themselves be in need of the actual support services offered by the new college. The most immediately obvious, visible work product of the new college will be in its learning communities (whether the summer component; the academic year, collegiate learning community component; or the pre-collegiate program). It is at this level that the students will find genuine meaning in their academic experience and make the peer connections that often determine "how" they respond to, and engage with, the program or the institution. A very conscious effort must be made to develop a sense of connectedness and esprit de corps by the student participants within these programs. Faculty research and teaching, propelled by new academic programs and outstanding opportunities for multidisciplinary work, will flourish in the new college. Such efforts and such initiatives will require a sustained financial commitment from the University, especially to scholarships, creating an effective new collaborative grant process and developing the Community Business Consortium. We believe that the investment, based on the recommendations and rationale below, will repay itself with long-lasting tangible benefits to our faculty, students, staff, and our communities across the state and around the world.

Diversity: One vital issue facing the task force is the potential for diminishing the diversity of the University's student body since the General College (GC) has traditionally enrolled the largest percentage of underrepresented students at the University. A diverse student body, including students who represent diverse ethnic, racial, and socioeconomic groups, is essential to the University and its goal to be a great University where excellence and diversity are inextricably interrelated. Such efforts must not be the sole responsibility of one unit, but instead be a value and priority for the entire University. Each freshman admitting college of the University must be especially vigilant in the recruitment and retention of underrepresented students by holistic admissions practices and by increased scholarships and programs to encourage diverse students to be fully integrated into the life of the University, while forming their own communities. Within the new GC department, the model of learning communities will be critical, especially in helping students find and build connections to University programs and other students that will contribute to their academic success and maximize their academic potential.

Task Force Process: The deliberations of the Task Force on General College/College of Education and Human Development have been guided by 1) President Bruininks's charge to transform the University of Minnesota into one of the top three public research universities in the world within a decade, 2) the President's recommendations to the Board of Regents in June 2005 relative to opportunities for a new General College Department to contribute to that charge, 3) How these recommendations intersect with present General College goals (Higbee & Lundell 2005) and how those goals may be expanded to contribute to the mission of a newly formed college, 4) Input from a broad spectrum of constituencies including students, staff, faculty, community representatives, alumni,

support staff working groups, administrators, and other task forces, and 5) Insuring that task force recommendations will result in a new Department within an expanded college with a clear mission and sustainable collegial, academic, research and budgetary support.

Several key themes emerged, including:

Diversity – Diversity of students, faculty and staff is a vital value for the University. Diversity enhances learning, contributing to students’ cognitive understanding and perspective; students who have experienced a diverse undergraduate community are more attractive to employers in an increasingly global marketplace. Further, in the face of dramatic shifts in projected state population demographics, access and success for students from low income and underrepresented groups remains a principal goal. Therefore, substantial efforts must be directed to construct a multicultural environment at the University of Minnesota that integrates diversity into all aspects of University life.

Advising and Student Support – Student success across the University is clearly tied to the provision of highly personalized advising and counseling models that are transmissible throughout the students’ university experience. Pre-university admission, early career and educational major advising can optimize students’ success in pursuit of university degree work. Higher levels of regular coordination between key university student support service units across the university can provide more efficient and effective sustained student support.

Development and Offering of Undergraduate Learning Communities, Undergraduate Majors or Minors, and Graduate Programs – Programs will be centered on learning communities that serve smaller groups of students. University-wide retention and graduation rates can be enhanced through opening these learning communities to select groups of students who enter other University colleges and who self-identify as benefiting from early experiences with smaller, more supportive curricula and intensive advising experiences. Learning community models can also serve students transferring from community colleges, easing the traditional academic disorientation that accompanies transfer, particularly for underrepresented students.

Establishing a Robust and New Expanded Research Agenda – Construct a collaborative research agenda that places the department in a position of both national and international prominence in the area of teaching, learning and culture in postsecondary education; extend that collaborative agenda into the PreK-12 arena to focus on how experiences with best practices in postsecondary education can drive cooperative research initiatives directed toward improving academic performance for diverse students across the entire preK-16 landscape; balance these broader research initiatives with individual faculty focused research.

