



# OAKLAND UNIVERSITY SENATE

## **Oakland University Senate**

Meeting of April 2, 1970  
3 p.m., Gold Room, Oakland Center

### ***AGENDA***

Submitted by Frederick W. Obear, for the Steering Committee

Please note that this meeting and all future meetings of the University Senate will begin at 3 p.m.. half an hour earlier than has been our prior custom.

#### A. Old Business

1. Recommendation from the Assembly of the College of Arts and Sciences (Dean Matthews)  
Second reading, eligible for final vote.

a. THAT THE CHANCELLOR BE REQUESTED TO SEEK AUTHORIZATION FROM THE BOARD OF TRUSTEES TO ESTABLISH AT OAKLAND UNIVERSITY A DEPARTMENT OF LINGUISTICS.

2. Recommendation from the Academic Policy Committee (Mr. Hildum) Second reading, eligible for final vote.

The Academic Policy Committee recommends to the University Senate the following legislation:

a. FRESHMAN EXPLORATORY COURSES SHALL BE RECLASSIFIED INTO THREE GROUPS AS FOLLOWS:

UC 01 - THE EXISTING FORM OF EXPLORATORY WITH A LIMIT OF 18 STUDENTS AND A STRONG EMPHASIS ON WRITING SKILL, PREFERABLY THROUGH FREQUENT SHORT WRITING ASSIGNMENTS.

UC 02 - A SECOND-TERM EXPLORATORY, WITH THE WRITING IN THE FORM OF LONGER LESS FREQUENT ASSIGNMENTS, AND AN ENROLLMENT OF 25.

UC 03 - AN 8-CREDIT EXPLORATORY, WITH A PROPORTIONAL NUMBER OF CLASS HOURS BUILT AROUND A TOPIC CHOSEN IN THE SAME WAY OTHER EXPLORATORY TOPICS ARE CHOSEN,

**BUT WITH AN INTENSIVE CONCENTRATION ON WRITING AND READING SKILLS: OPEN ONLY TO CERTAIN STUDENTS, AS EXPLAINED BELOW: LIMITED TO 20 STUDENTS, AND STAFFED BY A FACULTY MEMBER AND A STUDENT ASSISTANT.**

**b. EACH ENTERING STUDENT IS NORMALLY EXPECTED TO TAKE 8 CREDITS IN EXPLORATORIES, EITHER A UC 01 AND A UC 02, OR A UC 03. FOR UC 01 AND UC 02, THE LETTER-DESIGNATION DISTRIBUTION CATEGORIES ARE RETAINED, AND A STUDENT IS ASKED TO CHOOSE HIS COURSES FROM DIFFERENT CATEGORIES.**

**c. ALL ENTERING FRESHMEN TAKE WRITING AND READING TESTS DURING THE EARLIEST POSSIBLE ORIENTATION SESSION. (FOR THE PRESENT, WE CONTINUE TO ACCEPT TRANSFER CREDITS FOR EXPLORATORIES, FOLLOWING ESTABLISHED STANDARDS.) ON THE TESTS, TWO CRITERION LEVELS WILL BE DETERMINED: EXCELLENT AND SATISFACTORY. (ON THESE CRITERIA, SEE COMMENTARY IS THE MARCH 12 SENATE AGENDA.)**

**d. STUDENTS WHO SURPASS THE "EXCELLENT" CRITERION MAY, BUT NEED NOT, WAIVE UC 01. THIS NUMBER SHALL NOT EXCEED 10% OF THE CLASS.**

**e. STUDENTS WHO FALL BELOW THE "SATISFACTORY" CRITERION MAY, BUT NEED NOT, SATISFY THEIR EXPLORATORY REQUIREMENT WITH A UC 03 COURSE. THEY WILL BE INFORMED OF THEIR TEST RESULTS AND URGED, THOUGH NOT REQUIRED, TO USE THE UC 03 OPTION.**

**f. THE UC 03 INSTRUCTORS AND ASSISTANTS WILL FORM A GROUP TO EXCHANGE INFORMATION ABOUT PROBLEMS AND SPECIFIC TEACHING TECHNIQUES.**

**g. STUDENTS IN UC 03 WHO DO NOT REACH THE SATISFACTORY CRITERION DURING THE FIRST TERM WILL, IF THEY CHOOSE TO TAKE A SECOND UC 03 (AND ASSUMING REASONABLE EFFORT ON THEIR PART), RECEIVE AN INCOMPLETE. AT THE END OF THE SECOND UC 03, THEIR EARNED GRADE IS APPLIED TO BOTH TERMS--I.E., ALL 16 CREDITS. A STUDENT BELOW SATISFACTORY WHO DOES NOT TAKE MORE EXPLORATORY WORK RECEIVES AN APPROPRIATE NUMERICAL GRADE FOR HIS 8 CREDITS.**

**The following amendments to this motion were introduced and seconded and are eligible for final vote:**

**a. Mr. Burke moved to delete the second sentence of item A 2d, "This number shall not exceed 109, of the class." Seconded by Mr. Gerulaitis.**

**b. Mr. Chernov moved to delete the comma and the word "preferably" from line 4 of item A 2a (the course description of UC 01). Seconded by Mr. Matthews.**

**B. New Business**

1. The Steering Committee recommends the following as a procedural motion, eligible for final vote.

THAT THE CHANCELLOR CONSULT WITH MEMBERS OF THE STUDENT BODY IN THE MATTER OF THE APPOINTMENT OF THE PROVOST BY MEANS THAT SEEM APPROPRIATE TO HIM.

