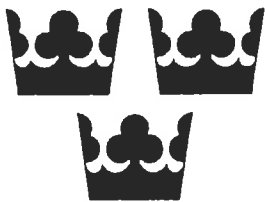


The Pink Book, Vol. 1

Faculty Retreat Documents

September 4, 1997



GUSTAVUS ADOLPHUS COLLEGE

*Saint Peter, Minnesota 56082
Telephone (507) 933-8000*

To: Faculty
From: Curriculum Committee
Date: July 25, 1997
Subject: Readings for the Sept. 4 Retreat

Enclosed in this packet are a description of what we will be doing for our curriculum retreat and three sets of readings. The first set contains the mission statement of the College and those parts of the Strategic Plan from 1994 and the follow-up report from 1997 that describe goals for the academic program. Our hope is that they will help us think about what kind of a place Gustavus is today and what kind we would like it to be. The second set of materials contains the descriptions of our academic program that appear in our faculty handbook and in the college catalog. We also have included the rationale for a new general education program that was written by the ad hoc subcommittee of AP&P last summer and the outline of their proposal. This is included as a sample of what one group of people thinks would be a good general education program.

The final set contains several readings that members of the committee suggested. The selection from Solberg and Strommen was included because it was based on a survey of our constituency of Lutheran Colleges (faculty, students, administrators, alumni, parents, etc.) Although this data is somewhat dated, it presents us with the expectations of a portion of our constituency. The selection from Boyer was included because it describes eight areas of tension that are still troubling us (as a College). Finally, there are two chapters from *Integrity in the College Curriculum: A Report to the Academic Community*, published by the Association of American Colleges which were included because they provide some background to the questions we're asking about general education and majors.

We provide these readings as a way of giving everyone a common preparation for the retreat and as a way of generating discussion. They were selected because they struck the committee as appropriate discussion starters, not because the committee is endorsing any of the ideas or suggestions contained in them.

11 July 1997

To Faculty

From Curriculum Committee

Re Retreat agenda, 4 September 1997

At the end of the 1996-1997 academic year, the last AP&P Committee charged the new Curriculum Committee with sponsoring a faculty retreat to launch an extensive review of the curriculum. We will do so. After a brief faculty meeting for regular business at 9:00 a.m. on Thursday, 4 September, we will devote the day to small group and large group discussion of the curriculum. We will discuss what, if anything, we should do to ensure that it fulfills the educational mission of Gustavus Adolphus College. For the purposes of this review, we consider the curriculum to include General Education programs, departmental programs (majors and minors), elective courses, and interdisciplinary programs (majors and minors).

We will begin the retreat in small groups, each of which will make a report to the entire faculty after lunch. The small groups will discuss the following four questions:

- 1) What's working well to accomplish our educational mission in the current curriculum? What's not working well? How can we tell?
- 2) Do we, therefore, believe that we should revise the General Education programs? In what ways?
- 3) What is the role of the major in a liberal arts education?
- 4) Is the current informal description of roughly equivalent portions of General Education, Major, and Elective courses accurate? Should it be?

The reports will consist of 1) two rank-ordered lists of What's working (with the aspects of the curriculum which we should most ardently strive to preserve first) and What's not working (with the aspects of the curriculum most urgently in need of repair/revision/rejection first) and 2) recommendations for action. They will be presented in poster form and briefly explained by the small group discussion leaders.

The Curriculum Committee will then return to the faculty with a plan for acting on these reports and recommendations. It is our hope that, over the course of the 1997-1998 academic year, the review will result in a shared and clearly articulated vision of the educational mission of the College, a plan for implementing that vision, and an improved sense of academic community among the faculty.

In order to make this day as productive as possible, we ask that you prepare by reviewing a number of governing documents from the faculty handbook, college catalog, and strategic plan, as well as a brief collection of published pieces to enrich our conversation about education in the liberal arts. These will be copied and distributed by campus mail soon.

Schedule for the day:

- 9:00 - 10:00 Business meeting, coffee
- 10:00 - 10:20 Instructions to small groups
- 10:30 - 12:00 Small group discussions
- 12:00 - 1:00 Lunch (provided in Alumni Hall)
- 1:00 - 3:00 Group reports, discussion, summary

- 5. Major GPA?
- 6. Role of Dept. Programs Review
- 7. Out of the Classroom
- 8. How Liberal Arts Programs
- 9. How Do We Measure Quality? - Liberal, General

Gustavus Adolphus College

Mission Statement

Gustavus Adolphus College is a church-related, residential liberal arts college firmly rooted in its Swedish and Lutheran heritage.

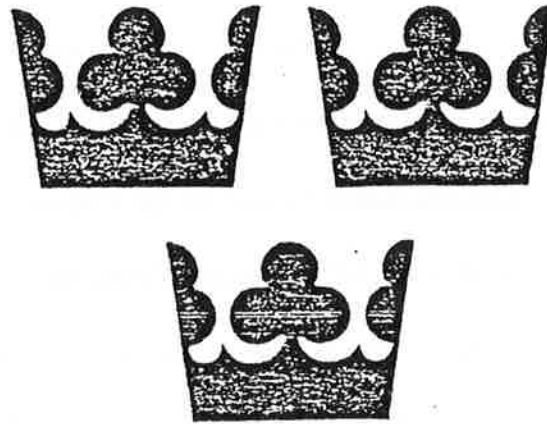
The College offers students of high aspiration and promise a liberal arts education of recognized excellence provided by faculty who embody the highest standards of teaching and scholarship. The Gustavus curriculum is designed to bring students to mastery of a particular area of study within a general framework that is both interdisciplinary and international in perspective.

The College strives to balance educational tradition with innovation and to foster the development of values as an integral part of intellectual growth. It seeks to promote the open exchange of ideas and the independent pursuit of learning.

The College aspires to be a community of persons from diverse backgrounds who respect and affirm the dignity of all people. It is a community where a mature understanding of the Christian faith and lives of service are nurtured and students are encouraged to work toward a just and peaceful world.

The purpose of a Gustavus education is to help students attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society.

pages 16, 17
29-33
50-53



"FOCUS ON EXCELLENCE"

REPORT OF THE

GUSTAVUS 2001

STRATEGIC PLANNING TASK FORCE

OCTOBER 1994

(DRAFT COPY FOR REVIEW AND COMMENTS)

with pride to Gustavus' designation as a Phi Beta Kappa college and its recent reclassification as a national liberal arts college. These very positive changes came about as a result of intentional actions by the College and in the face of ever-increasing competition for students and financial resources. In addition to this considerable strengthening of the College's programs, facilities, and infrastructure, one needs to stress, as did the NCA Visiting Team, the major strides the College has made over the past decade in strengthening its overall financial position. Remarkably, all of these changes were accomplished without altering the College's distinctive educational mission and by building upon its unique heritage and by affirming the values of Gustavus' Midwestern and Swedish Lutheran immigrant traditions.

With this brief historical background, we offer the following vision for Gustavus 2001:

Gustavus Adolphus College aspires to be among the leading national liberal arts colleges in our country. It seeks to reach this goal by building upon the accomplishments of the past several decades while being true to its unique character and its distinctive mission in higher education. Indeed, its mission as a college of the Church forms the basis of that aspiration, and its identity and shared values will serve as a vehicle and guide for attaining that objective. Gustavus does not aspire to model itself after any other specific college or group of colleges, but seeks to be obedient to its own calling and to fulfill the potential for excellence that it possesses.

The College will continue to develop the abilities and sensibilities of talented men and women called to leadership roles in their chosen professions and their communities. This will be done by challenging them with the ideas, experiences, discoveries and creative expressions that reflect the best that human civilization has achieved. A rigorous and innovative education will be provided in a setting marked by a pervasive concern for the intellectual, moral, social and spiritual maturation of Gustavus students and for their physical well-being. They will be prepared for fulfilling lives of service and leadership in an increasingly complex global society.

The College's liberal arts nature, even in its several preprofessional programs, will be both affirmed and further strengthened. The College will be increasingly international in its perspective and national in quality, reputation, and appeal to talented students and faculty. It will preserve its distinctive character as the College of the ELCA, as an institution arising out of the Swedish immigrant community in the Midwest, and as reflecting the values and hopes implicit in this heritage.

Gustavus will maintain its current size of 2200-2300 students and will move aggressively to strengthen the financial base necessary for its continued striving for high quality and to ensure that it is accessible to students of talent from diverse backgrounds who seek the kind of value-centered and rigorous liberal arts education the College offers.

This vision for the Gustavus of the future, so articulated, is strongly affirmed among the College's various constituencies as discovered through focus groups, open meetings, and presentations. It is also a vision that will help to ensure that the College is able to attract the support needed to pursue its educational mission in the years ahead.

III. Issues Confronting Gustavus

In the coming decade a number of challenges or threats will confront higher education in general and independent liberal arts colleges, especially church-related colleges, in particular. Other challenges are unique to Gustavus Adolphus College. One of the tasks of strategic planning is to understand those threats and to develop strategies for addressing them as well as to identify unique opportunities for Gustavus analogous to those found in past years. Unlike the challenges or threats facing the College in earlier eras, many of the issues that need to be addressed today and in the near future relate to the external environment in which the College finds itself. They include the following:

Strategic Goal A: **A Strengthened Academic Program and Enhanced Student Learning. The overall goal is to create a vibrant ethos of learning at Gustavus.**

Strategies:

1. Significantly increase support for the Folke Bernadotte Library in the areas of acquisitions, collection analysis and technology. Our Library lies at the heart of all of the College's academic programs. The spiralling costs of books and journal subscriptions, the growing information explosion, and new technologies have severely strained the ability of the College Library to meet the information needs of our students and faculty. Gustavus compares unfavorably with other good liberal arts colleges both in terms of the actual amount and in the portion of the budget that it allocates for library purposes.

Table #12: Library Expenditures for Gustavus and Comparison Institutions

	<u>Library Expenditures</u>	<u>Percentage of Educational & General Budget</u>
Gustavus	\$1,003,000	3.0%
Comparison College Mean	\$1,721,000	3.9%
Comparison College Median	\$1,332,000	3.8%

2. Continue the significant progress the College has made to provide an international perspective to students and faculty alike by implementing specific measures recommended by international education consultants and by faculty, students and administrators at Gustavus.

Implementation Steps:

- a. Establish a language laboratory and a program of foreign language assistants to strengthen the teaching of modern foreign languages at Gustavus.
 - b. Revisit the question of a foreign language requirement for all students.
 - c. Ensure that international studies opportunities reflect or are supportive of other components of the College's curriculum. This suggests a move toward area studies related to languages taught at Gustavus and a correlation of overseas study programs with such area studies.
 - d. Short-term overseas exchanges for faculty and increased scholarship support for students abroad should be sought.
 - e. Recruiting, admission and financial assistance for international students studying at Gustavus should be coordinated by the Offices of Admission and Financial Aid.
3. Develop a significant endowment fund to encourage and to support student/faculty research. Gustavus has developed an enviable track record in the establishment of meaningful opportunities for student/faculty research. The Partners-in-Scholarship Program, the Bush-Knight Sabbatical Program, the pervasive sense of community at Gustavus, and the strong commitment of faculty across the disciplines have all contributed to this remarkable success. In turn, this has resulted in exceptionally strong showings of Gustavus students at the annual National Undergraduate Research Conferences, as well as at disciplinary meetings around the country. It has also been a major factor in improved admission to highly selective programs of graduate study on the part of Gustavus students.
- The existence of an endowment which supports such student/faculty research on an ongoing basis is essential to secure its place at Gustavus and to cover the significant expenses associated with student travel, stipends for summer research, room and board,

instrumentation, and computer software and equipment. On the other hand, we will be building on a strength of the College that is on the cutting edge of education. We view student/faculty research as an innovative form of teaching that promotes interactive and collaborative learning and that provides the College with a distinction that will help us further to recruit students, faculty, and foundation support.

4. Strengthen information technology at Gustavus by completing the campus network to include all academic, residential, and administrative buildings and establish an endowed program to ensure the timely replacement of equipment. This strategy was strongly recommended by outside consultants and addresses the expectations prospective students and faculty have when they consider joining the Gustavus community.
5. Encourage a faculty ethos that recognizes that student advising is a central component of quality teaching.

Implementation Steps:

- a. Make academic advising a specific criterion for tenure and promotion.
 - b. Designate a senior faculty member to be Coordinator of Academic Advising.
 - c. Provide adequate resources for high quality personal, career, and graduate school counseling to complement the academic advising done by faculty and the Advising Center.
6. Explore ways to reduce the number of courses taught at the College as a whole by as much as 15-20%. This would permit a reduction in the faculty course load and, perhaps even more important, would eliminate courses less central to the educational mission of the College.
 7. Implement a five-year departmental review program and a regularized review process for the College's general education program with the objective of ensuring the coherence of all

majors and the integrity of all general education offerings.

8. Create a campus plan to determine classroom and office space needs and establish an order of priority for addressing those needs.
9. Continue the development of an ethics-across-the-curriculum emphasis begun with the First-Term Seminar Program.

Implementation Steps:

- a. Fully fund an interdisciplinary ethics professorship linked to an ethics center.
 - b. Encourage a capstone senior seminar in each major with a major ethics component.

The capstone seminar in Curriculum II provides an instructive model for such courses either as a part of Curriculum I or in the respective majors.
10. Encourage team-teaching and provide faculty development opportunities to further interdisciplinary understanding and planning.
 11. Seek to integrate an ethos of learning into the residence halls and other locations outside the formal classroom setting.

Implementation Steps:

- a. Explore further the development of theme houses, e.g., an international residence hall, with resident faculty masters or with nonresident faculty associates.
 - b. An endowed poets and artists series could place distinguished visitors "in residence."

Appropriate facilities improvement and programmatic support would be required.
12. Integrate international perspectives and diversity issues into academic programs across the curriculum whenever this is feasible and relevant.
 13. Ensure that faculty development opportunities are available to all faculty, whatever their rank and length of service at Gustavus.
 14. Ask each department to develop a mission statement which will guide its program and

provide greater support to department chairs for program planning, reorganization, review, etc.

15. Review class schedule plans and seek to make these as coherent and responsive to student schedules as possible. Courses needed to fulfill major, and general education requirements should have a clear priority in scheduling and staffing decisions.
16. Regularly test the curriculum's correspondence with the College's stated mission and continue to clarify and ensure its liberal arts character.
17. Make general education courses, team-taught and interdisciplinary courses a priority in the departmental contribution to the College's overall curriculum. A respected senior faculty member should hold the position of Director of General Education.
18. Establish an assessment program along the lines recommended in the NCA Visiting Team's report. We suggest that for the near future an assessment committee chaired by a faculty member function as a subcommittee of or in close coordination with our strategic planning group.

Strategic Goal B: A Faculty and Staff of the Very Highest Quality

The overall quality of a college's faculty is the best single measure of the quality of a college and the education it offers. High quality in teaching, in turn, is widely and appropriately perceived as indicative of a superior faculty.

Strategies:

1. Recruit the very best faculty from a national applicant pool that includes graduates from the top ten graduate programs in specific fields.

Implementation Steps:

- a. A commitment to and talent for teaching excellence will be a primary criterion in

b. The Gustavus Quarterly and other College publications sent to alumni will put greater stress on College academic programs and student achievements.

2. The College will build upon its distinctive Swedish heritage and its Lutheran character in creative ways and with integrity.
3. Distinctive features of the College, e.g., the Nobel Conference and its outstanding music programs, will be highlighted in College publications, videos, announcements, and promotional materials.
4. The College will work to define itself more clearly in contrast to its competitors and imitators. A consistent image reflecting its distinctive character is crucial for effective marketing and recognition. Consistent graphic materials and common identifying themes will be evident in College publications.