Embracing Collaboration and Engagement – Insure the importance of interdisciplinary collaboration necessary for both departmental development in transition, as well as carrying out suggested departmental teaching, research and public engagement initiatives. Departmental potential for collaborative work is substantial and includes such important areas as math, writing, literacy, children, youth and families, urban education, student support services, applied psychology and human development, family and community support, leadership and multiculturalism. There are expanded opportunities for collaborations across departments in student advising and services, writing and literacy,

best practices in teaching and learning pedagogy, counseling, cultural competency and multicultural initiatives, outreach to schools, contributions to teacher licensure efforts, technology applications to advising and learning, and internationalizing the curriculum. Given the high expectation for collaborative efforts by faculty in the new department, consideration should be given to establishing the department, during its transitional phase, as a center for research-based pedagogies for higher education collaboration. To facilitate the interdisciplinary work of faculty important issues such as joint faculty appointments, appropriate sharing of tuition and research revenue and development of appropriate criteria for tenure and promotion which includes credit for collaborative work, both within and outside of the University, must be addressed.

In recent years, the University has been very active in globalizing the curriculum and increasing the numbers of students studying abroad. The University needs to go further than this and become a leader in working with PreK-12 schools and in teacher education to help students become prepared to work in a world of international cooperation and interdependence. The University of Minnesota, through the new college, can bring together its strength in international education and public policy to act to be a national leader in the preparation of the next generations of global citizens.

Transition of Students— In Fall 2008, students will enter the learning community program from one of two pathways. First, students who have been identified during the admissions process as those who could benefit from such a program will be directed to the new department by their college of enrollment. Through theme-based learning communities, students will have access to academic content expertise, teaching excellence, and strong programs for academic and career advising and counseling. Second, additional students admitted to any other college on the Twin Cities campus may self-select into the learning community program when they commit to the University.

Much of the research in the new department is, and will be, based on student learning and pedagogy, and thus it is very important for the work of the new department to inform decisions about the admission of students and the student profile. At present, we recommend a holistic admission process that considers traditional indicators of academic success (e. g. class rank, ACT/SAT scores, as well as non-traditional indicators (e.g. motivation, leadership). We believe it especially important to note that a study conducted by Ronald Matross (see Appendix I) concluded that “any plan reducing numbers on the basis of high school rank, whether it be reducing those below the 40th, the 50th, or the 60th high school rank percentile *would not disproportionately affect* students of color, first generation students, students from urban high schools, and those from immigrant backgrounds.”

It is the understanding of the Task Force that first year students served by the new department will be admitted into any of the freshman admitting colleges after the two-year transition period, i.e., startup Fall 2008. The current advice we have been given is that the number of first year students in the new department’s programs for 2008 and subsequent years is projected to be approximately 475.

It is important to note that this number (475) will not be the total number of students served by the new department. In addition, as mentioned in this report, other groups of students will be served by the department, and we cannot yet estimate how many students this will be. Such students include: students who self-select into the first year learning communities

program; students in transition between the learning community and their selected major; undecided students; transfer students; departmental majors and minors; and graduate students. The task force expects that such students will be attracted to the new department without in any way diminishing the core intensive support and mentoring to the 475 students.

One of the most critical pieces of the proposed structure is the successful integration of the students who will be served by the new department into their majors, their colleges and the University at large. In order to ensure a seamless transition for students who participate in the Learning Communities program, students may be enrolled in one or two courses offered in their college of admissions during their first year. These courses would be predetermined and built into the Learning Community. During the second year, students should be given the opportunity to take up to two courses (one per semester) within the new department. These courses would be designed for second year students and would meet one of the Liberal Education courses. In addition, it is critical that during the first two years, students taking advantage of the Learning Community program receive the support necessary for academic success, including proactive advising and mentoring.

Students will be advised primarily by the new department's staff in their first two years. These advisors must be well-versed in the policies, procedures and programs of both the new department and the admitting college. Connecting students, faculty instructors and advisors through a joint advising program between the new college and the college of admissions can lead to improved outcomes for students. This could be facilitated by providing advisors with joint appointments within the new college and the college of admission.

