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The Second Five Years Draft, [1960s]

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Recommended Citation

University of Minnesota Morris, "The Second Five Years Draft, [1960s]" (1960). *UMN Morris Founding Documents Project*. 68.

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D R A F T

THE SECOND FIVE YEARS

I find myself in a dilemma. The dilemma is caused by my plan to present a position paper on the Second Five Year Plan for the University of Minnesota, Morris with the full recognition that it is neither my right or prerogative to describe such a plan, as it is you the faculty that must describe and implement the ongoing academic program at UMM.

As it came closer and closer to the time when such a position paper should be prepared I finally realized that the only way out of the dilemma is to avoid a position paper, and simply describe as best I can, the major areas of concern which must be solved during the second five years of UMM existence.

For only in the rational solving of a number of problems and concerns can UMM become a truly distinguished Liberal Arts College in 1970.

Without doubt, the University of Minnesota, Morris is established - We have buildings, faculty-staff and students, we have the ordinary ingredients that when taken together constitute the American Academic Institution. The existence of facilities and the human resources of the institution, however in no way describes what we are or what we should be.

As projected at the initiation of the collegiate program, the objectives of the collegiate program are as follows:

1. To develop within the framework of the liberal arts concept a distinguished four-year college program leading to a B. A. degree.

As a college of the University of Minnesota, it will operate with a selective admission policy for students, equal faculty qualifications and similar standards in course offerings and grading as used in other colleges of the University.

2. To develop within the collegiate offering preprofessional curriculum for the professional schools within the University of Minnesota or other institutions.
3. To develop within the collegiate offering a distinguished teacher education program for the preparation of teachers.
4. To develop as a campus of the University a program to serve the citizens of Minnesota by offering educational and cultural opportunities in addition to the four-year undergraduate program.

We started in 1960 with some obvious advantages and some obvious disadvantages. The greatest advantage was that we were established as a college of the University of Minnesota with a defined role of liberal arts and the ability to exercise selection in the admission of students. We were disadvantaged in the cloud of controversy over our establishment, limited funding, and the express purpose of our first years experimental program to determine if students in a specific geographical area would attend a college established in the midst of the educational void area of West Central Minnesota.

Without question, we have capitalized on the advantages, but we have yet to throw-off completely the shackles of the early disadvantages.

We have made significant strides during the early years of our growth, but the newness is gone and we now approach adolescence with the need of self-appraisal, vitality and excitement which will make our institution unique among, not only the colleges in Minnesota, and the midwest, but in the nation as well.

We could put it another way -- The honeymoon is over -- now we must put extra effort to achieve a greatness which has always been possible, but is not easily reached.

We find today, as we appraise our program, problems which must be solved, suspicions which must be removed, and the acme of adolescence which must be cured.

In general our problems which must be solved are as follows:

1. Understanding our Students. To this end, I have asked Dr. Granger, as a beginning, to ferret out all relevant information about our students and prepare the necessary documentation, so that we may have at our disposal a complete study and profile of our students.

For without understanding our students, it is impossible to (1) define the steps needed to improve the academic and intellectual climate of the campus, (2) to establish academic standards, (3) to effectly design meaningful programs of study, (4) to improve the advisor and advisee relationship, and (5) to improve retention of students.

It is anticipated that a higher-achieving student from a wider geographical area will be admitted under a more stringent selective admission policy, and that a higher number of students upon completion of the B.A. degree will go on to graduate school.

2. Commitment to Innovation and Experimentation. We can not rely on tradition of the broad academic community to course our path to the future. We must find ways and means to challenge the conventional to create a unique institution . This will require a bold step forward to increase the efficiency and competency of instructors and to improve the ongoing instructional program.

We should more forcably challenge the concept of one hour of lecture for one credit.

We should find ways and means to implement tutorial programs without increasing faculty numbers.

We should design our curriculum to prevent proliferation of courses.

It is anticipated that with a rapid acceleration of technical information in the next five to eight years, that we will see the development of specialized technical schools that will draw students from high ability groups, thus curtailing some of the preprofessional offerings presently being offered. Also, as professional subject areas increasingly specialize, it will be impossible even within the framework of the liberal arts college to service as many of the preprofessional curricula as are presently being served.

3. A unique well developed Campus Plan must emerge from our studies in the next few years. A plan which lends to the academic nature of the institution. A plan which outlines spatial relationships of all units on the campus, yet encompasses planning for additional units.

Ours will be a resident college with over 75% of our students living on the college campus. Agressive planing and building of living units on the campus must characterize the next 5 years, or enrollment, and hence funding of the program will face curtailment.

4. Commitment to the Institution. The spectacular mobility of faculty in the past decade has challenged the concept of the commitment to an institution. A commitment to the objectives and goals of the college will be required of all -- faculty and students as well.

Students must participate in the affairs of the college, and in the affairs of our contemporary society. For Education is an active process and there is no room for the casual observer.

5. We must look toward the tapping of resources, both human and financial beyond the limits of our campus. We must aggressively pursue the expanding State and National Programs aimed at improving education today, for they will provide funds and implimentation for research, workshops and special programs

which will aid not only our own academic community, but the entire state.

We do have the opportunity. We have the raw material, and we have the potential. Let each of us pledge to do our share in order that we all may realize greatness which may be ours.