Implementation Steps:

- a. Develop a College-wide publications policy.
- b. Designate someone to coordinate this policy.
5. Those academic and co-curricular programs of the College that have been historical strengths in attracting talented students will continue to be highlighted and targeted for selected prospective student and alumni audiences.

Strategic Goal B: Monitoring Progress Toward Realizing the Vision

There are several general features of a first-rate liberal arts college that will mark Gustavus in the next century. First of all, the faculty and administration will have as their primary concern ensuring the quality of the College's academic and co-curricular programs. The commitment to truly outstanding teaching will be widespread, and individual faculty will be strongly supported as

they strive for the highest quality of teaching. If the overall academic program and individual courses are indeed of the highest quality, important concerns over workload, salary, etc. are most likely to be addressed.

Secondly, a strong sense of community, of common purpose, is critical to high morale among both students and staff. It is also a telling indicator of the quality of a college. Therefore, Gustavus will exhibit a clear sense of identity, of caring and support, that is so conducive to effective teaching and learning and a strong sign that such teaching and learning is taking place.

A third general feature of an outstanding liberal arts college is that it performs its mission cost-effectively. Everyone at Gustavus will understand the primary purpose of the institution and the activities that are central to fulfilling that purpose. The College will shed any secondary or tertiary activities that do little to further its mission.

Strategies:

1. The Task Force will meet at least twice a year to assess progress toward meeting the College's strategic objectives and to regularly update its strategic plan.
2. An Office of Institutional Research will be established to gather and analyze data, to monitor progress toward established goals, and to track Gustavus' position in relation to its comparison group colleges.
3. Faculty, students, staff, trustees, alumni, and other key constituencies will be provided regular reports on the College's progress toward its goals.

Certain indicators of quality will characterize Gustavus at the start of the next century.

Within 15 years:

1. Every academic department or program will be rated among the top 25 found in the 168 national liberal arts colleges. Departmental programs not meeting such quality standards either will be strengthened if they are central to the College's educational

mission, merged into cognate departments that meet those standards, or phased out as an ineffective use of College resources. "Selective excellence" may be an appropriate guide for large universities, but smaller undergraduate colleges must seek for high quality in all that they do.

2. Given the obvious connection between financial resources and academic quality, the College's endowment will approximate \$100K per student or, with a prudent spending policy, will be able to provide 15% of the College's operating budget.
3. Ninety percent of all faculty will hold regular tenure-track positions, and at least 95% of all faculty will have earned the appropriate terminal degrees in their fields.

Within 10 years:

4. The Gustavus degree will serve as a sign that its holder is fully prepared to undertake the most rigorous program of graduate or professional study in the nation's leading graduate schools. Gustavus graduates will be among the most preferred by potential employees in a broad range of careers.
5. 60% of Gustavus students will go on to graduate or professional schools for advanced training to complement their undergraduate education.
6. At least 50% of the incoming first-year students will have graduated in the top 10% of their high school classes, and at least 5% (or 30 students) will be national Merit Scholar finalists.
7. 75% of Gustavus students will graduate with a major in a traditional liberal arts field. That figure is currently between 65% and 70% and was once less than 50%.
8. Graduation rates among the most distinguished liberal arts colleges typically exceed 85% for four years and 90% within five years. That measure of excellence is one that Gustavus also will achieve.

Within 5 years:

9. Gustavus students will be significantly more competitive for NSF, Fulbright, Truman, Rhodes, Marshall, Goldwater and other national fellowships. This will be achieved in the following ways:
 - a. Better tracking of and greater encouragement for students who are strong candidates for these awards;
 - b. Thorough preparation of students for writing essays, for interviews, and other key aspects of the fellowship selection process;
 - c. Guidance for and screening of letters of reference;
 - d. Recognition of faculty and administrators who mentor students up to and through the fellowship competition;
 - e. Early encouragement of students likely to be strong candidates to engage in programs and activities that will enhance their competitiveness for these awards.
10. Increasingly, diversity or cultural pluralism within a college's faculty and student body is seen as a mark of high quality. The Gustavus faculty, administration, and student body will reflect regional minority-group profiles within five years. Even with the limiting constraints of geography, at least 10% of the Gustavus community should consist of what are called minority-group persons in the United States within ten years. Concomitantly, the College's academic and co-curricular programs will be national models for preparing our students for leadership roles in a diverse and globalized society.

"Focus on Excellence: Gustavus 2001" (Summer 1997)

I. Update on the 1994 Report.

Effective strategic planning is best done with an awareness of the external and internal environments in light of which an institution's distinctive strengths and weaknesses, as well as its special opportunities and threats, are measured.

As a preliminary observation, we would note that a number of environmental factors have changed over the past several years that have an impact on Gustavus Adolphus College.

On the external front, one notices a marked improvement, perhaps traced to greater confidence in the economy, in the willingness of the federal and state governments to provide funding for higher education, especially in the form of direct financial assistance to individual students. Improvements in the federal student loan and work-study programs, a proposed increase in Pell grants, and tax credits for college expenses are indicative of these changes. Similar improvements lie ahead in the Minnesota State Grant Program for the next two years.

On the other hand, the demand for greater accountability, including the call to justify the rapid tuition increases of the past decade or so, suggests greater government oversight of and perhaps interference in higher education. These concerns for accountability on the part of colleges and universities have been fed by a veritable deluge of critical articles in the popular press on the poor performance of colleges as fiscal agents and of faculty as pampered employees guaranteed life-time employment without corresponding accountability for their productivity.

For Gustavus in particular, the much heralded successes of the University of Minnesota in addressing the concerns of its undergraduate students through improved student housing, better access to senior faculty, and reduction of bureaucratic red tape raises a new competitive challenge that was less obvious in 1994. Despite the distractions of athletic scandals, turmoil in its Medical School, and the great tenure controversies of the past two years, improvement in student retention and graduation rates, as well as sharp increases in the applicant pool, suggest that portions of the University 2000 Plan have been successfully implemented -- to the competitive detriment of Gustavus and similar smaller colleges in Minnesota. Along similar lines, the turmoil surrounding the formation of the MNSCU system appears to be subsiding, and Minnesota's private colleges are confronted with the presence of a second 900 lb. gorilla in the state when the time comes for allocating state funding for higher education. This challenge is compounded by the vast increases both of the state-funded systems have allocated to fund raising in the private sector and by their considerable success in these ventures.

As the recent success of our own Three Crowns Campaign indicates, Gustavus is in a relatively stronger position than it was several years ago despite the ever increasing competition for both students and funding with public sector institutions. As a result of creative and aggressive student recruiting by the Admission Office and a growing cadre of volunteers, incoming classes of students continue to be full and exceptionally strong. Limits that we have placed on increasing the percentage of the College's operating budget dedicated to providing financial aid has had its price in terms of student selectivity, but it has also permitted the College to remove itself to a certain degree from the upward spiral of financial aid costs experienced by most of our peer institutions.

Similarly, the decreases in direct financial support from the ELCA, the MPCC and other traditional and reliable sources have slowed in recent years and have been off-set by increased endowment earnings, prudent budget management, and increased earnings or savings in the College's overall budget. Nonetheless, the College continues to be heavily, if not dangerously, reliant on student tuition income and must take further steps to mitigate this over dependency in the years ahead. The preliminary plans for the new Campus Center and the proposed (and tentatively titled) New Millennium Campaign for Gustavus each in their own way seek to ensure the appeal and affordability of a Gustavus education to prospective students in an increasingly competitive environment.

One might also underscore some noteworthy improvements that have strengthened Gustavus to the core over the past several years. Most of these are a direct result of meeting stated key goals and implementing specific strategies spelled out in the 1994 version of the "Focus on Excellence" Report. In reviewing the earlier report 2 1/2 years later, Strategic Planning Task Force Members were struck by the rapid progress that the College has made toward meeting the majority of the goals and objectives spelled out in that report. Indeed, Task Force members felt considerable satisfaction at the successes attained and the other goals now well within reach in each of the five strategic areas. For the present, we will reference only a few of the key objectives reached in each of these areas to see how we have done against these goals or benchmarks.

A. Strengthened Academic Programs and Enhanced Student Learning

1. The Bernadotte Library's acquisition budget has increased from \$247,789 (1992-93) to \$511,634 (1995-96) and now constitutes 1.25% of the College's total E&G Budget.
2. International Education has been strengthened through the development of several new programs of overseas studies, through the establishment of the multimedia Culpeper Language Lab, and through the foreign language assistants program. The new Crossroads House (International Center) has been a great success in making a current residence hall also a center of international programming under the direction of a faculty head resident. In 1995-96, Gustavus ranked 6th nationally among primarily undergraduate institutions in the number of its students studying abroad.

3. Although new funds have not yet been raised specifically to endow student/faculty research at Gustavus, the President has committed \$30K from the Presidential Discretionary Fund (representing an endowment of approximately \$700,000) to support 4-5 faculty each year who engage students in high quality (i.e., publishable) research. The first of these awards are being utilized in the summer of 1997. The College's experience with certain grant applications, e.g., HHMI, underscores the importance of such initiatives both to the Gustavus teaching program and to our efforts to secure external funding for that program.
4. The campus computer network, including all academic offices, administrative offices and all residence hall rooms, will be completed by the fall of 1997. The Dean of Faculty's initiative and student interest have significantly hastened this process. Currently, an annual technology fee charged to students supports this effort to strengthen information technology at Gustavus. However, it is clear that the College soon needs to develop an endowment fund on the order of \$2,000,000 to ensure the timely replacement of hardware and the timely upgrading of computer software throughout the campus. Although strictly speaking this probably falls under the strategic goals of improved "Facilities and Support Structures," we would point out that the expenditure of \$600,000 on a new Datatel administrative computer system to be phased in over several years is already paying dividends in the College Relations and Finance areas of the College.
5. Academic advising, as an essential element in teaching, has become a specific criterion in awarding tenure and in promoting faculty members. Pre-professional advising, especially in medicine and law, has significantly improved in recent years. Gustavus has an outstanding record in placing teaching candidates, and the new Advisory Council for the Economics and Management Department has great potential for strengthening advising and networking opportunities for students considering business careers.
6. The thoughtfulness, and occasional tension, that have accompanied campus-wide discussions of the proper scope of teaching assignments at a college such as Gustavus, hold the promise of facilitating a comprehensive evaluation of the number, centrality and quality of the courses taught at the College. A reduced course load (from the almost 6 2/3 to the standard 6 per year) has the potential for improving the overall quality of teaching, even as it forces the College to address the issue of which of its hundreds of courses are most essential to Gustavus' educational mission.
7. Under the leadership of Dean Baer and academic department chairs, the departmental review process has been strengthened. The development of departmental mission statements (across the College) and their congruence with the College's mission statement is assisting departments in evaluating

the coherence and quality of course offerings. It is also helping to guide the review of the College's General Education Program, now under the leadership of a respected senior faculty member who carries the title of Director of General Education. The centrality of team-taught and interdisciplinary courses to the College's curriculum is not yet obvious, but such courses are more apparent now in the FTS, J-Term, and Curriculum II offerings and are likely to be much more in evidence in the revised General Education Program.

8. The Sponberg Chair of Ethics has been conceived as a permanent distinguished professorship and has led to College-wide discussions about how the proposed ethics-across-the-curriculum emphasis might best be implemented.
9. The Assessment Committee, chaired by a faculty member, was established and for a time worked closely with the Strategic Planning Task Force. Consensus over the nature and extent of program assessment as mandated by the 1993 NCA review has not yet been reached on campus.

B. Faculty and Staff of the Highest Quality

1. The recruitment process for new faculty has been significantly strengthened in recent years. This has required a larger recruiting budget, higher starting salaries, some start-up funds (particularly for faculty in the sciences), and some released time during the initial and fourth year of teaching. Consequently, the College has been able to attract new faculty with stronger credentials who are typically its first choice among much larger pools of candidates for tenure-track positions. To counter the perception and reality that newer hires are earning more than more established faculty, the College instituted a salary equity adjustment pool that was used to make needed equity adjustments during the current year.
2. One noteworthy benefit of casting a wider net in our searches is the greatly increased diversity of the tenure-track faculty joining the Gustavus community in the fall of 1997. Eight of the ten are women and/or persons of color who represent countries as diverse as Bosnia, Columbia, India, and Bangladesh, as well as the United States and Puerto Rico.
3. The percentage of faculty with Ph.D.s or other appropriate terminal degrees in their scholarly fields has increased from 83% (1993-94) to more than 87% at present. Recent and upcoming retirements and the attractiveness of the College to prospective faculty suggests that the earlier stated goal that 95% of our faculty should have earned their terminal degrees can be attained within 10 years.

the Gustavus heritage. Hence, it was agreed that we should strive to make it one of the distinctive characteristics of Gustavus that a harmonious, though not necessarily easily achieved, expression of these twin commitments will be achieved at the College. Indeed, it is a Task Force concern that unless both goals are achieved, unless community and diversity are both valued features of Gustavus, the College risks a loss of momentum in attaining widely recognized excellence as a liberal arts college of character. Perhaps even worse, the College risks irrelevance in our rapidly changing world without these dual commitments.

III. Key Objectives and Strategies for the Next Several Years

Each of the Vice Presidents of the College has developed a list of specific goals and strategies for achieving those goals that assist Gustavus in making its vision for the future a reality and that are consistent with the stated mission and shared values of the College community. Some of these goals and strategies for the more immediate future require the consensus of the Gustavus community as a whole and strong Board leadership, and thus we list them under what seem to be the most appropriate of our five strategic areas.

A. The Academic Programs

1. The review of the General Education Program will be completed and a revised program will be presented to the faculty for its consideration and action. It is expected that the new General Education Program will feature more team-taught and interdisciplinary courses, place a stronger emphasis on senior capstone seminars, further the Ethics-Across-The-Curriculum emphasis to parallel the successful Writing-Across-the-Curriculum focus, encourage more shared reading for all of our students, have a more significant cross-cultural component, and have the enthusiastic support of the great majority of Gustavus faculty. This revised program could become a vehicle both for greater community on campus and for distinctiveness within the entire higher education community.
2. The Rydell Distinguished Professorship will be fully integrated into the College's curriculum both in the sciences and in the humanities.
3. Recent efforts, largely successful, to integrate student classroom learning into residence life halls and into off-campus learning experiences, e.g., through internships and community service, will be expanded. The idea of returning to the tradition of faculty head residents or of developing a faculty associate program for each residence hall will be further explored.
4. The centrality of advising to effective teaching will continue to be underscored (and appropriately recognized).

5. Each faculty position that becomes open in a given department will be evaluated to see if it should continue in that department or be reallocated to a department where it better fulfills the mission of the College. The Dean will make such reallocations in consultation with members of the AP&P Committee and with the department chairs most immediately affected by such reallocations.

B. Faculty and Staff Development

1. Improved faculty and staff compensation will continue to be the first priority in the budgeting process. Without setting a strict timetable, every reasonable effort will continue to bring faculty salaries and compensation packages to AAUP #1 levels for liberal arts colleges as soon as possible. Given current rankings, it is expected that this goal will first be reached by assistant professors, then by associate professors, and finally by all ranks of faculty.
2. An equity adjustment pool for faculty will be a planned part of future budgets to allow adjustments that are rooted in variables such as date of hire, hiring conditions in a particular field, etc.
3. The proposed move to a six-course teaching assignment for all faculty will bring Gustavus to parity with faculty at comparable colleges. It will also allow for a reexamination of inequities in so-called teaching loads that have arisen over the years as a result of various special arrangements that are no longer merited. Neither J-Term nor General Education course offerings will be negatively affected by this adjustment in so-called workload.
4. A faculty development endowment fund, with a special focus on curriculum development and travel for scholarly purposes, on the order of \$2M, will become a primary goal of any future fund-raising effort.
5. A similar endowment fund to support student-faculty research projects, currently funded through limited Presidential Discretionary Funds, should also be established as soon as possible.
6. The value of endowed professorships for distinguished faculty has become more obvious in recent years. Every effort will be made to establish 15 such endowed professorships at the College as soon as possible.
7. The Staff Development Days and recognition/appreciation events will continue to be developed in order to appropriately recognize the deep commitment support staff and administrators have to this college and to provide these employees more opportunities for professional growth. Appropriate and equitable compensation schedules, prompt resolution of conflicts, and morale building activities will continue to have a high priority.

free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognized the effect of their decision upon the program of the institution and give due notice of their intentions.

V. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

2.2 Academic Policies

2.2.1 General Education Information

2.2.1.1 Procedure for General Education Course Approval

There will be one closing date per semester for submitting course proposals for courses (not already approved) to be listed as Curriculum I general education courses.

(A course already approved for Curriculum I will continue to be listed for general education unless the department chooses to withdraw it or the course is not re-approved in the re-approval process.)

Approval Procedure

A. The department will send to the Steering Committee (Curriculum Office) for each course proposed: 7 copies of the Course Proposal Form, Curriculum I. These

1 copies are for the members of the appropriate area
2 committee(s), the chair of the AP&P committee, and the
3 Curriculum Office. (A copy of each proposal submitted
4 will be available for review in the Curriculum Office by
5 any faculty member who wishes to see it.)
6

7 B. The Area Committee
8

9 For each proposal, the committee decision will be made
10 known in writing to: a) the chair of the department
11 submitting the proposal; b) the faculty member
12 identified as teaching the course. Total committee results
13 will be made known in writing to: a) the Steering
14 Committee (Curriculum Office); b) the AP&P chair.
15 Any proposals returned for revision or rejected must be
16 accompanied by a committee rationale statement.
17

18 C. AP&P will consider the proposed courses for general
19 education reviewed and approved by the area committee.
20 At the AP&P meeting: area committee representative
21 should present that committee's recommendations;
22 department representative may also be present, if so
23 wished. AP&P will: Send a list of courses approved in
24 a pre-faculty-meeting mailing. Notify each department
25 affected of the committee decisions. Any proposals
26 returned for revision or rejected must be accompanied by
27 a committee rationale statement.
28

29 D. Faculty action will normally be taken at the regularly
30 scheduled faculty meetings.
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32 (A course proposal may be withdrawn at any point of the
33 process.)
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2.2.1.2 Requirements and Criteria for General Education Courses

Area A: THE ARTS

Art involves the creation and perception of challenging forms of order and disorder, harmony and discord, the beautiful and the grotesque. It engages our senses, emotions, and intellect. It exists not in a vacuum but in a larger cultural context which it both reflects and helps to create. Through modes of expression such as painting, sculpture, music, dance, theatre, film, and imaginative literature, artists clarify, intensify, dramatize, and interpret the world in all its physical, social, and spiritual aspects. Imagination is the prime source of creative expression, and the capacity to stimulate and discipline the imagination and give form and substance to its products is a distinguishing characteristic of successful artists and sensitive observers. Through education, perceptive and critical faculties may be developed along with technical skills, so that finer work is produced and appreciated.

General education classes in the arts seek to enhance aesthetic awareness in order to provide a basis for lifetime experience and enjoyment of the arts. Such courses should encourage the informed, sensitive appreciation and/or the imaginative, skillful creation or performance of art works. In addition:

Appreciation courses should show evidence of meeting each of the following criteria:

1. address basic questions about the nature of art
2. explore similarities and differences between various modes of artistic expression
3. promote understanding of the interaction between the arts, culture, and society
4. develop analytical, interpretive, or evaluative skills appropriate to the study of art works
5. develop intellectual and experiential awareness of the form and content of art works
6. include an in-depth study of one of the arts.

[In the case of literature, focus primarily upon the appreciation of literature as an art, and not upon literary history, or upon literature as it is a manifestation of larger cultural patterns--social, political, religious, etc.]

Participation courses should show evidence of meeting each of the following criteria:

1. provide a direct personal experience in the process of making or performing works of art
2. develop the craft, skills, and discipline necessary for the practice of one of the arts

4. promote awareness of the interrelationship between artist and audience
5. encourage the student to develop significant standards by which to evaluate and improve his or her performance.

Area B: RELIGION

The requirement of one regular semester course in the Christian tradition is the present expression of the College's long-standing commitment that all its graduates should have a critical understanding of the Christian faith. Although courses designed to meet this requirement clearly contribute to general education, they are not simply one component among others in a total package of general education courses. Instead, they relate very directly not only to the reason for which the College was originally established, but also to the basis upon which it continues to enjoy the support of a large part of its constituency.

The course must be:

1. In the Christian tradition.
"The Christian tradition" is construed to embrace, in its several variations, the developing body of communal belief, thought and action which has served to identify the Church of Jesus Christ from its beginnings to the present.
2. Focused upon one of three areas: Biblical Studies, Christian Thought, or Christianity and Culture.
3. Critically self-conscious.
Specific attention is to be accorded the methods used to analyze the facet of the Christian tradition at issue, not only as it relates to the other arts and sciences, but also as a distinctive phenomenon.
4. Constructive.
Critical analysis is to be complemented by the endeavor to present coherently, as a challenging and fruitful religious option, an ecumenical understanding of the Christian tradition.

Area C: MEANING AND VALUE, HISTORICAL PROCESS, LANGUAGE AND LITERATURE

I. General Criteria.

Liberally educated persons live actively in a community where philosophers, historians, theologians, poets, classicists, linguists, rhetoricians and others have the opportunity to join in maintaining and making such a community. Humans created that community many

centuries ago, but it is still an infant. They study their community, its values, history, stories, religions and languages. They criticize it, evaluate it, love it and change it.

General education courses which introduce students to the humanities share common objectives: all cultivate the art of reading; all cultivate the arts of writing or speaking or both. These arts ought not to be confused with simple literacy. Masters of the art of reading are not merely able to understand what a text intends or asserts. They are also able to grasp the plot that leads to a resolution; to grasp the analysis and argument that support conclusions and critically assess the arguments; they are sensitive to the ways writers use language; they can locate literary devices, themes, and structures in a variety of texts; they are aware of the historical context from which works spring and can understand the historical events and processes the works may describe. Masters of the art of writing are capable of writing prose that exhibits attention to those processes described by the art of reading. Masters of the art of speaking engage in informed argument, tell stories, persuade listeners to prefer the good to the bad, and ask generative questions. General education courses which cultivate the arts of reading, writing and speaking are built on the premise that we must master the products and processes of language if we are to join the community of humanists.

II. Specific Criteria.

A. Courses intended to introduce the student to questions of meaning and value must:

1. teach students to recognize conceptual problems and to recognize why they are problems.
2. teach students to discern and analyze concepts and arguments in texts.
3. teach students to critically assess solutions given to conceptual problems and to formulate and argue for other solutions.
4. concern topics central to Western thought such as truth, knowledge, the real, God, value or the good, morality or the right, human nature, or society.

B. Courses intended to introduce the student to the use of language must:

1. in the case of foreign languages:
 - a. teach the four basic linguistic skills (reading, writing, listening, speaking), which, if practiced, will lead to mastery for general use.
 - b. enable students to gain an appreciation of the culture for which the language is the principal means of expression.

2. in the case of literature:
 - a. teach students to read critically, to discern themes, to discover structure, to evaluate evidence, and to judge literature.
 - b. teach students to identify the kinds of books available for study, to distinguish history from fiction, to recognize how poetic claims differ from scientific claims.
 - c. challenge students to take seriously novels, poems, essays, and plays from among the world's best literature.
 - d. teach students to enjoy writing about books; to enjoy talking about books; in their own writing, to create aesthetic structures, produce careful arguments, explore the resources of language, manipulate rhetorical strategies, join the great conversation with other humanists, and to reveal an awareness of human achievement to date.
3. in the case of speaking:
 - a. teach students ways of developing ideas, analyzing problems and constructing arguments in terms adapted to listening audiences.
 - b. provide, through the experience of speaking, several opportunities to master abilities in investigation, arrangement, style, and delivery.
 - c. include critical evaluation of both the intellectual substance and the oral forms of speaking.

C. Courses intended to introduce students to a discernment of the historical process must:

1. explore social, political, cultural, intellectual or economic change and continuity over time.
2. recognize the organic nature of the past, present, and future. The present develops out of the past, while the future develops out of the present.
3. place historical people and events in context, exploring the forces which influence human history and recognizing the interrelationships among people and events at a given time.

4. exhibit an awareness that interpretations of the meaning of the past change through time.
5. appreciate the past as pāst. This characteristic is the opposite of present-mindedness; through it one seeks to meet the past on its own terms.

III. Courses in Area C must meet the general criteria. Additionally, they must meet all the specific criteria in one subsection or several criteria from more than one subsection.

IV. Since these courses are intended to be quite general, students are expected to take two courses at the 100 level and two courses at the 200 level. With the exception of language courses, the 200 level courses will have no prerequisites.

Area D: QUANTITATIVE AND EMPIRICAL REASONING

General education courses in Quantitative and Empirical Reasoning introduce the student to the mechanics of natural and life processes, and the quantitative basis for understanding these processes. Courses in Quantitative and Empirical Reasoning focus on the facts, theories, and methods of the natural and formal sciences.

General Education courses will place some emphasis on the history of a discipline, its philosophical assumptions, the strengths and limitations of its methods, its relation to other disciplines, and its relation to social and ethical problems.

Each course approved for General Education in the area of Quantitative and Empirical Reasoning is to meet all the criteria listed below under "Quantitative Reasoning" or all the criteria listed under "Empirical Reasoning."

Quantitative Reasoning courses are to provide students with:

- knowledge of the language of mathematics and logic;
- familiarity with logical or algorithmic methods of symbolic reasoning;
- knowledge of the practical applications of mathematical modeling and axiomatic systems;
- appreciation of the role of the formal sciences in the history of ideas, and of their impact on science, technology, and society.

Empirical Reasoning courses are to provide students with:

- knowledge of factual information about some aspect of the natural world;

- knowledge of the concepts, principles, and theories which scientists use to organize and explain those facts;
- familiarity with the application of scientific concepts and principles to the solution of problems;
- acquaintance with the historical development and philosophical assumptions of a particular science;
- sensitivity to the ethical and social impact of science and technology.

Courses that include a laboratory component must ensure direct experience with naturally occurring phenomena, using techniques and methods which scientists use to discover facts and test hypotheses. The laboratory component must include some elements of observation, dissection, collection and analysis of data, and/or other methods of experimentation that involve direct contact with some aspect of the real world.

Area E: HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS

The principal goals of courses in this area are to enable students to acquire the knowledge and skills necessary to understand fundamental social institutions and social characteristics of human beings. Courses in this area should systematically address the regularities and variations of human behavior at individual and group levels, including the contexts in which behavior occurs, using perspectives and methods normally attributable to the social and behavioral sciences. Specifically, all approved courses will address most or all of the following:

- a. factual information about aspects of human behavior and social institutions.
- b. methods of collecting factual information.
- c. concepts, principles, and theories used to organize and explain these facts.
- d. current social and ethical issues concerning human behavior and social institutions.
- e. philosophical assumptions and historical development of a specific discipline.

Area F: PERSONAL FITNESS AND LIFETIME SPORTS

As a vital part of the educational process, the college aims to provide opportunity for participation in a broad range of physical activities designed to:

1. improve aerobic fitness
2. increase muscular strength and flexibility

3. improve psycho-motor skills
4. develop appreciation of life-time sport skills
5. acquire knowledge of rules, ethics, and social values of life-time sports
6. acquire personal and/or group safety skills
7. acquire knowledge and skills necessary to administer aid in life-threatening situations
8. acquire and apply knowledge in personal health fitness

All students are required to complete the equivalent of one full course in physical education. This requirement may be met through instructional classes, intramural and/or varsity athletics and/or individually designed independent activities.

All students must complete at least one aerobic fitness class and at least one life-time skill development class. Students may count no more than one cognitive class or its equivalent towards the requirement.

These activities are intended to be spread throughout the student's college career so that the optimum benefits of aerobic and muscular fitness best be realized.

CRITERIA

Aerobic Fitness classes must:

1. meet pre-defined aerobic performance standards (individualized pulse rate and time).
2. include an objective cardio-respiratory prescription assessment.

Life-time Skill Development Classes must:

1. provide for progressive psycho-motor skill development.
2. include an objective skills performance assessment appropriate to the level of the class (i.e., beginning tennis, intermediate tennis or tournament tennis).

Cognitive classes must:

1. include in-class performance and personal application of the principles studied.
2. include measurable cognitive objectives in physical health, safety, or exercise physiology.

Area G: FOREIGN CULTURE REQUIREMENT

"International understanding and language proficiency have become essential in an interdependent world, where each country's survival depends on its ability to understand and cooperate with other nations. Issues of peace, economics, and global harmony hinge on the strengthening of ties among people of diverse cultures. International trade and domestic employment, energy resources and foreign markets, diplomacy and cross-cultural interactions

all require greater understanding of how other people think and live. International understanding and cooperation become as pragmatic as redressing the balance-of-payments deficit, as humanitarian as dealing with global hunger and disease, as crucial as avoiding war, and as humanistic as promoting a world of fully educated women and men." (Strength Through Wisdom: A Critique of U.S. Capability, The President's Commission on Foreign Language and International Studies, 1979.)

To meet the challenge of being liberally educated in an interdependent world, we must provide students with a global perspective and a global literacy with which to overcome the parochialism found in the American population, and emphasized in a college community where the vast majority of students are fewer than 500 miles from home.

The Foreign Culture Requirement is an attempt to provide students with an understanding of another culture or cultures outside the American experience; and, in the case of Non-Western culture with an appreciation of another culture or cultures outside the experience of Western Civilization. In approved Non-Western courses, Western materials will be introduced only as points of comparison.

Because this requirement is an attempt to provide students with a comprehensive understanding of another culture, the committee urges the faculty to consider clustering courses around a foreign culture. In this way, the students, by taking a two-course "cluster," will gain an in-depth and intensive involvement with that culture. Non-Western clusters would be particularly appropriate, as students would be encouraged to participate in the full cluster and thereby fulfill all elements of the foreign culture requirement. Series courses could also be encouraged, such as a culture course followed by a January Term course overseas in that culture.

CRITERIA

A. Foreign Cultures

1. The course content must provide the student with an understanding of the concept of culture, understood as a wide range of phenomena and defined as a system of shared beliefs, values, customs, behaviors, and artifacts which the members of a society use in coping with one another and in adapting to their environment.
2. The course must provide the student with an in-depth understanding of a particular culture or cultures outside the United States. To be classified as Non-Western, the course must also focus on a Non-European culture or cultures.
3. The course content must encourage the students to recognize and appreciate differences between cultures.

4. The course content must provide the student with the ability to view the beliefs and customs of other peoples within the context of that culture.
5. The course content may provide the student with intercultural understanding, which implies the study of contact between cultures, the analysis of the tensions inherent in their contact, and the sensitivity to the processes of interaction between cultures.

B. Foreign Language Courses

1. The course content must teach the four basic linguistic skills (reading, writing, listening, speaking) which, if practiced, will lead to mastery for general use.
2. The course content must enable students to gain an appreciation of the culture for which the language is the principal means of expression.

C. Study Abroad

1. Semester or year study overseas must provide students with the opportunity to participate in an in-depth exploration of and experience in another culture through classroom study and daily living.
2. All students who study in Non-English speaking countries must study the language of the host country while overseas. Apart from this course requirement, students will have met the foreign culture requirement by participating in a semester or year study abroad program. Courses taken overseas may be considered to meet other general education requirements on a course by course basis.