Students who plan to major in programs not in their college of admission and plan to transfer to another college, may continue in the new department until such time as they qualify for admission but no later than the time they have reached the 60 credits, if they are in good academic standing and making progress towards the specified major.

GC/CEHD Consultation Plan

General College: The task force invited all members of the GC community to meet with us. We had separate meetings with the interim dean, tenured faculty, tenure track faculty, P&A staff, Civil Service bargaining unit staff, students, alumni/community members, and the dean's administrative council. The intent was to offer the GC community a voice in the future of the new department and college. We approached these hour-long meetings with a set of questions and asked participants to "dream" and not necessarily look back or focus on what was. The invitations to these meetings were open and all the sessions were very well attended.

In addition the above-mentioned meetings, we met with four groups of faculty from the General College who are working on curriculum development for the new college. It was very important for the task force to understand some of the direction and thinking of the faculty with regard to new and innovation curricular ideas.

College of Education and Human Development: The task force invited all members of the CEHD community to meet with us. We had separate meetings with the dean, faculty, staff, students, and the dean's administrative council. This was to give the CEHD community a voice in the future of the new department and college. As with the General college meetings we approached these hour-long meetings with a set of questions and asked them to "dream" and not necessarily look back or focus on what was.

Dean Shirley Baugher, CHE: Although the focus of our task force is GC and CEHD, we believed it was important to listen to the current dean of CHE to get her input on what a newly conceived college could be, especially as it relates to incorporating the two departments from CHE.

Geoff Maruyama, Interim Associate Vice Provost OMAA: He spoke to us on several issues involving diversity. He also was a resource in connecting to the PreK-12 Task Force that he chairs.

Victor Bloomfield, Associate Vice President for Public Engagement: He spoke with the task force about the nature of public engagement and discussed specific suggestions for promoting public engagement in the new college.

Met with Associate Dean Mary Bents (CEHD), Assistant Dean Bob Poch (GC), and Assistant Dean Kate Maple (CHE) to discuss student services and advising ideas for the new college.

Athletics and the Athletics Task Force: The task force chairs met with Athletics Director Joel Maturi.

CLA (Associate dean Arlene Teraoka and assistant dean Chris Kearns) and CNR/COAFES (Associate deans for academic affairs and assistant deans/directors for student services) were invited to speak to our task force.

Peter Zetterberg, IRR: The task force spent time talking with Peter Zetterberg about the data and success of various groups of students here at the University. He provided the task force with supporting information such as graduation, retention, and transfer data.

The task force invited Admissions Director Wayne Sigler and Vice Provost for Undergraduate Education Craig Swan to discuss admissions issues.

We also coordinated with other task Forces: CHE/CEHD, Writing, Diversity, PreK-12, and Faculty Culture. Co-Chair of the CHE/CEHD task force, Jean Quam, spoke with the GC/CEHD task force at its November 22nd meeting.

We shared an early draft of our task force report with the co-chairs of the following task forces: Diversity, Student Services, CLA, PreK-12, Writing, and CHE/CEHD.

On November 28 and 29 the task force held public meetings to discuss draft recommendations with University and community members.

Appendix D

Background Information on the Names of the College and Departments

The task force, in conjunction with the CHE/CEHD task force, sent out a brief e-mail questionnaire to all faculty and staff of GC, CEHD, the School of Social Work (SSW) and the department of Family Social Science (FSoS) asking two questions:

Do you feel the name of the College of Education and Human Development fits for the teaching, outreach, and research that you do?

There were 114 replies and 59% answered yes. Based on college, yes responses: CEHD 85%; GC; 55% and SSW/FSoS 11%.

Question #2 asked:

If not, what name would you suggest that would be inclusive of all of the units in the new college?

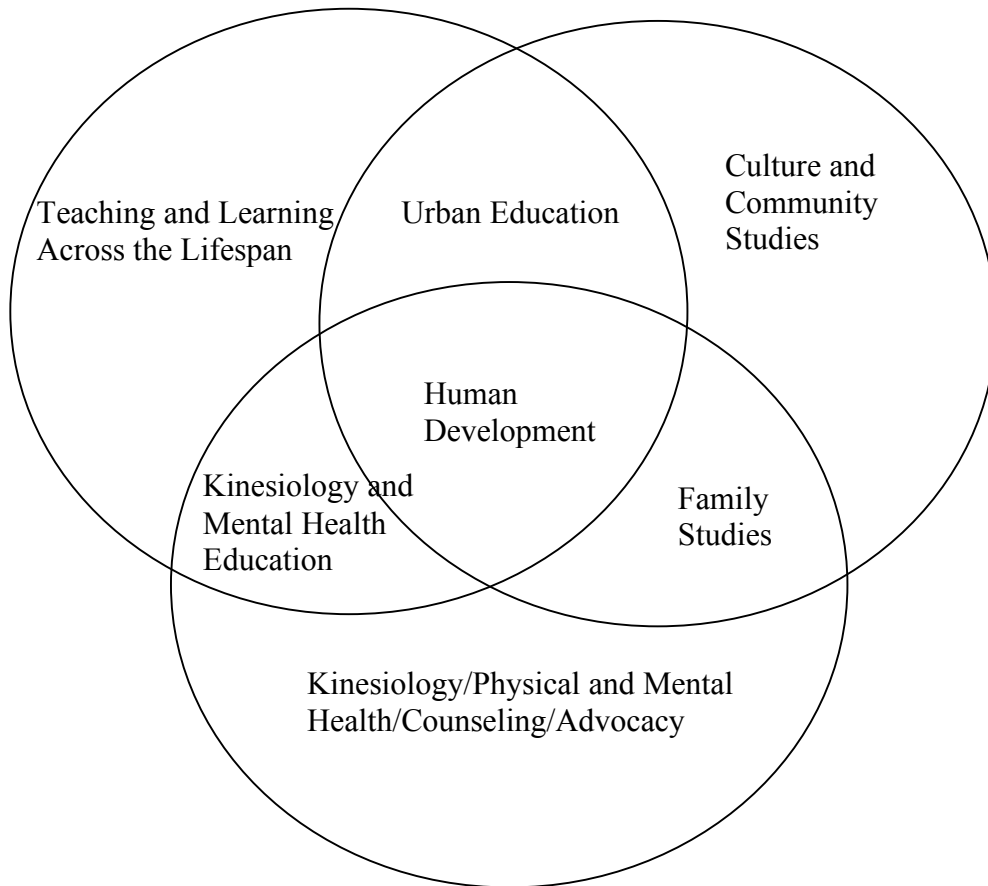
Many respondents offered several suggestions and many different names were offered, but of the 65 suggestions, 78% contained the word "Education" and 45% contained the words "Human Development."

In addition, the issue of college and department name was discussed in GC/CEHD public forums (primarily attended by faculty, students, and staff in GC and CEHD) with 25 written name suggestions collected following the forum and 13 of these recommended that the college name remain the same or largely the same and all but 2 featured the word "education" in the college name and over one-quarter includes the words "human development." For the new department there was more range in the suggestions with no suggestions gathering more than 12% agreement out of the 25 responses.

The above data was considered by the task force to be advisory only and the committee later chose to develop its own criteria in proposing a new name(s).

- a) the name needs to be clear in relation to the college/department mission;
- b) new names must not be so esoteric that they convey little to prospective students, faculty, community leaders, and the general public etc.;
- c) the name needs to be inclusive of what takes place in the new college/unit but not so inclusive that it encompasses other units and colleges in the University; and
- d) the college name should include "Education"

Academic themes of the new college



Examples of Learning Communities

I. First-year students: *Engaged Citizenship Interest Group*

Course cluster explores self, citizenship, and community (Figure 1). The central inquiry, “What does it mean to be an engaged citizen?” is designed to build knowledge of and interest in distinct disciplines, while also rendering interdisciplinary connections.