Course Selection

A. Courses which meet the above criteria will be listed as follows:

Courses which focus on European cultures will be listed as meeting the Foreign Culture requirement.

Courses which focus on cultures outside the experience of Western Civilization will be listed as Non-Western courses meeting the Foreign Culture requirement.

B. 2 (or 3) courses or equivalent to be chosen from:

- a) 2 courses in the same foreign language; or
- b) 2 foreign culture(s) courses; or
- c) 1 semester abroad.

Within a), b), or c) or in addition to it, must be one course in which the primary focus is Non-Western culture.

WRITING REQUIREMENT (W courses)

In courses designated as writing courses, students do not merely complete writing assignments; they study writing as communication, self-expression, and art. The writing across the curriculum requirement recognizes several principles about learning to write which students should come to understand:

1. Writing is a process and learning to write is as well: in classical terms, one learns "invention" (asking appropriate questions and finding ways to answer them), "arrangement" (organizing the material one finds), and rethinking, revising, and editing for "style."
2. Effective writers consider purpose, audience, and context as they compose, draft, and revise.
3. Revision is critical to good writing. Revision requires reconsidering purpose, audience, evidence, organization, even thesis. Corrections in grammar, usage, and mechanics are best thought of as the final stage of revision.
4. Matters of correctness in grammar, usage, and mechanics are important for a number of purposes and audiences. Acquiring correctness is, for many writers, a long and difficult process. Writers must consider appropriate standards for their intended audience, identify their particular problems, and develop techniques for producing standard edited English when it is appropriate to do so.
5. Writing is a way of learning. One learns about a subject by preparing to write about it; but one also discovers what one doesn't yet know about a subject, what one would like to know about it, what one already knows that relates to this subject. Moreover, in recognizing purposes, audiences, and occasions for writing, sources of evidence, methods of argumentation, and disciplinary conventions, one learns about the discipline.
6. Writing involves one's critical, reasoning faculties; it also involves one's intuitive and creative faculties.
7. Learning to write cannot be completed in a single assignment, or a single course, or even in several courses. Learning to write continues throughout undergraduate education and beyond.

W-designation may be attached to any course which follows these guidelines:

1. Require at least 3000 words, or 12 pages, of final draft prose. Some writing assignments require revision.
2. Assign at least two pieces of written work, evaluating and returning the one before students write the next.
3. Write out the writing assignments, explaining the nature and audience of the assignment methodically and clearly.
4. Devote at least two class periods of the course or the equivalent to discussing the process of writing (e.g., formulating questions and topics, generating material, organizing arguments, providing evidence, suiting material to audience).
5. Evaluate written work for both form and content.

In addition, the instructor should direct students to the use of a handbook, appropriate style manual, dictionary, and the Writing Center.

Because writing designation is granted on the basis of specific assignments and teaching practices, rather than on course content, it is assigned only to sections taught by the instructor who applies for it.

2.2.2 The First Term Seminar

In May, 1992, the Faculty approved the establishment of a First-Term Seminar program whereby all first-year students in Curriculum I are to be enrolled in specially designed one-semester courses, each of which is called a "First-Term Seminar" or FTS.

The First-Term Seminar introduces entering students to the challenges of the academic conversation they will share with their peers, faculty, texts and traditions for the next four years. They will encounter enduring questions of values and--as they learn to respond with critical thinking, writing, and speaking--learn to recognize and evaluate their own values. As stated in the mission statement of the college, Gustavus seeks "to provide an education which combines rigor and innovation, integrates the development of values with intellectual growth, and makes apparent the connectedness of academic disciplines." In a small, highly interactive class at the beginning of their college experience, students will develop both the skills and the attitudes they need to engage fully in the liberal arts-based curriculum mandated by the mission statement of Gustavus Adolphus college.

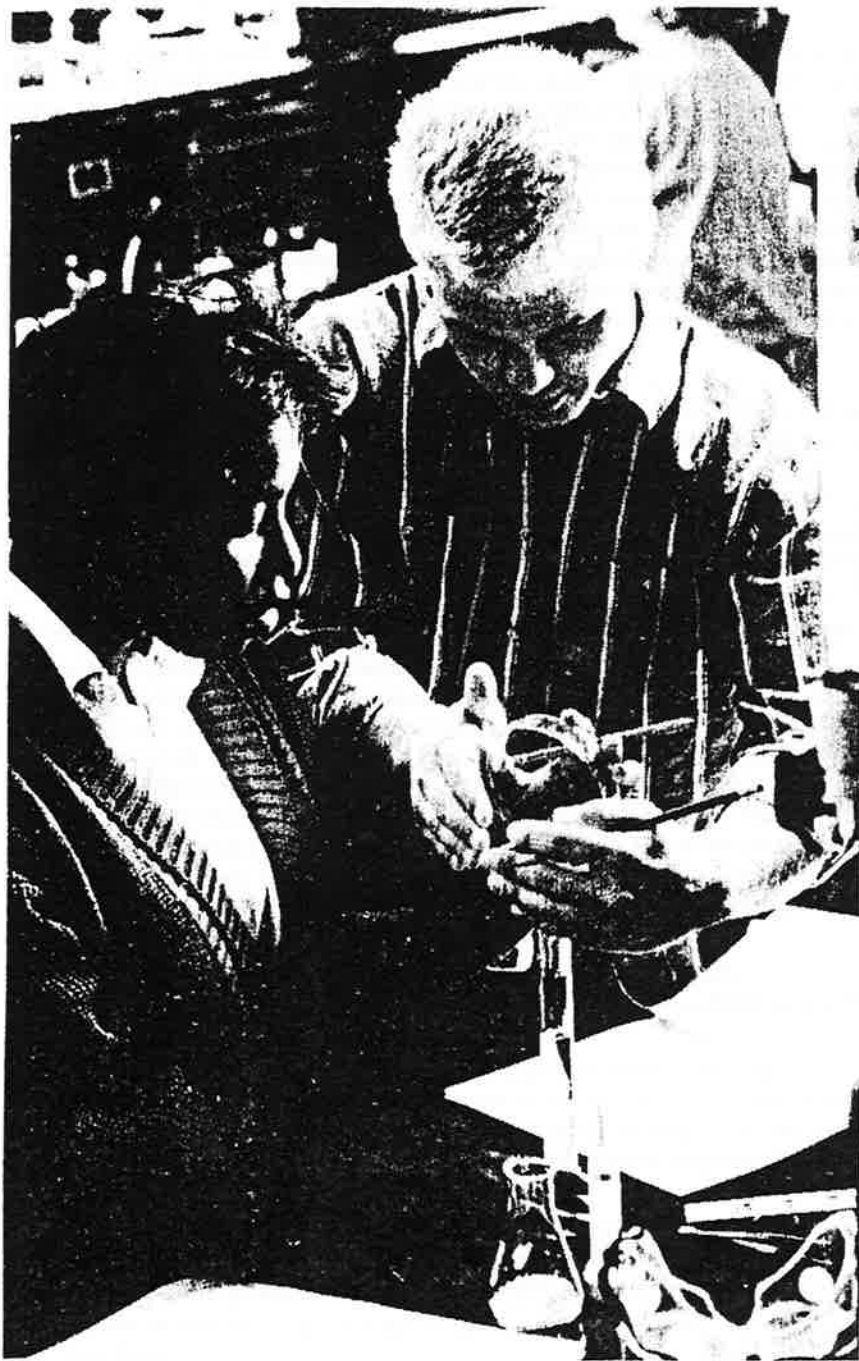
First-Term Seminars must be approved for General Education credit. Five components contribute to the larger goal of inculcating in first-year students

the skills of the liberal arts for acquiring, interpreting, communicating, and evaluating knowledge. The first three allow students to develop the skills necessary to academic and civil life: improved critical thinking, writing, and speaking. They attempt to encourage students to be active in their own education. The final two offer students help in finding coherence among potentially chaotic sets of curricular choices: an emphasis on values and improved first-year advising.

Courses approved to be First-Term Seminars must meet the following criteria in ways appropriate to the General Education area in which they are approved:

1. Critical thinking. Participation in the First-Term Seminar will develop in students the habits of critical thinking that are central to the liberal arts: the ability to identify and question underlying assumptions, to consider a number of contexts in which statements are made, to analyze implications, to propose alternative perspectives.
2. Writing. First-Term Seminars offer students intensive practice in the primary medium for intellectual discourse, writing. Students engage in brief formal writing exercises (usually from three to five separate assignments) which develop useful writing processes for such tasks as summary, analysis, reasoning and persuasion, library research. First-term seminars also qualify as W courses.
3. Speaking. First-Term Seminars offer all students a small, discussion-oriented class and acquaint them with college as a place for active participation in discussion. Students will also make brief formal presentations.
4. Values. First-Term Seminars encourage students to reflect on the values inherent in a particular body of knowledge, to recognize the social, moral and ethical implications of that knowledge, and to move toward intellectual, emotional and relational commitments.
5. First-year advising. First-Term Seminars serve as first-year advising groups. Faculty will help students plan coherent general education programs, advise them in exploring possible majors, and direct them to advisors in their proposed majors as necessary. First-Term Seminars could also appropriately encourage students to see that the College has concern for more than required courses and grades by engaging the class in discussion of campus events and issues.

REQUIREMENTS FOR GRADUATION



GENERAL REQUIREMENTS

1. Successful completion of 35 courses, including at least three January Term courses and a maximum of one course in designated health and exercise science activities (HS01-20). (Transfer students admitted with advanced standing are required to complete a January Term course for each full year in residence.)
2. Two years (18 courses minimum) are required in residence, including the senior year. The senior year may be the last two semesters preceding the conferring of the degree or at least nine of the last 12 courses taken toward the degree. Exceptions to the senior year residency are made for students enrolled in Study Abroad Programs sponsored by the College and in cooperative programs with other institutions leading to a B.A. and professional degree. At least three courses of the 18 must be taken outside of the major department.
3. Three courses from at least two different departments with a substantial component of writing, at least one of which must be Level II or higher. (Normally, students will take one such course during the first year and one such course in their major.) These courses are designated by a "W" following the course number in registration materials.
4. An approved major.
5. A Quality Point Ratio of 2.000 or higher.
6. Completion of the core requirements from either Curriculum I or II.

CURRICULUM I (Distributive Core)

Curriculum I students entering Gustavus Adolphus College as first year students in the fall semester will enroll in one course designated FT01: First-Term Seminar (FTS). The FTS is a small, discussion-based course which engages students in a subject of interest to them and their professor and introduces them to skills and habits central to the liberal arts: critical thinking, writing, speaking, and recognizing and exploring questions of values. The FTS professor will serve as the first year academic advisor. Each FTS carries a W (writing) designation and satisfies a Curriculum I Area requirement. A full list and description of FTS offerings is published for entering students before registration.

The Curriculum I Area requirements represent approximately one-third of the total courses required for graduation and are intended to insure that each student has had a broadly based liberal arts education. In fulfilling these requirements, no more than two courses from the same department may be counted and no course can count more than once in areas A through F. (Refer to each department's course descriptions for specific information.)

Note: Some courses offered only in the January Term also are approved for Area requirements. Please consult the January Term catalog for a listing of these courses.

A. The Arts

Two courses or equivalent, intended to involve the student with a participatory experience in and to encourage the student to attain a systematic appreciation of the arts.

One course is required in **Arts Appreciation (A)** and one course in **Arts Participation (P)**. At least one of the courses must be from the visual or performing arts.

E-1
E-1

B. Religion

One course in religion, substantially in the Christian tradition.

C. Meaning and Value, the Use of Language, and the Historical Process

Four courses intended to introduce the student to questions of meaning and value, to the use of language, and to a discernment of the historical process.

D. Quantitative and Empirical Reasoning

Two courses or equivalent intended to acquaint the student with the application of quantitative and empirical reasoning both to the study of biological and physical phenomena and to the logic and abstractions of the mathematical and informational sciences. At least one course must include a laboratory component (L).

E. Human Behavior and Social Institutions

Two courses intended to introduce the student to the study of human behavior and social institutions, one course from each of two different departments.

F. Personal Fitness and Lifetime Sports

One course or equivalent intended to encourage personal fitness, enhance individual wellness, and explore physical skills for lifetime sports. This requirement can be met through a combination of instructional classes in health and exercise science, dance, and through registered participation in varsity athletics. One .500 credit aerobics class (HS01) is required and only one can be counted. This aerobics class should be completed during the first or second year. Also, no more than one course credit of activities from HS01-20 can be counted in totals for the degree. Each registered varsity sport participation fulfills one-eighth (.125) of the requirement. (Elementary education majors fulfill this requirement by completing HS44).

Included in (or in addition to) the above are the following requirements:

G. Foreign Cultures

Two courses or equivalent intended to introduce the student to foreign cultures. At least one of these courses must be non-western culture (GN), a course in which the content focuses substantially on cultures other than those in the mainstream of Western European tradition. These courses may be chosen from those focusing on foreign language or foreign cultures or regions. One of the two courses required can also be fulfilled by one semester of study abroad in a Gustavus approved program.

CURRICULUM II (Integrated Core)

Curriculum II is an integrated studies approach to general education which explores the interrelatedness of the varied fields of learning. Its theme of "the individual and community" is seen throughout the program as it examines the Western intellectual and cultural traditions. Students are challenged to address ethical values questions both in class and in the out-of-class Curriculum II sponsored cultural, social and intellectual activities. The courses listed below are open to Curriculum II students only. The program is available, by application, to any entering first-year student, subject only to a limitation of sixty students per entering class. It is supported by a grant from the National Endowment for the Humanities and enrolls students from all the major fields of study. The recommended sequence of courses is as follows:

	First Year Fall
CU10	Historical Perspective I
CU14	The Biblical Tradition
	First Year Spring
CU11	Historical Perspective II
CU12	The Individual and Morality
CU17	Total Fitness .250
	Second Year Fall
CU25	The Literary Experience
CU18	Total Fitness II .125
	Second Year Spring
CU32, 34, or 35	(Fine Arts course)
CU38	The Individual and Society
CU19	Total Fitness III .125
	Third Year Fall or Third Year Spring
CU36	The Natural World
	Fourth Year Fall or Fourth Year Spring
CU99	Senior Seminar

J-Term - One or more CUII courses will be offered as options to the above schedule.

In addition to the above:

1. Two Gustavus foreign language courses, Level II or above. (For Spanish, courses ES13 and ES30 or above.)
2. One quantitative reasoning course, either Calculus I (MC21 or MC25) or Finite Mathematics (MC03), or statistics (MC14 or MC24).

CURRICULUM II COURSES

CU10. HISTORICAL PERSPECTIVE I (1 course)

This course studies the main themes of Western Civilization from the beginnings of recorded history in the Ancient Near East, through the Classical period of Greece and Rome, and ends with the European Middle Ages. In lectures and discussions we will explore both the narrative history of this period and the nature of history itself, in order to gain a perspective on human lives lived in the past, and to appreciate how history and the study of history inform our lives in the present. Attention also will be given to interactions of Western civilization with other cultures.

CU11. HISTORICAL PERSPECTIVE II (1 course)

This course will continue in the study of main themes, developmental threads, ideas and concepts of Western Civilization. The course will provide a narrative for history from the Middle Ages to the present time. Readings and discussions will focus on specific ideas and values in the Western tradition that should enhance the student's appreciation for both the dynamism of history and the value of the historical perspective in our search for understanding.

CU12. THE INDIVIDUAL AND MORALITY (1 course)

This course will explore the historical and social context in which moral problems develop and in which human beings and their communities respond to them. It will investigate the ways in which politics, science, art and religion, for example, influence the formulation and resolution of moral problems. We will raise questions about the widely held view that values in morals, politics, science, art and religion are merely matters of taste.