Students can: explore notions of citizenship across historical moments and cultures in a literature course; critically examine their generation’s definition and demonstration of community and engagement in a freshman seminar; consider the impact of global versus local citizenship on economy and resources in a mathematical reasoning course. Their service learning component, perhaps peer mentoring in an urban middle school or facilitating a community forum on eminent domain, would be a concrete application of the linkages across the course cluster.

In the second semester, reinforcements of foundation skills in writing and math are added, as is a partner course in a particular major, chosen according to suit a cohort’s particular interest.

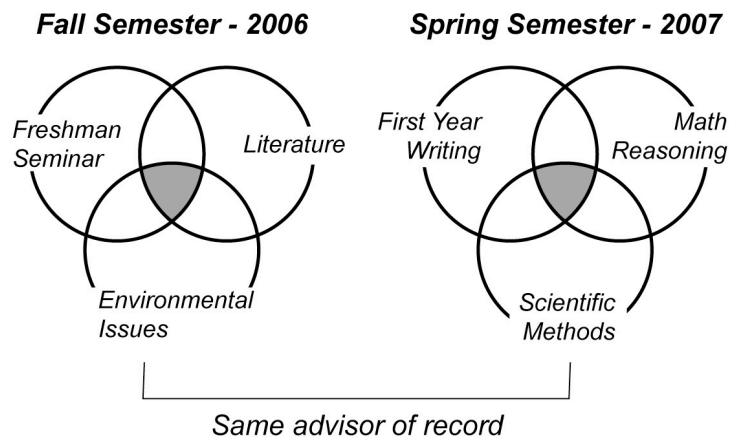


Figure 1.

II. Transfer Students: *Environment and Sustainability Interest Group*

Learning community focuses on creating a coherent academic experience for transfer students – thereby challenging them intellectually, while enabling them to orient to and form sense of community within the university (Figure 2). Second term bridges LC curricula with courses in students' intended major, as well as a rich career exploration element.

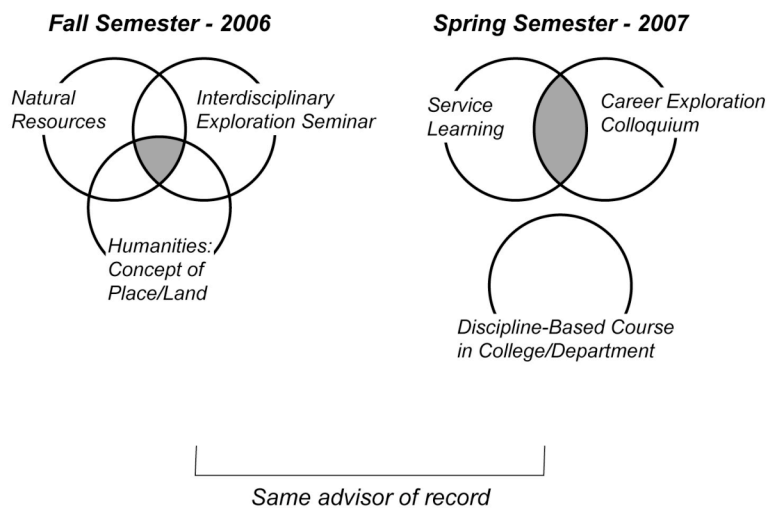


Figure 2. Transfer students learning community.

Specifics of a Forthcoming (Fall 2007) Learning Community

This learning community: “Identity Mosaic: Making Selves, Shaping Communities” combines psychology, literature, writing and career planning and invites students to examine and experience the concepts of “identity” and “community from multiple and overlapping perspectives.

Involved Courses:

Basic Writing Workshop (3 credits) (University Composition Requirement)

American Literature (4 credits) (Cultural Diversity; Literature Core)

Career Planning (2 credits)

Psychology of the American Experience (4 credits)

Target Population: Designed for first semester college students who are beginning to explore their new identity as members of the University Community and particularly useful for undecided students. Since Career Development is a course in our LC, we will obviously be paying explicit and sustained attention to career exploration, with subsequent attention to majors as pathways, and explicit tools for career mapping. In addition, the psychology and literature courses will introduce students to “ways of knowing” in the humanities and social sciences.