CU14. THE BIBLICAL TRADITION (1 course)

This course will use the Bible as a primary source to study the role and major contributions of the Judeo-Christian tradition in the development of Western culture. It will give special emphasis to themes such as: faith and reason; the functions of symbol, ritual, myth, and literary genre; the shape of history; the world as the arena of divine creation, providence, and redemption; the communal identity and ethical goals of persons; and aesthetic dimensions of their interrelationship with non-human life and inanimate being.

CU17, CU18, CU19. TOTAL FITNESS (.250, .125, .125 course)

These courses will acquaint the student with the concepts relevant to total bodily fitness. Students will be taught elements of exercise physiology, body conditioning, and nutrition. The aerobic component of the course is satisfied by completing an individually designed total fitness program. As an alternative to these courses, students may elect to complete the Area F requirements of Curriculum I.

CU25. THE LITERARY EXPERIENCE (1 course)

This course analyzes literary works primarily in the context of the development of Western Civilization, but it also includes some less traditional readings. The course encourages students to think and write critically, to make aesthetic, intellectual and moral discriminations, to enjoy literature, and to compare the kind of truth literature offers with that of other forms of art and enquiry.

CU32. MUSICAL UNDERSTANDING (1 course)

This course provides students with an understanding and appreciation of the nature and place of music in contemporary culture. Music is a rich source of diversity in cultural influences as well as musical periods, styles and media. The composer's perspective, the performer's role and the listener's responsibility provide points of departure for considering the individual's contributions to music and communal reaction to differing types of music or musical developments. Students will be involved in activities such as listening to recorded performances of music, attending performances of music on and off campus, writing papers for class presentations, discussing special topics, and participating directly in musical performance.

CU34. THEATRE ARTS (1 course)

This course provides the basis for understanding and appreciating the nature of theatrical art. Through the study of significant texts and historical contexts, the student gains a critical understanding of drama or dance. Through the study of the physical and imaginative nature of performance, the student gains an appreciation of the processes of theatrical art. The relationship of the individual and the community is approached in this course from the viewpoint of one or more theatre artists: the playwright, the designer, the actor, the director, the choreographer, the dancer. While the primary focus is upon western theatre, comparisons are made with non-western theatres or between minority and mainstream traditions in the West.

CU35. THE VISUAL EXPERIENCE (1 course)

This course should provide the basis for understanding and appreciating the significance of art and artists. The course is intended to contribute to a sense of the value of art for a full human life. It aims to cultivate visual literacy through the study of visual art forms. It may also address the question of what has been included and excluded in the mainstream of the Western art tradition. The student may be involved in a variety of artistic activities, including attending art events on and off campus and participating directly in artistic expression, when possible.

CU36. THE NATURAL WORLD (1 course)

This course will provide an historical view of the evolution of human understanding of the physical universe. It will trace the development of natural science from classical Greece to the rise of modern science in the 20th century. The course will point out the changing view of nature as represented by introducing working models and theories of science in their historical context. The relationship between the drive for unity and the perception of diversity in science will be explored. There will be one laboratory per week.

CU38. THE INDIVIDUAL AND SOCIETY (1 course)

This course will introduce students to the study of individual behavior, social interaction or social institutions. The basic assumption, issues and methods of the behavioral and social sciences will be explored, and students will be asked to reflect on the role of the social sciences in understanding and evaluating society.

CU61, 91. INDEPENDENT STUDY

Opportunities exist in Curriculum II for students to develop independent projects under the supervision of a Curriculum II professor. Sometimes it may be possible to gain approval for an independent study to substitute for one of the regular Curriculum II courses.

CU68, 98. CAREER EXPLORATION, INTERNSHIP

This internship is designed to place students in situations where their Curriculum II integrated liberal arts studies are highly valued. Specific assignments will be determined for each program. Prerequisites: At least three semesters of CUII courses.

CU99. SENIOR SEMINAR (1 course)

As a capstone course for the Curriculum II program, this seminar calls upon students to contemplate questions concerning values in the context of the relationship between the individual and the community. The course's main activity is vigorous discussion of books and articles which raise issues concerning values. The course's main product is a major paper in which students account for their own values from both theoretical and personal perspectives.

CU 11 F-2

Gustavus strives to be a distinctive community of learning, known for dedication to excellence and to the development of the whole student. This means nurturing an intellectual climate which encourages scholarly activities by both students and faculty. Central to this vision is excellence in teaching. Conversations among students, between students and faculty, and among faculty are the fabric of the College community.

Woven into this fabric are programs and opportunities that strengthen and add substance to a college education. They include academic advising, a core of coursework to develop both a breadth of knowledge and writing skills, an academic calendar which offers flexibility, special academic opportunities, and top-notch facilities.

4-1-4 Calendar Year

The academic year at Gustavus comprises a four-month fall semester, a one-month interim term, and a four-month spring semester. It is common during a semester to take four courses. During the interim, or January Term, students take one course, the content of which is comparable to a full semester.

Three January Terms are required for graduation. Students have a variety of choices including an on-campus course, a career exploration, a class taken abroad, or a class offered by any approved college also offering January Term coursework.

A catalog listing January Term courses is available to students each fall prior to registration. Policies on January Term credit can be found in the section entitled, "Academic Information and Policy."

Core Requirements

All Gustavus students devote approximately one-third of their coursework to an examination of the liberal arts. Prior to the start of their first year, students select either Curriculum I or Curriculum II.

The two liberal arts tracks are similar in that both require courses from the same academic areas, involve approximately the same number of courses, are compatible with every major, and allow for study overseas or an internship during the junior or senior year. Both programs insure that every Gustavus graduate has a broad-based liberal arts background to complement the more specialized study represented by the students's major.

In **Curriculum I** students select twelve courses from a list of approved courses which represent various academic areas (i.e., the Arts, Religion, Foreign Cultures), choosing one or more courses each semester. One of these twelve courses, a First-Term Seminar, is to be selected by all Curriculum I students for the Fall semester of their first year. Curriculum I can be described as a distributional liberal arts core program.

In **Curriculum II** students select a set of nine courses from various academic areas designed to be taken over a four-year period in a recommended sequence with other Curriculum II students. (Three additional courses are selected by Curriculum II students individually.) The Curriculum II courses, focusing on a theme of the relationship between the individual and the community, examine the Western intellectual and cultural tradition, its long continuity and the diversity within it. Through coursework, retreats and special seminars, students are introduced to various facets of the global society in which we live. Curriculum II is designed to enroll

approximately 10% of each entering class; selection is based on date of application to the program. Curriculum II is described as an integrated liberal studies core.

A complete listing of Curriculum I courses is found in the section titled, "Courses Approved for Area Requirements." A complete listing of Curriculum II courses is found in the section titled "Academic Departments and Course Offerings."

Writing Program

Put simply, clear writing reflects clear thinking. Both are central to the Gustavus liberal arts experience. Both are skills crucial to life after college as well.

Most Gustavus courses require writing. However, Gustavus is committed to teaching writing skills throughout the curriculum. Thus, under the Writing Across the Curriculum program, all Gustavus students are required to take three courses in which writing is specifically taught.

Writing courses are designated by a "W" and are offered in almost every department. Although the academic catalog does not list W courses, each semester's course registration materials do. They are available from the office of the Registrar.

Peace Education

Peace Education at Gustavus includes both a distributive Minor in Peace Studies and a college-wide Peace Education Program. For a detailed description of the Peace Studies Minor, please see the Majors and Minors section of the catalog.

The Peace Education Program was established in 1970, and it seeks to infuse a concern for peace and justice both in and out of the classroom. Administered by a committee of faculty, staff, and students, the program provides speakers, residencies, and conferences which focus on specific peacekeeping and peacemaking issues. Annual lectures honor the legacies of Martin Luther King, Jr. and Raoul Wallenberg.

In addition, the Peace Education program annually funds three scholarships for upperclass students: the Ruth Youngdahl Nelson Scholarship, the Global Issues and World Churches scholarship, and the Mardag Scholarship for Study in a Developing Country. Peace Education also provides an annual grant to the Gustavus student delegation to the Model UN.

Academic Advising

Gustavus Adolphus College strives to instill students with a capacity and passion for lifelong learning and encourages them to take an active role in their own education. To assist students in this intellectual and personal growth, each student is assigned a faculty academic advisor.

In the Curriculum I program, the First Term Seminar professor serves as a student's first academic advisor, while in the Curriculum II program, a professor who teaches in the program serves as a student's first advisor.

Some first-year students are certain about their majors, 60% have several ideas. If students are certain and do not have an advisor from the department of their major, or if they have a pre-professional interest, they still have access to faculty from that department or pre-profession to talk with, in addition to their assigned advisor. By April when students register for the next Fall semester, they may change to an advisor from the major department. If students are not certain, they may continue with their original advisor.

Transfer students are assigned an advisor according to their major or tentative interest area.

The mission of our faculty-based advising goes beyond simply prescribing courses. Faculty and students talk about course choices, the integration of coursework and co-curricular responsibilities, possible majors, and developing an academic program that will be finished in a timely fashion and will lead to further study or interesting careers.

Advisors supply students with accurate information about the curriculum, on and off-campus resources and guide students in the decision-making process and are available to answer additional questions and process information.

Conversations with advisors often introduce students to new, intriguing, and possibly unfamiliar academic opportunities available in the Gustavus community. Equipped with such information, students are in the position to ultimately become their own best advisor, in charge of their decisions, and prepared to shape their particular college academic career according to their skills, values, and interests.

This faculty-based advising is supported by the Advising Center and Career Center where fulltime counselors are available to discuss options and opportunities.

Special Academic Opportunities

Academic Assistantships. Each academic department generally appoints one student as academic assistant, based on demonstrated excellence in that major field as well as interest in the work.

Responsibilities vary among departments, but generally include one of the following: conducting a research project, assisting with a departmental research project, assisting with teaching a specific course, or serving as a student resource in departmental decision-making.

Student Research Opportunities. Student and faculty collaborative research is encouraged at Gustavus. Research opportunities in all academic disciplines provide students with an ideal setting for integrating their knowledge base and creativity in the pursuit of new ideas at the frontier of knowledge. Each year Gustavus students and faculty present the results of their research at numerous discipline-specific conferences around the country, in professional journals, and at the National Undergraduate Research Conference. Many opportunities for research are available both on campus and off. There is strong evidence that undergraduate research experience is an especially valuable asset when applying for graduate study, as well as when seeking employment requiring a high level of independence.

International Education. In keeping with the College's mission of encouraging an international perspective, Gustavus students are encouraged to include an international experience in their coursework.

The Office of International Education helps students choose a study program abroad, based on the students' academic goals and interests. International programs are available in over 20 countries; fluency in a foreign language is required for some programs while others are taught in English. While some programs are year-long, most are semester-long or take place during January Term.

Gustavus has developed its own exchange or residential programs in Australia, India, Japan, Malaysia, the Netherlands, Scotland, and Sweden. A brochure listing programs and countries from Australia to Zimbabwe may be obtained from the

Office of International Education. Policies governing eligibility and credit transfer may be found in the section titled "Academic Information and Policy."

Internships. Two types of internships are available at Gustavus: January Term Career Explorations and regular semester or summer internships. Generally, career explorations give students a closer look at potential career choices through working and observing. Semester internships give students experience in their chosen career field and are an extension and application of previously acquired academic skills.

Internships are available in almost all disciplines and exist in companies and organizations throughout the country. Specific policies governing internships may be found in the section titled "Academic Information and Policy."

Honorary and Professional Organizations. A number of national or international honorary organizations have established chapters at Gustavus.

Phi Beta Kappa is the nation's oldest academic honorary fraternity, with a limited number of chapters at schools with reputations for excellence in liberal studies. Membership, open to both men and women, is by election. Consideration is given to juniors or seniors who demonstrate competence in foreign language and math, have broad cultural interests, and who have devoted 75 percent of their coursework toward liberal studies. Minimum GPA for juniors is 3.9 and for seniors is 3.6.

Gustavus has established two honorary organizations. The *Guild of St. Ansgar* recognizes seniors on the basis of scholarship, leadership, and participation in campus activities. Members are elected by a faculty-student committee. The *Guild of St. Lucia* is for junior women who have maintained at least a 3.333 g.p.a. Members are selected by faculty and current members on the basis of academic excellence, leadership, and service to the College.

Other honorary and professional organizations include:

Alpha Kappa Delta	Sociology
Alpha Kappa Psi	Business
Beta Beta Beta	Biology
Delta Epsilon Omicron	Sociology
Eta Sigma Phi	Classics
Gamma Alpha Chi	Accounting
Lambda Alpha	Anthropology
Omicron Delta Epsilon	Economics
Pi Delta Phi	French
Pi Kappa Delta	Forensics
Pi Kappa Lambda	Music
Pi Sigma Alpha	Political Science
Psi Chi	Psychology
Sigma Delta Pi	Spanish
Sigma Tau Delta	English
Sigma Theta Tau	Nursing
Sigma Xi	Natural and Social Science

Information on each organization is available from its respective academic department.

Facilities

Twenty-four major buildings situated throughout 330 acres provide the instructional setting for Gustavus students. Notable among them are:

Christ Chapel: A striking place of worship in the center of the campus, Christ Chapel seats 1,200 people and houses a four-manual, 64-rank Hilgreen-Lane organ—the largest of the seven organs available at Gustavus.

Folke Bernadotte Memorial Library: This is a spacious, modern, and comfortable building with a good book collection, a computerized catalog to find both book and journal articles, and an efficient and helpful staff. The library collection has more than 232,000 volumes. Together with government documents, microfilms, and audio-visuals, the total collection exceeds 425,000 items. In addition to these resources, all of the circulation resources of the state are available through interlibrary loan and MINITEX.

Classroom buildings: Include Anderson Social Science Center, Confer, Old Main and Vickner Halls for education and the humanities, Nobel and Olin Halls for the sciences, and the Schaefer Fine Arts Center.

Lund Center for Physical Education and Health: Features a 25 meter by 25 yard swimming pool with diving well, five racquetball courts, gymnastics practice and performance areas, wrestling facilities, a sports forum highlighted by a 200-meter indoor track and six playing courts for basketball and volleyball, and an arena for ice hockey, ice skating, and indoor tennis. Rounding out Lund Center are facilities for athletic training, a human performance laboratory, weight training room, coaches' offices, and the intramural athletic headquarters.

Computer Facilities: Gustavus students have free access to public area computer labs with Macintosh, DOS/Windows and NeXT machines. All computer labs are connected to the Internet which provides access to e-mail and computing resources world-wide. Off-campus users may access the network through dial-in modems.

All residence halls have Internet access either in individual rooms or in hall computer laboratories.

Students interested in purchasing their own computers will find substantial discounts on hardware and software through the Microcomputer Store located in the Academic Computing Center in Olin Hall.

Rationale For A New General Education Program For Gustavus

The goal of the members of the General Education Working Group is to initiate discussions in the Gustavus community which will lead to a general education program that provides learning experiences for our students characterized by both breadth and integration across our curriculum.

Our work was guided by three beliefs which we share about our role as educators at a liberal arts college. We believe that:

- Our general education program should evolve as an ongoing product of the conversations we share with one another as faculty and students in our community.
- Our general education program should help us as faculty and staff create a community of learners and scholars with our students.
- The best way to accomplish this goal is to provide our students with a common core of learning experiences.

Our general education program can provide opportunities for our students to acquire specific skills of thought and expression that are best learned across the curriculum. Our general education program should also include the study of some subject in depth in an interdisciplinary structure. This will serve our students well as it provides learning that is based on the wholeness of things and reveals a coherence that is more than the sum of its parts.

Finally, we want students to play a significant role in designing their own education. With these ideas in mind, we present the following outline of a general education program that, coupled with our major programs, embodies the Mission of the College.