Learning Goals

- Develop as critical readers and thinkers
- Develop Familiarity with Disciplinary Concepts and Applications
- Ability to communicate skills effectively
- Skills for effective citizenship and life-long learning
- An understanding of diverse philosophies and cultures in a global society
- The ability to locate and evaluate information mastery of a body of knowledge and mode of inquiry

Recommended Community Partnership Initiatives

Expanded College-level Course Offerings – The new department would coordinate expanded College in the Schools and PSEO courses for college-bound students who show potential but may be under-prepared, including second language students. These would include collaborative teaching between high school and university faculty in both the high school and university classroom.

Supplemental Bridge Programs – The new department would coordinate and collaborate with supplemental bridge programs for students, such as Upward Bound, as well as those offered by individual colleges within the university. Particular effort should be made to expand programs in areas where diverse students are underrepresented, such as technology, science, and math. Bridge programs would begin in middle school and offer a strong advising component for both students and families. Summer programs that combine academic enrichment with an on-campus experience would be expanded.

Advising Partnerships – Advising staff from the new department would work closely with 7-12 counselors to better prepare students for success in postsecondary education. This would include advising exchanges that bring university advisors into the schools and school advisors into the university to deepen their understanding of factors influencing successful postsecondary transition. University advisors could also help administer placement tests to high school sophomores and juniors to help assess their readiness, and provide feedback to schools on the success of their graduates once they reach the university.

Professional Development—The new college would expand professional development partnerships with PreK-12 faculty, including co-teaching partnerships in PreK-12 classes that would allow college faculty to maintain their connection to the schools and support embedded professional development for teachers. This could include a new college faculty in residence program, in which faculty spend a year in residence at a public school, co-teaching, coaching/demonstrating, and researching, as well as short-term exchanges between university and PreK-12 faculty. Teacher development can also include workshops for university and PreK-12 faculty to share pedagogical strategies and develop curriculum, as well as supporting teachers through programs that address teacher stress and resiliency.

Teacher Preparation—Pre-service teacher preparation programs would place greater emphasis on developing curriculum and instruction to promote college readiness for all students. The new department's faculty could serve as consultants and guest lecturers for pre-service courses in their corresponding discipline. PreK-12 faculty would co-teach methods and urban education courses in Curriculum and Instruction. An Urban Teacher Residency program would be redeveloped in partnership with urban Professional Practice School sites to better prepare teachers for urban settings and increase diversity in the teaching profession.

Research—The new college would contribute its considerable research expertise to efforts to increase academic achievement for all students in Minnesota schools. This could include subject area action research partnerships, in which groups of faculty share

knowledge of how to best make content accessible to students and better prepare students for college-level work; coach, model, and observe each other in instructional settings; and conduct research on the success of these best practices and strategies. Research can also examine student contextual, nonacademic variables that impede student learning, e.g. family dynamics, school bullying, and drug and alcohol use.

In formulating their projects, faculty should remain cognizant of the many external funding agencies that may provide support for community/University collaboration; they should also take advantage of the internal resources available through the Graduate School and the Public Engagement Office that may provide seed money to help them submit a grant to a public agency, or to support them during periods between grants.

Community College Consortium—The new department’s faculty and staff would work with local community colleges to develop mechanisms that would help make transfer process seamless for students who plan to transfer to the University of Minnesota and monitor their success after transfer.

Faculty—Faculty should be permitted to teach for a semester (or trimester) in the preK-12 classroom as part of their regular course load; opportunities should also be made available for their students at the university to learn about teaching at the preK-12 level alongside them. Adequate time should be permitted for faculty to prepare for such classes (e.g., a course release), to utilize the resources currently at hand for bridging to the local schools (Post Secondary Enrollment Options; College in the Schools), and to create ways for their students to work alongside them as tutors/ teachers or as research partners (through the Undergraduate Research Opportunities program). Merit increases in the new department and college should reflect the importance of research, innovative teaching, community engagement in equal measure, and faculty should be strongly encouraged to develop their expertise in all three areas.