General Education Curriculum

I. The Core

First Year Fall Seminar:

Historical Perspective and Comparative Culture (1 course)

First Year Spring Seminar:

Community Culture and Conflict (1 course)

Second Year Seminar (Fall or Spring):

Our Place in the Universe (1 course)

Religion Requirement:

A course in the Christian Tradition (1 course)

A course in Spirituality and Meaning (1 course)

Mathematical Foundations (1 course)

Mechanics and Processes in the Natural World (1 course in laboratory science)

Senior Seminar: Representation and Interpretation (1 course)

II. The Concentration

A five course integrated concentration, whose purpose is the pursuit of a specific issue from a variety of diverse perspectives. The concentration will provide coherence by organizing electives.

III. The Competency Portfolio

Competency must be demonstrated for each of the following:

Writing (W)

Oral Communication (O)

Quantitative and Statistical Reasoning (Q)

Arts Appreciation (A)

Creativity/Arts Participation (C)

Wellness (H)

Diversity Awareness (D)

International Perspective (I)

Information Resources Usage (R)

Foreign Language Proficiency and Application (L)

Service (S)

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How Church-Related Are Church-Related Colleges?

Answers Based on a Comprehensive Survey
of Supporting Constituencies of
Eighteen LCA Colleges

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What Are Their Goals?

During the 1950s and 1960s, leaders in education and politics were more concerned with telling the American public what it should want than with asking what the public expected of its colleges and universities. Alexander W. Astin, in the September 1977 issue of *Change*,¹ points out that virtually all the major public decisions affecting higher education during these years were being made on economic or political, rather than educational, grounds. Beginning with Sputnik in 1957, the need to bolster American international prestige and to develop technology and manpower in specialized fields deemed essential to the national interest became the motivation for the revision and expansion of the structure and substance of the entire American educational system, from elementary through graduate schools.

Liberal arts colleges, church-related institutions among them, joined universities and state and community colleges in the rush for public funds that became available for buildings, personnel, and equipment during the 1950s and 1960s. Often little thought was given to the educational impact of new programs and policies on the college. Only under the traumatic impact of the student revolts of the 1960s did serious reevaluation begin. An added incentive to take stock came in the Carnegie Commission's 1973 finding that "critical evaluation of society for the sake of society's renewal"² was one of the major purposes of higher education. Colleges and their constituents, however, were obliged to ask whether their institutions were really in a position to contribute much to such a process of renewal.

Evaluation that might lead to renewal was one of the concerns that led to the decision in the LCA to conduct a survey of images and expectations. Among all the areas to evaluate and the questions raised by the hundreds of constituents, none seemed as important as those dealing with goals.

What did these persons expect their colleges to achieve in the lives

What Are Their Goals?

of the students entrusted to them for four precious years? And to what extent were their expectations being met? To answer both these questions, persons taking the survey were asked two questions regarding each of a series of goal statements:

1. How desirable is the stated goal for your college? (Response possibilities were: "absolutely essential," "very desirable," "quite desirable," "somewhat desirable," "neither desirable nor undesirable," "undesirable," and "very undesirable.")

2. How well is the stated goal being achieved at your college? (Response possibilities were: "very well," "quite well," "somewhat," "very little," "not at all," "no longer," and "don't know.")

Six goal expectations emerge as common to the widely divergent college constituency groups. They were derived empirically by a factor analysis of the answers of 6,728 respondents to each of the thirty-six goal statements in the questionnaire. This highly sensitive method discerns the constructs or commonly held attitudes that cause people to answer items in certain consistent ways. Here it yielded six meaningful clusters of goal statements, each of which focuses on a broad goal expectation.

The six broad goals represent the dimensions of a college education which, according to a substantial majority of all constituency groups, are of key importance. Listed here, in order of indicated desirability and with the percentages of all respondents who viewed them as either "absolutely essential" or "highly desirable," they are:

Preparation for Life	79%
Wholeness of Person	78%
Liberal Arts Education	75%
Christian Perspective	59%
Social Change	58%
Religious Diversity	47%

What does each of these goals involve?

"Preparation for Life" stresses preparation for one's future work, mastery of a subject-matter field, and the development of future leaders in society.

"Wholeness of Person" is a concept involving such components as self-understanding, sense of community, developing potential, attitudes toward learning, and cross-cultural sensitivity.

The "Liberal Arts Education" goal includes such elements as cul-

tural appreciation, imaginative and analytical thinking, general academic excellence, and desire for lifelong learning.

"Christian Perspective" is the goal of growth in faith and personal commitment to Christ, an understanding of Christ's teachings, and an academic setting for the Christian scholar.

"Social Change" is the goal of concern for human welfare and the development of understanding and skills for producing social change, rather than direct social action.

"Religious Diversity" is the appreciation of a religiously diversified faculty and student body, not necessarily all Christian, while maintaining a Christian orientation of the college, with free and vigorous dialogue on matters of belief.

These six expectations show that among constituencies of all LCA colleges, including both "producers" and "consumers," there is quite general agreement as to what a church-related college should offer its students. Constituents of LCA colleges want their colleges to be student-centered institutions that give adequate recognition to the intellectual, social, and spiritual dimensions of each young person's development. They do not wish their colleges to be parochial, either religiously or socially, but do want them to provide a climate for growth in religious faith and personal commitment to Christ. While preparation for future occupations and professions is important, LCA colleges are seen not as job-training schools but as institutions seeking first of all to educate persons in a liberal arts tradition.

If expectations such as these are not fully realized, neither the institutions themselves nor the church which supports them can be faulted for aiming too low. Such expectations reflect a deeply rooted concern in the Lutheran church and among the Lutheran college constituencies in general for enriching the quality of life for members of the human family and for the shaping of a more responsible and humane society. It is encouraging that in the face of widespread uncertainty and confusion on the American scene concerning educational goals, or even the value of a college education, LCA college constituents share a common understanding of the purpose of a church-related liberal arts college.

High goals, however, tend to defy full achievement. While recognizing this fact and the risk of such an evaluation, the survey asked the same constituents to indicate their perception of how well each

goal was being achieved. In computing the disparity between expectations and perceptions, all "don't know" answers were excluded. This procedure gave assurance that only those who felt they had some basis for judgment were included in the calculation of disparity scores. However, it did substantially reduce the size of the samples, because an average of 40 percent of the respondents gave a "don't know" answer to one or more items in the six goals scales. This apparent lack of an informed base for judgment among a substantial portion of the constituencies is instructive for both college and church regarding the need for more information about one's college and first-hand contact with campus activities. Among those who did venture an evaluation, judgments of the colleges' success vary in degree, depending upon which goal was being considered and which group was responding.

In dealing with the whole matter of expectations and outcomes, it is important to exercise certain cautions. In his comprehensive study of student attitudes and behavior, *The Four Critical Years* (1977), Alexander Astin³ reminds us that many of the outcomes sought by colleges and often stated as institutional goals are long-range in character and not attainable in a four-year span.

Moreover, Astin reminds us that many of the changes that take place in student attitudes and behavior are related as much to a maturing process as to the college exposure and would occur whether a person is in college or not. It is therefore not easy to sort out and evaluate the specific impact of the college experience, especially in such noncognitive areas as attitudes and behavior.

WHOLENESS OF PERSON

Ranked consistently high by all the groups, but especially by faculty and college administrators, is the expectation that the college should actively seek to educate in such a way that a student's growth as a whole person may be enhanced, in noncognitive as well as cognitive areas. Four out of five regard this as an "absolutely essential" or "very desirable" goal for a church-related college.

The general assessment of success in achieving this goal, as measured on the seven-point scale used in the survey instrument, was 4.72, indicating that the goal is being "somewhat" achieved. The

mean for the corresponding expectation scale was 6.03. The performance rating of the LCA colleges as a whole in meeting this high expectation may provide cause for some dissatisfaction.

Among those whose rating shows least satisfaction with what has been achieved with respect to this goal are the faculty, administrative leaders, and college seniors. These on-campus groups who have worked together over long periods of time display a healthy recognition that goals of this kind are not short-term in character but rather qualitative lifelong goals in the pursuit of which the college experience, however crucial, is only a single chapter.

Contrasting with them are freshman students, and especially their parents, who assume, or perhaps hope, that the goal is being achieved very well. For many of these persons the college experience has been eagerly awaited, surrounded with dreams, and a sensitive questionnaire shows their perceptions to be quite removed from reality.

A reassuring note of general satisfaction comes from the church leadership and the laity who form the heart of congregational support. In their judgment, differences between images and expectations are minimal with respect to the goal "Wholeness of Person."

PREPARATION FOR LIFE

A related expectation, that the college should prepare students for life, also ranks very high for all groups. Responses to items in the scale, however, show a marked difference in emphasis among certain groups. Students tend to stress preparation for specific jobs and occupations. Pastors emphasize the importance of developing competent leaders for society. Parents rank all items in this scale high, but give preference to leadership development over job preparation.

Among the 60 percent of the total sample who feel able to assess the success of the colleges in achieving this goal, general satisfaction is indicated. Sweeping claims, however, ought to be studiously avoided, because these goals are complex and many-faceted. What is being assessed is not the actual level of achievement of a college but the perceptions of people. These may be based upon astute and informed observation or upon ephemeral personal impressions or images. Nevertheless, what people think or feel to be true is frequently as important as the truth itself.

Senior students, for whom preparation for life leans heavily in the direction of job preparation, provide the most significant example of disparity between what they want and what they have realized for themselves. Their parents, probably reflecting a broader understanding of life and a longer perspective than their impatient offspring, indicate general satisfaction with the role played by the college in preparing their son or daughter for life.

Laity in the congregations, especially those between the ages of thirty-six and fifty-one, the age-group probably most shocked by the social disorders of the 1960s, rank second to the seniors in registering disappointment with how this goal is being achieved. On the other hand, pastors of the LCA, whose expectations are somewhat lower than average, express above-average satisfaction with the way their colleges are preparing students for life.

LIBERAL ARTS EDUCATION

The third expectation, "Liberal Arts Education," is a traditional goal for church-related colleges. However, agreement concerning its meaning and content has always been elusive, even among college faculties. The most notable variations in how importantly this goal is viewed appear between the professional educators and nonprofessionals. Remembering that 75 percent of the entire sample regard liberal arts education as either "absolutely essential" or "very desirable," and that only 2.3 percent describe it in unfavorable terms, it should be clear that the variations are not great. As might be expected, college faculty, administrators, and trustees are the most ardent champions of the liberal arts. Pastors are also strong supporters, while the laity display least enthusiasm. Students, surprisingly, outrank only the three groups of congregational laity. Seniors rank well above freshmen, which suggests that the four-year college experience has tended to increase student appreciation for the values of a liberal arts education.

None of the declared goals of LCA colleges show a greater range in disparity scores than is evident for this goal. The college faculty especially, but also administrative leaders, feel keenly that their ideal is far from being achieved. The failure of their college and students to achieve the high goals of cultural appreciation, imaginative and

analytical thinking, intellectual curiosity, and discipline remains a matter of deep concern for faculty and administrators. Such dissatisfaction may actually be the mark of college leaders who have not yielded to complacency and mediocrity but are ever seeking to enhance this dimension of their education program.

Except for senior students, none of the other groups manifests this concern. In general, they see their college providing a good liberal arts education that rivals or exceeds their expectations. Freshman students and their parents, who rank the importance of a liberal arts education slightly below the averages of other groups, indicate that what they find being offered is far better than they had expected.

CHRISTIAN PERSPECTIVE

Although six out of ten respondents deem it "absolutely essential" or "very desirable" that the college help students adopt or sharpen a life perspective centering in Christianity, many view this goal as less important. Substantial differences can be found in the expectations that characterize some constituent groups.

Pastors and synod leaders understandably are the most eager of all groups that their college encourage growth and development in Christian commitment and theological understanding. Faculty, while less emphatic, still offer strong support, with more than half strongly affirming that the college should provide opportunities for growth in the Christian faith.

Almost half the total faculty sample (45 percent) describe as "absolutely essential" or "very desirable" the expectation that the college should help students affirm a personal commitment to Christ. If the categories "quite desirable" and "somewhat desirable" were included, another 35 percent would be added. That such expectations may be freely and even strongly expressed by many of the classroom teachers in the colleges of the LCA is in itself illustrative of one of the distinctive characteristics of a church-related institution. Such expectations of a college would neither be entertained nor expressed, perhaps even by these same faculty members, if they were teaching in publicly supported institutions.

Although neither freshmen nor seniors place this expectation among

their highest, it is significant to take note of their actual percentage responses. Fifty-four percent of freshman students come to colleges of the LCA with a strong expectation ("absolutely essential" or "very desirable") that the college will help them affirm their personal commitment to Christ. Forty-seven percent of the seniors approach graduation four years later still strongly convinced that this is a proper expectation of their college. With respect to the expectation that their college should provide opportunities for growth in the Christian faith, the percentages are even higher, namely, 65 percent for freshmen and 57 percent for seniors.

Young persons of college age are not likely to display their spiritual needs and hungers for all to see, at the very time of their lives when they are eagerly seeking social and intellectual acceptance and approval from peers and professors. A great measure of sensitivity and understanding is required of colleges that enroll these young men and women. They come with high hopes but often well-concealed concerns and expectations. Reflection on the religious expectation of six thousand freshmen who enter the eighteen colleges of the LCA each fall might result in some alteration of the pattern and context of many campus programs, both academic and nonacademic.

Within the broadly stated expectation that a church-related college should provide an educational program with a Christian perspective, there are many views of what such a perspective really means and how it is manifested. Responses to single items in the survey make this abundantly clear.

For some, the desired accent is to seek growth in knowledge and Christian faith. For others it is to encourage dialogue and interaction between theology and other disciplines in the college, as well as inquiry into religious and ethical questions. For such persons the college should be a place for genuine encounter between religious faith and secular learning, where each enhances the other. It is significant that for questionnaire items embodying these expectations, the average responses for all eleven groups range between "quite desirable" and "very desirable." Pastors, trustees, and older laity identify most favorably with expectations such as these which help students into a "Christian Perspective." This strong interest of noncampus constituents could prove a fruitful area for involving administrative and

faculty leaders in LCA colleges in dialogue with clergy and thoughtful parish laity. Such conversations would increase a sense of rapport between leaders of college and congregation.

It is highly significant that people who are supportive of a religious perspective in the life and program of a college do not always agree theologically on the nature of that perspective. Some conceive of the college as an extension of the congregation, using an academic setting for carrying out the basic role of the church. Such persons view their college as carrying the responsibility of proclaiming the gospel of God's redemptive grace through Jesus Christ for human salvation. For them the rationale of a church-related college is evangelism.

Others see the college as an educational institution distinct in its basic purpose from that of the church. As a partner its task is to teach, lead students into the mysteries of the created world, and enhance and enrich the lives of people, firmly convinced that it is thereby serving both God and society.

Both these views are represented among the supporters of LCA colleges. This is clearly attested to by the responses of 6,728 people to the item, "The college differs from the church in that its primary task is not redemption, but rather to focus on the truth about creation."

LCA clergy are almost equally divided on this question, 45 percent expressing agreement and 40 percent disagreement. Fourteen percent are uncertain. Such differences suggest both the need and the desirability of ongoing discussion concerning the theological basis for and the nature of LCA's institutional involvement in higher education.

With respect to how well LCA colleges achieve the goal "Christian Perspective" for their students, the clergy register judgments similar to those of college faculties and administrators regarding the goal "Liberal Arts Education." In both instances the goals are dear to the hearts and professions of these groups. Hence, their expectations are very high. It should be no surprise that neither group is prepared to settle for less than superior performance.

Joining the clergy in the pattern of high expectations and accompanying dissatisfaction with the colleges' efforts toward student growth in Christian commitment and theological perception are synod board members. Some disparity between image and expectation also exists for older laity, and to a lesser degree for administrators, parents of

senior students, younger laity, and Lutheran faculty. Other groups seem quite satisfied with the colleges' efforts, especially college freshmen.

Earlier in this chapter, reference was made to certain specific expectations of students and faculty with respect to the stance of the college toward the Christian faith of students. It may now be appropriate to examine the manner in which these groups see their colleges fulfilling their expectations. Not only do more than one-half of the faculty members, Lutheran and non-Lutheran, support the expectation that their college should provide opportunities for growth in the Christian faith, but 44 percent agree that the college does "very well" or "quite well" in fulfilling the goal. An additional 36 percent say "somewhat well." Only 1 out of 10 says the college does "very little" in this respect, and only 17 out of 507 faculty responding say the college does it "not at all."

A Study of Generations, carried out among Lutherans ages fifteen to sixty-five, documents that most students, whether in church-related colleges or elsewhere, generally evidence a decline in religious activity during their college years.⁴ Nevertheless, both freshman and senior respondents in LCA colleges not only apparently feel it is appropriate for their college to provide opportunities for growth in the Christian faith, but a significant percentage of them indicate that their college is actually doing so. When almost 80 percent of graduating seniors make such an affirmation concerning their college, and only 13 percent feel that the college has achieved this goal "very little" or "not at all," these students are also giving strong support to the claims of their colleges to be distinctively church-related institutions.

Nevertheless, just as most colleges are not satisfied to have won half of their football games, it is likely that few administrators will be satisfied with 44 percent of their students giving their religious program a good evaluation. Some college presidents viewing the 1960s and early 1970s in retrospect feel they were somewhat apologetic about this aspect of college life and therefore less aggressive in seeking this goal.

SOCIAL CHANGE

A fifth goal expectation is that the church-related college should contribute to the solution of social ills by equipping individuals of all

ages with the necessary skills for working toward constructive changes in society. Six out of ten persons in the total sample judge it as "absolutely essential" or "very desirable" that the college contribute to the solution of community problems by creating a concern for human welfare, preparing students to bring about constructive social change, and assisting congregations in meeting social issues.

The expectation that a church-related college demonstrate community involvement for the purpose of effective social change has no doubt increased with the heightened social consciousness of recent years. That such an expectation appears among the six goals identified by LCA constituents is itself witness to a major change in both college and church communities.

Contributing to the solution of social ills does not mean, however, that the college should subordinate its major task of being an educational institution to that of serving as a social agency. Of all respondents, 80 percent express emphatic agreement with the statement "A college should not be viewed as a social tool to solve the pressing problems of church or society, but rather as an agency to educate persons who can later solve problems."

Responses tend to endorse the Partnership Statement of the LCA, which affirms the responsibility of all Christians to work with all people of goodwill for the enhancement of the quality of life enjoyed by the human family. The church looks to the colleges as partners in producing men and women who are equipped and motivated to be responsible citizens in the occupations and professions necessary to society's well-being. This role expectation of the church-related college is clearly shared by the overwhelming majority of college constituents.

With respect to the fulfillment of their expected role as educators and catalysts for social change, the colleges do not receive high marks from any of their constituents. College seniors express strongest disappointment, sharing an unusual alliance with faculty, LCA pastors, synod boards, and, to a lesser degree, college administrators.

In view of the common desire expressed by both college and church groups for a more effective role for the colleges in education on social issues, cooperative efforts by colleges and synods should be undertaken to strengthen this dimension of the colleges' programs. Social statements of the LCA, notably recent ones on human rights

and on aging, provide basic resource material for study and action. Energies of interested students and expertise of college faculties are assets which can be employed fruitfully in fulfilling the social responsibilities of both partners.

RELIGIOUS DIVERSITY

A climate of religious diversity within a Christian orientation as a goal for LCA colleges appears to have gained least general acceptance among the constituent groups. While no one advocates a narrow parochialism, there still appears to be concern that the Christian faith may be regarded as simply another "cafeteria option" in the life of the college. This tension appears in the fact that while 65 percent of the entire constituency feel that it is "absolutely essential" or "very desirable" to provide an atmosphere of intellectual freedom, almost the same proportion, 68 percent, feel that most faculty in a church-related college should be professing Christians.

The responses of college and church leadership on the issue of religious diversity suggest that the differences which appear between these groups are differences in emphasis rather than basic disagreements concerning the desired character of the college. Pastors, synod boards, and laity show some reluctance to encourage religious pluralism as a college goal. Eighty-eight percent of the clergy agree that most faculty should be committed Christians. College administrators and faculty are most supportive of religious diversity as a goal, and they reflect considerable dissatisfaction over the degree in which it is being achieved. They are joined by students and younger laity, who are eager to avoid parochialism and to maintain an atmosphere of intellectual freedom. At the same time, responses on other scales indicate that most of these on-campus people do not wish to diminish the vitality of the Christian witness within their community.

On the other hand, the apparent lack of enthusiasm for greater diversity displayed by LCA pastors, laity, synod boards, and Lutheran alumni should not be seen as a mark of narrow parochialism. Their responses on other scales indicate strong support for interfaith dialogue and academic freedom. What they are expressing is their very real desire for a stronger Christian presence in both faculties and student bodies than is presently perceived.

SUMMARY

In summary, the constituents of LCA colleges expect their colleges to be first of all educational institutions of integrity, intent on providing students with an education which will develop their highest potential as human persons. While they are eager that professional competence be achieved, they value the human qualities of sensitivity, compassion, discriminating judgment, and moral responsibility more highly than job training. Their colleges are expected to provide climate and personnel which affirm the Christian faith and encourage the growth of students in that faith, while also supporting dialogue between Christian theology and other academic disciplines. They have clearly identified the six goals which have been examined in this chapter as normative for their institutions, and they have made realistic assessments of the extent to which these goals are being achieved.

Colleges of the LCA which purposefully affirm and actively seek to fulfill these goals may confidently claim their constituents' support as they move into the 1980s. In this pursuit they will join other church-related institutions in contributing a dimension to American higher education which educational institutions in the public sector are neither able nor constitutionally authorized to provide.

The independent, church-related college is able to base its educational program on Christian theological foundations, and its concern for every student upon an understanding of the human person as God's creation, and at the same time to proclaim the essential principle of diversity in the American system of higher education. The constituencies of LCA colleges have given resounding affirmation to such intents and goals. Faithfulness in their fulfillment by college leadership will provide a sound basis for the distinctiveness of the church-related colleges, and may well assure their significant survival in the waning years of the twentieth century.

College, Boyer, 1987

PROLOGUE: A HOUSE DIVIDED

The undergraduate college in America, with its long and venerable tradition, has a unique mission to fulfill, one that will enrich and, at its best, transform. Why else make it the prerequisite to professional study? Why else provide college for those who otherwise could be trained on the job or in a corporate classroom? It can only be because of the conviction that something in the undergraduate experience will lead to a more competent, more concerned, more complete human being.

This is the hope. It is one of the most enlightened visions any society has ever collectively endorsed. And the institution established to bring it about is one of the most vital and enduring in our culture. The undergraduate college is the place where higher education in America began, and the universities, which grew out of and around the college, have produced knowledge that has transformed the nation and the world. In the United States today, we have approximately 2,100 baccalaureate-granting colleges and universities,¹ each with its own unique history, traditions, and special sense of worth. This rich array of institutions has opened doors to citizens of all ages and all backgrounds. More than twelve million students are now enrolled in some form of postsecondary education,² a remarkable achievement unmatched by any other nation.

America's enduring belief in education has sometimes been inflated. Formal schooling has not always been the ladder to success.

Still, throughout our history, each new generation has been expected to do better than its elders, to set new goals, and even strike out in new directions. As a result, a growing portion of children from poor and working-class families have completed high school, entered college, and moved on to careers unimagined by their parents.

We have created the world's first system of universal access to higher education. It provides entrance somewhere to virtually all who wish to enroll and offers an almost unlimited choice of subjects to be studied. This system of higher education, with its openness, diversity, and scholarly achievement, is the envy of the world. Unencumbered by suffocating ideology, the vitality and integrity of the American college and university are unmatched.

And yet, while preparing this report we found that the undergraduate college, the very heart of higher learning, is a troubled institution. In a society that makes different and contrary demands upon higher education, many of the nation's colleges are more successful in credentialing than in providing a quality education for their students. It is not that the failure of the undergraduate college is so large but that institutional expectations often are too small.

During our study we found divisions on the campus, conflicting priorities and competing interests that diminish the intellectual and social quality of the undergraduate experience and restrict the capacity of the college effectively to serve its students. At most colleges and universities we visited, these special points of tension appeared with such regularity and seemed so consistently to sap the vitality of the baccalaureate experience that we have made them the focus of this report.

The first problem we encountered is the discontinuity between schools and higher education. Today, educators from the separate levels, with few exceptions, carry on their work in isolation. The curriculum is disjointed and guidance is inadequate. Students find the transition from school to college haphazard and confusing. They are, we found, dissatisfied with recruitment procedures, unclear

about requirements for admission, and troubled by the costs. Part-time and older students, a rapidly growing part of American higher education, also face disturbing problems of transition.

The separation we found between school and college has led to a mismatch, a disturbing one, between faculty expectations and the academic preparation of entering students. Many young people who go to college lack basic skills in reading, writing, and computation—essential prerequisites for success. Faculty are not prepared, nor do they desire, to teach remediation courses.

We begin this report with the conviction that the nation's education structure should be a seamless web. And we ask: Is it possible for educators from the separate levels to work together to define a basic education and strengthen the proficiency of students in language and computation? How can the procedures for college recruitment, selection, and orientation be improved? And can the nation's colleges expand educational opportunities for the growing number of adults and historically bypassed students?

The second issue is confusion over goals. Scrambling for students and driven by marketplace demands, many undergraduate colleges have lost their sense of mission. They are confused about their mission and how to impart shared values on which the vitality of both higher education and society depends. The disciplines have fragmented themselves into smaller and smaller pieces, and undergraduates find it difficult to see patterns in their courses and to relate what they learn to life. Archibald MacLeish observed in 1920, "There can be no educational postulates so long as there are no generally accepted postulates of life itself." And colleges appear to be searching for meaning in a world where diversity, not commonality, is the guiding vision.

Closely related is the conflict between careerism and the liberal arts. Today's students worry about jobs. Narrow vocationalism, with its emphasis on skills training, dominates the campus. Several institutions we visited are virtually torn apart as new majors battle old. A department chairman at a Midwest college told us, "They're

participate in campus governance, their involvement is sporadic. Can students, faculty, and administrators build community through improved communication?

The next issue is how the outcome of a college education should be measured. Today, the academic progress of students is assessed by each professor, course by course. Class grades are dutifully recorded. The final mark of achievement is the diploma, which presumably signifies an educated person. But good teachers are not necessarily good evaluators and there is legitimate concern about quantifying a complex learning process. The college has few ways to assess the quality of education overall.

During our study we heard calls for a new approach to evaluation. Increasingly, state and national education officials, lawmakers, parents, and students are wondering just how much is being learned. How can college goals and the evaluation of student achievement be more closely linked? Should there be assessment beyond course grades? Are the testing procedures now used adequate to the task?

This brings us to the final concern. Though listed last, it touches all the rest. We found a disturbing gap between the college and the larger world. There is, we sensed, a parochialism that seems to penetrate many higher learning institutions, an intellectual and social isolation that reduces the effectiveness of the college and limits the vision of the student. We feel compelled to ask: How can the undergraduate college help students gain perspective and prepare them to meet their civic and social obligations in the neighborhood, the nation, and the world?

Here, then, are the eight points of tension: the transition from school to college, the goals and curriculum of education, the priorities of the faculty, the condition of teaching and learning, the quality of campus life, the governing of the college, assessing the outcome, and the connection between the campus and the world.

These problems are not new. They have, in one way or another, troubled higher education for generations. But the points of tension are today also points of unusual opportunity. On campuses all across

the country we found renewed interest in general education, in the quality of teaching, and in the evaluation of the undergraduate experience. Above all, we found integrity and a wellspring of tradition and talent waiting to be tapped.

What we urgently need today is a constructive debate about the meaning of the undergraduate college and a willingness to make this part of the educational enterprise more vital and enriching. At the same time, the diversity of our system must be acknowledged and protected. The responses to the challenge of enriching the baccalaureate experience will surely differ from one institution to another and, in the end, the quality of the effort must be measured not by the certainty of the outcome, but by the quality of the quest.

The American college is, we believe, ready for renewal, and there is an urgency to the task. The nation's colleges have been successful in responding to diversity and in meeting the needs of individual students. They have been much less attentive to the larger, more transcendent issues that give meaning to existence and help students put their own lives in perspective.

This nation and the world need well-informed, inquisitive, open-minded young people who are both productive and reflective, seeking answers to life's most important questions. Above all, we need educated men and women who not only pursue their own personal interests but are also prepared to fulfill their social and civic obligations. And it is during the undergraduate experience, perhaps more than at any other time, that these essential qualities of mind and character are refined.

A ringing call for the renewal of the American college may, at first blush, seem quixotic. Not only has cultural coherence faded, but the very notion of commonalities seems strikingly inapplicable to the vigorous diversity of contemporary life. Within the academy itself, the fragmentation of knowledge, narrow departmentalism, and an intense vocationalism are, as we have acknowledged, the strongest characteristics of collegiate education.

Still, we believe the undergraduate experience can, by bringing

trying to turn this college into a supermarket where we're willing to put anything in the catalog so long as it will sell." But the president observed, "It's all right to talk about liberal arts goals but we have to face up to what students want today."

These conflicts prompt fundamental questions: Is it possible for administrators, faculty, and students, with their separate interests, to agree on a vital mission for undergraduate education? Can the curriculum serve individual interests while providing a coherent view of the human condition? Is the academic major simply a means to prepare specialists with narrow technical skills? Above all, can the liberal and useful arts be blended during college, as they must inevitably be blended during life?

The third problem we encountered is divided loyalties and competing career concerns within the faculty. Professors are expected to function as scholars, conduct research, and communicate results to colleagues. Promotion and tenure hang on research and publication. But undergraduate education also calls for a commitment to students and effective teaching. Frequently, faculty are torn between these competing obligations.

There is the related matter of faculty renewal. In recent years, career prospects for young professionals have diminished. Opportunities for mobility are limited and options for professional growth restricted. At the same time the number of part-time faculty is increasing. These developments threaten the unity and vitality of the professoriate.

The challenge faced by the faculty is suggested by these questions: What is the balance that should be struck between teaching and research? Is it appropriate for different types of higher learning institutions to have different criteria for faculty evaluation? How can faculty be professionally renewed?

(Fourth,) we discovered tensions between conformity and creativity in the classroom. Time and again we heard faculty complain about the passivity of students whose interests, they said, are stirred only when reminded that the material being presented will

be covered on a test. In all too many classrooms, we found an absence of vigorous intellectual exchange, a condition for which faculty as often as students bear responsibility.

Still, there remains a vision of the undergraduate college as a place where teachers care about their students, where, in the classroom, traditions can be challenged and new ideas tested. We consider, therefore, the following questions: Is it possible for students, during this era of mass education, to become independent, self-directed learners? How can faculty improve their teaching so as to encourage creativity and critique? And how can all resources for learning, on and off the campus, be connected?

(Fifth,) we found a great separation, sometimes to the point of isolation, between academic and social life on campus. Colleges like to speak of the campus as *community*, and yet what is being learned in most residence halls today has little connection to the classrooms; indeed, it may undermine the educational purposes of the college. The idea that a college stands in for parents, *in loco parentis*, is today a faded memory. But on many campuses there is great uncertainty about what should replace it. Further, we found that residential and commuter students live in two separate worlds.