Appendix H

Metrics/Benchmarks

1. diversity (including across freshmen admitting colleges)
2. enrollment data
3. tuition generation
4. quality and complement of students
5. student teaching evaluations
6. student, faculty and staff satisfaction surveys
7. recruitment, retention and graduation of students
8. recruitment and retention of high-quality faculty
9. external funding (grants, contracts, endowments)
10. publications and scholarly works
11. interdepartmental and intercollegiate collaborations
12. civic engagement initiatives
13. professional service
14. internationalization of curriculum
15. university, community, state, national and international recognition of faculty, programs, departments and college

Appendix I

Admission to the General College Program

Ronald P. Matross, Office of the Provost

We must approach this question with humility, because our ability to predict success in any college or university is quite limited, and our ability to predict success for a restricted range of students such as those in the new department, is even more limited. The limits are not only statistical, but practical as well—we are practically limited to evaluating students' high school records and test scores.

We begin with the observation that students in the new department's population fall into three broad categories:

- those with higher test scores, but lower grades and high school ranks;
- those with lower test scores but higher grades and high school ranks, and
- those with both lower test scores and lower ranks and grades.

Those in the first group are not a good match for the new department's curriculum and advising services, because their test scores suggest that they won't benefit from developmental coursework. Those in the third group are "high risk" students who are not well served by *direct* entry into a competitive flagship public research university. However, students in the second group, those with lower test scores, but higher grades and ranks, are well suited to the new department's program, particularly a program that is now one year rather than two years long.

The reason is that these are students who have shown *motivation for learning and academic achievement*. The indicators for such motivation include having done well relative to their peers, having sought out challenging courses and special help, or having improved their grades over time.

The most immediate practical implication of the approach suggested here is that the new department should aim to reduce its students primarily from those who are below the median in high school rank percentile, understanding that a holistic admission process will make individual exceptions.

A crucial question is: How would reduction by high school rank percentile affect students of color, first generation students, students from urban high schools, and those from immigrant backgrounds?

We can answer this question by looking at the median ACT composite test scores and high school rank percentiles of Fall 2005 General College freshmen for these groups:

	Median	
	ACT Composite	High school Rank Percentile
Total	20	60
Students of color	18	59
First generation	19	63
From urban high schools	17	64
Commanding English (immigrant)	14.5	64

The median high school rank for students of color is 1 point below that of the total, while the medians for the other groups are 3 to 4 points higher than the total. This means that any plan reducing numbers on the basis of high school rank, whether it be reducing those below the 40th, the 50th, or the 60th high school rank percentile *would not disproportionately affect* the students of color, first generation students, students from urban high schools, and those from immigrant backgrounds.

In contrast, the larger discrepancies in the median ACT Composite score suggest that any plan that relied on test scores could disproportionately reduce the numbers in the targeted groups. .

Summary: Reducing the number of students to the new program and accepting those primarily (but not exclusively) on the basis of their high school record, as indicated by high school rank, grades, and course-taking patterns, is consonant with the curriculum and purpose of the new department's program, its mission of social service, and the University's obligation and ability, through more intensive advising and mentoring, to improve the success of the underrepresented students it admits.

Appendix J

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Graduate School of Education, University of California--Berkeley

<http://www-gse.berkeley.edu/>

Graduate School of Education, University of Pennsylvania

<http://www.gse.upenn.edu/>

Graduate School of Education & Information Studies, UCLA

<http://www.gseis.ucla.edu/>

Peabody College, Vanderbilt University

<http://peabody.vanderbilt.edu/>

School of Education, Stanford University

<http://ed.stanford.edu/suse/index.html>

School of Education, University of Michigan

<http://www.soe.umich.edu/>

School of Education, University of Wisconsin—Madison

<http://www.education.wisc.edu/>

School of Education and Social Policy, Northwestern University

<http://www.sesp.northwestern.edu/>

Steinhardt School of Education, New York University

<http://education.nyu.edu/>

Teachers College, Columbia University

<http://www.tc.columbia.edu/>