We were especially impressed that many faculty and academic administrators distance themselves from student life and appear to be confused about their obligations in nonacademic matters. How can life outside the classroom support the educational mission of the college? How should tension between student freedom and institutional authority be resolved? And how can the college leave space for privacy while also providing activities that sustain community and encourage service?

The sixth problem is the disagreement we found over how the college should be governed. As the complexity of higher education has increased, confidence in the decision-making process appears to have declined. Presidents are caught in the crossfire of conflicting pressures. Faculty often feel more loyalty to their discipline than to the institutions where they teach. And when students are asked to

together the separate parts, create something greater than the sum, and offer the prospect that the channels of our common life will be deepened and renewed. The college—set apart from graduate and professional education—remains, as Sheldon Rothblatt of the University of California, Berkeley, put it, the “natural home of liberal education, the primary form of higher education, where the well-being of the self and the problem of self and society are central.”⁵

To accomplish this essential mission, connections must be made. All parts of campus life—recruitment, orientation, curriculum, teaching, residence hall living, and the rest—must relate to one another and contribute to a sense of wholeness. We emphasize this commitment to community not out of a sentimental attachment to tradition, but because our democratic way of life and perhaps our survival as a people rest on whether we can move beyond self-interest and begin to understand better the realities of our dependence on each other.

We proceed, then, with the conviction that if a balance can be struck between individual interests and shared concerns, a strong learning community will result. And perhaps it is not too much to hope that the college, as a vital community of learning, can be a model for society at large—a society where private and public purposes also must be joined.

PART

II

FROM SCHOOL TO COLLEGE

RICHARD M. FULLER - Gustavus Adolphus College

Integrity
in the
College
Curriculum:

A Report
to the
Academic
Community

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The Findings and
Recommendations
of the Project
on Redefining
the Meaning
and Purpose
of Baccalaureate
Degrees

Association of American Colleges
February, 1985

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A Minimum Required Curriculum

Our message to administrators and professors alike is that the curriculum requires structure, a framework sturdier than simply a major and general distribution requirements and more reliable than student interest. We do not believe that concern for coverage and factual knowledge is where the construction of a curriculum should begin. We propose a minimum required program of study for all students, consisting of the intellectual, aesthetic, and philosophic experiences that should enter into the lives of men and women engaged in baccalaureate education. We *do not* believe that the road to a coherent undergraduate education can be constructed from a set of required subjects or academic disciplines. We *do* believe that there are methods and processes, modes of access to understanding and judgment, that should inform all study. While learning cannot of course take place devoid of subject matter, how that subject matter is experienced is what concerns us here. We are in search of an education that will enable the American people to live responsibly and joyfully, fulfilling their promise as individual humans and their obligations as democratic citizens. We believe that the following nine experiences are essential to that

kind of education: some of them might be thought of as skills, others as ways of growing and understanding; we think that *all* of them are basic to a coherent undergraduate education.

1. *Inquiry, abstract logical thinking, critical analysis.* How do we know? Why do we believe? What is the evidence? Here, whatever the subject matter, we are at the heart of the intellectual process, concerned with the phenomenon of humans thinking, the processes whereby they establish a fact, put two or more of them together, come to conclusions as to their meaning, and perhaps even soar with some leap of imagination to a thought that has never been thought before. To reason well, to recognize when reason and evidence are not enough, to discover the legitimacy of intuition, to subject inert data to the probing analysis of the mind — these are the primary experiences required of the undergraduate course of study. There is not a subject taught nor a discipline entrenched in the curriculum that should fail to provide students with a continuing practice in thinking of the kind we here discuss. Probably most of us, inside and outside the academic community, assume that if anything is paid attention to in our colleges and universities, thinking

upon the understanding of particular interpretations, the power to make decisions among interpretations, and the ability to translate one interpretation in terms of another. "What then is the practice of the academic disciplines?" asks Thomas F. Green, the philosopher of education, in the Summer 1982 issue of *Liberal Education*. "It is the practice of inquiry, . . . actively aimed at satisfying the human desire to know." For Green, as for us, a discipline implies its own virtues — "attend to fact, watch the argument, beware of certainty, beware of possible objections." Mastery of subject matter may be essential to the mastery of an academic discipline, but the discipline — the inquiry — is what leads to knowledge.

Baccalaureate education is argument about interpretations. Little about the major as now constituted is essential to this goal and much about it is detrimental. Too often subject matter and coverage have been allowed to get in the way of sophisticated practice of the disciplines themselves. The curriculum needs to be liberated from the constraints on learning that have been imposed upon it by the traditional major.

Study in depth, if it is to be disciplined and complex, cannot be restricted to the offerings of one academic department. History is almost everywhere in the curriculum: to limit a history concentration to history department courses may serve the ambitions of a department but will certainly deny students the strengthening of their study in depth with a course in the history of English literature, the art of the Renaissance, or a history of economic thought — all

offered outside the department. Breaking down the monopoly of exclusively departmental concentrations should be done with considerable care. Courses brought together to create study in depth must not be a hodgepodge. On the other hand, there is nothing inherently coherent about a random selection of courses in one department. A requirement that all courses be taken in the department is no guarantee that the experience will truly be one in depth rather than in scattered exposure.

Study in depth, therefore, is not so much an additional component of the curriculum as it is recognition of the degree of complexity and sophistication with which the various components are interrelated and understood. Although the almost universal practice has been to organize the curriculum into disciplines and then have students "major" in one of them, what a valid discipline is and how many of them there are remains an open question. But depth, we are certain, does not arise merely from the existence of an extensive factual base. For our purposes a course of study has depth if it in fact offers a complex structure of knowledge. The comprehension of this structure — a decent understanding and control of it — is what we mean by study in depth.

Complex structures of knowledge may themselves differ substantially in character and still offer depth in our sense. The complexity of a field or discipline may derive predominantly from the intricacy of its materials — the fact that it brings together and comprehends different systems of knowledge, as in biochemistry and astronomy. It may derive predomi-

nantly from the continuous relevance of a substantial and cumulative history, as in literature and law; or from the crucial interplay between continuous observation on the one hand and a developing, articulated, theoretical base on the other, as in economics and physics.

In any case, study in depth requires multiple dimension; it cannot be reached merely by cumulative exposure to more and more of a specified subject matter. For instance, the study of literature is not requisitely deep if at the end the student has merely taken six or eight or ten courses in a literature department: there is no depth if the students have not brought into focus and appreciated in their interrelations a refined degree of literacy, an understanding of literature as cultural history, and a knowledge of the theory of how language and literature create meaning, and of the problems of reaching aesthetic judgments.

A course of study that offers depth will almost invariably exhibit certain features. It will have a central core of method and theory that serves as an introduction to the explanatory power of the discipline, provides a basis for subsequent work, and unites all students who join in the study in a shared understanding of its character and aims. It will force students to experience the range of topics that the discipline addresses and the variety of analytic tools that it uses. It will have a sequence that presumes advancing sophistication. It will provide a means — a project or a thesis — by which the student's final mastery of its complexity, however modest or provisional, may be demonstrated and validated. Study in depth should lead

students to some understanding of the discipline's characteristic questions and arguments, as well as the questions it cannot answer and the arguments it does not make. It should give students experience with the tools of the disciplines, acquaint them with their history and philosophical presuppositions, and provide them with a strong sense of their limits and power as instruments for understanding human society.

Prerequisites — courses that permit entry into other courses — suggest adherence to a belief in sequential learning, but too often prerequisites are political in origin and effect, subsidizing certain courses with students who neither want to be there nor should be there. But there certainly should be courses where well-considered prerequisites are educationally valid, where successful performance at a high level absolutely demands the knowledge or technique acquired in a previous course. As they advance, students should work increasingly with the primary materials of their concentration — texts, documents, artifacts, substances, works of art — and not with edited collections and laboratory codes. They should learn how to extract meaning from such materials, neither more nor less than the values and standards of the discipline allow. Every discipline, not just the sciences, should acquaint student with some of the "dead ends" of the field, notable experiments, theories, and intellectual and artistic undertakings that failed.

Concentration cannot and should not attempt to teach students everything they need to know — they have the rest of their lives for that, and even so they will fall short of any

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such unrealistic goal. Every cannonade from the "information explosion" does not require a spate of new courses and faculty appointments. The claims pressed for bringing the new and marvelous into the course of study in dramatic and expensive ways are false and distracting. If legitimate, they will make their way in time. The test is whether they are necessary to holding a college true to its mission of developing alert and inquiring students, ready to grow and serve themselves and their society as citizens.

The traditional academic disciplines offered for study in depth, if they have the requisite complexity, can be justified on that basis alone, as the ultimate intellectual exercise that gives students their first insight into the complexity of knowledge itself. But justified as they may be, they are not the only nor even necessarily the best ways to achieve depth. Many of these disciplines have an abstraction and a narrowness that do not recommend them to students who want this central effort in their college careers to lead with clearer relevance to their later lives, and who do not contemplate academic careers. For such students interdisciplinary studies and professional studies offer a powerful alternative, always providing that they offer the requisite complexity.

Interdisciplinary studies by their very nature tend to be complex: such subjects as area and period studies, women's studies, ethnic studies, by definition require the simultaneous comprehension of a variety of fields of knowledge. Where interdisciplinary studies are focused on major world problems — energy, population, de-

velopment, conservation of natural resources — they offer an attractive bridge between intellectual discipline and career preparation. Real life, we need to remember, is interdisciplinary.

Education in a professional or vocational field may, if based on the skills and attitudes of our minimum curriculum and presented in a liberal spirit, also provide a strong, enriching form of study in depth. Contemporary technical and professional curricula, the lineal descendants of the new land-grant programs of a century ago, afford access to baccalaureate education for thousands of men and women otherwise unlikely to seek it. The danger to intellectual growth in such programs — just the opposite of the disarray in the central disciplines in the liberal arts colleges — is excessive structure and overprescription of training in currently fashionable technique, ephemeral information, and obsolescent technology. Students of professional fields, from chemical engineering to business to medical technology to music, also need the experiences of our required curriculum to inform their intensely focused concentration and to prepare them for responsible citizenship. They must learn critical analysis and the capacity to make decisions in uncertain settings with insufficient data; they must gain the ability to write and speak clearly, sometimes on life-or-death questions, to clients, employees, and professional communities; their future practice must be informed by constant awareness of the environmental and societal impact — human costs vs. political benefits, aesthetic enhancement or debasement — of the work to which they are committing their lives.

On such a base a sound professional education can be built.

Self-conscious examination of the claims and mode of the discipline, therefore, is equally as important in the professional fields as in the traditional ones. Engineering, business, allied health, and all the other professional undergraduate concentrations should be subjected to the same expectations as those in the arts and sciences. Just as students in professional programs should not be short-changed by being exempt from the minimum required curriculum, neither should professional study in depth be allowed to deliver experiences any less rewarding than those we consider integral to those in the arts and sciences. Courses in decision-making in a particular professional field should provide entry not simply to the nature of the profession, business or engineering, for example, but also to its theory, history, ethics, and style.

We believe that students intending to pursue careers in medicine should be qualified for admission to medical school upon completion of a program in undergraduate education such as is here projected. Our prescribed minimum curriculum is just as important for pre-medical students and science majors as for others. The science courses offered in the required curriculum should be as serviceable to prospective science majors and medical students as to others. It is time to wean faculties away from the excess that now characterizes the science requirements for pre-medical students. The medical schools must be encouraged to pay attention to the forceful critics who have risen from within their ranks. Doctors should

have the benefit of the course of study we propose. There is no valid reason why physicians should be denied the educational advantages that will be enjoyed by lawyers, businessmen, artists, and all the others for whom the curriculum will be a liberating experience.

Study in depth, whether professional in focus or not, should not be overprescribed. Every requirement in it should be intellectually defensible. Nor should students be permitted to concentrate beyond necessity: excessive passion for a discipline should not be allowed to deny a student the opportunity to pursue a passing intellectual fancy. Study in depth should be just that and nothing more; it cannot be allowed to dominate the student's entire program, prescribing how the basic required curriculum is to be fulfilled, dictating core courses and other academic experiences. The discipline has done its job when it has illuminated the power of concentration and the strengths of its own approach.

Options for students to change direction should remain open as long as possible. Students may be trapped in the wrong concentration because they ignored the counsel of teachers and friends or misread their own hearts and minds. An educationally imaginative institution will make it possible for students to extricate themselves, unless it is structurally simply too late, from the wrong concentration. It is often possible to construct the beginnings of new study in depth from a student's completed courses, particularly in an environment where concentration and a discipline are not synonymous with a department.

Comprehensive examinations are an echo of the doctoral examinations of the graduate schools. Their appearance in undergraduate colleges had something to do with insinuating a semblance of coherence into a curriculum in disarray. They also allowed professors to hold students responsible for coverage — centuries, literary figures, artists, national histories, scientific experiments — that was not reflected in their course programs. Preparing for comprehensive examinations is probably not the best use of a student's time and may in fact be disruptive of other educational experiences coming to fruition toward the end of the senior year. Imaginative opportunities for experiencing achievement in study in depth can be created: it is possible to invent intellectual exercises that will allow students to demonstrate what they know and how well they have learned to synthesize without indulging in the frantic memorization and cult of coverage that characterized comprehensive examinations in their worst incarnation. It is possible to bring an education together without pulling a student apart.

Our report envisions the ideal but not the impossible. If we do not address the difference between appropriate courses for concentrators and non-concentrators, between lower division and upper division courses, it is largely because these are distinctions that support the conditions that we hope will be remedied. Just suppose that the focus of curriculum planners were the student instead of the department: would courses for concentrators and non-concentrators, lower and upper divisions, pre-professional and non-

professional programs, be where colleges expended their energies? We doubt it.

Every course should be taught differently, as if it were the only course that defined the difference, for the student, between catching hold and falling off. To turn the baccalaureate experience around, to make it an opportunity for a student to establish a style and a certain kind of bravery in the presence of the uncertain and the unknown — that is the sort of event that colleges should be all about. The major as now offered does not do that. The study in depth that we advocate will do it, if administrators and professors can tear themselves away from unexamined assumptions and sentimental journeys to their own undergraduate years.

The Problem of Accountability

One of the most remarkable and scandalous aspects of American higher education is the absence of traditions, practices, and methods of institutional and social accountability. The spirit of freedom and individual enterprise has supported non-accountability and underwritten a great deal of irresponsibility. In a society where survival and growth are often the only tests of virtue, colleges and universities have paid too little attention to the measures appropriate to an assessment of their performance. How can colleges and universities assure the American people and themselves that they are doing what they say they are doing? How does anyone know that the curriculum really "works"? There must be ways of demonstrating to state legislatures, students, and the public at large that the colleges know what they are doing (or do not know) and that they are doing it well (or poorly.) The colleges themselves must be held responsible for developing evaluations that the public can respect.

There are three main areas of assessment, three places where the effectiveness of an institution can be evaluated: students, programs, faculty. In all three, interrelated as they are and by necessity requiring concurrent attention, the professors are

fundamentally responsible and therefore charged with designing and monitoring the mechanisms of assessment.

As for students, faculties must know the nature of the material with which they begin. What is the nature of the preparation, the degree of sophistication, the distance between performance and promise that each student brings to the campus? What is the range in the student body as a whole? As improved access to college increases the range and diversity of student capacities at entrance, the answers to these questions shape what teachers can do and should do. They cannot do their job well unless they are in possession of reliable information on who the students are.

By the same token, without some accurate sense of the progress with which students are establishing skills and mastering the capacities defined by the minimum required curriculum, a faculty can only guess at how well it is doing its job. Both the faculty and the students themselves need assurance of progress established by carefully conceived instruments, or the reassurance that, in the absence of progress, some changes will be made. Finally, by the time of graduation, both should possess some hard evidence of the cumulative dif-