2. The Steering Committee recommends the following as a procedural motion, eligible for final vote:

THAT THE ELECTION OF STUDENT SENATORS FOR THE 1970-71 ACADEMIC YEAR BE DEFERRED UNTIL SEPTEMBER 1970.

Comment: The Steering Committee has consulted with Mr. Dutton, and has concluded that the usual mechanism for the election of student senators is inoperative at present, and that other mechanisms could not be devised before the end of the semester. The Steering Committee therefore recommends that the election be deferred.

3. Recommendation from the Academic Policy Committee (Mr. Hildum)

The Academic Policy Committee recommends:

a. THAT ALL GRADES BELOW 1.0 BE REPLACED BY N.

b. THAT THE FOLLOWING GRADES BE ELIMINATED: 3.6-3.9, 4.1-4.3.

SUMMARY: WITH THESE CHANGES, THE GRADING SYSTEM WOULD BE AS FOLLOWS: N, 1.0-3.5 (IN STEPS OF 0.1), 4.0. (I AND P ARE UNCHANGED.)

Comment: (Including comments on the Blue Ribbon Commission grading proposals) The Commission on Educational Reform offers its proposal for a non-graded option on the ground that the quest for grades tends to draw students' attention away from genuine learning and original thought, toward "psyching out" the instructor by memorizing trivia or aping his lecture material. Furthermore, the argument runs, students often deliberately avoid exposing themselves to the risk of lowering their GPA by taking a course in an interesting but foreign discipline.

The proposal allows each student to choose for himself what form of evaluation he will have in any course (any, that is, in which the instructor is giving grades as opposed to a credit/no-credit system). This makes it possible--with only that exception?for a student to have all his courses graded, or none, or any mix, on any desired basis, in between. Compelling as many of these arguments are, APC does not feel that they are sufficient to recommend the introduction of a no-grade option. As is demonstrated by experience at Oakland and elsewhere, the typical effect of a partially non-graded system is simply the redistribution of effort--a result easily attainable in a graded system.

Granted that grades may be used to draw students' attention to the wrong things. But this is in

general an evil only under the assumption that in general instructors don't know what they're doing. The alternative assumption, that students will usually direct their efforts more fruitfully than will the instructor, by virtue of some private knowledge, seems at least open to question.

Indeed, if we are concerned that some tenths of a numerical grade may exercise undue influence, what are we to say of an S/N arrangement where an instructor's whim may result in no credit at all for a course? Is the assumption that it will be easy to get an S?

How easy? For students transferring out or for those few who might choose to graduate entirely without grades, we owe it to them and ourselves to maintain the credit standard at the equivalent (however defined) of the present 2.0 level. With that in mind, it is not hard to imagine the problem facing an instructor who would give a certain student a 1.7 if he were graded but who finds it hard to simply wipe out the course credit. The student in that example cannot be too happy either. He will wish he had not lost his 8th-week guessing game, and he may well be tempted to apply for a change of grade to salvage the credits. The existence of a rule against such changes will not ease the pain.

The APC proposal on grading, which follows, is not an alternative to the non-graded option. We recommend it whether or not that option is approved, and note that it specifically implements positions favored by the Commission. The replacement of 0.0 by N would remove a gratuitous punishment from the system--one which frequently forces students back into courses they have found nearly impossible simply to clean up their record. The elimination of the other grades below 1.0 follows the same reasoning: without that change we might find ourselves in the anomalous position of using a passing grade which is less attractive than an N.

Eliminating the "supergrades" would remove a source of misunderstanding and misuse, both at home and abroad. But we are here mindful of the end-of-scale effects which led to their introduction. If 4.0 is once again the top grade, it is all too easy to shy away from it by a few tenths and so systematically penalize our very best students. We have therefore recommended an open space between 3.5 and 4.0, and strongly urge that anything above a 3.5 be regarded as a 4.0. We are aware that some faculty members resist using the top of any scale, and that there are reputedly some fanatics who pride themselves on never giving an A in a simple letter-grade system. There seems no profit in arguing with such devotion to principle. We prefer to trust in general good sense.

4. Recommendation from the *ad hoc* Blue Ribbon Commission on Educational Reform (Mr. Davis)

The Commission recommends:

a. THAT THE UNIVERSITY SENATE ENDORSE THE PRINCIPLES CONCERNING STANDARD AND INDEPENDENT CONCENTRATIONS DESCRIBED IN SECTIONS I A, B, AND C, PAGES 4 AND 5 OF THE FINAL REPORT OF THE *AD HOC* BLUE RIBBON COMMISSION ON EDUCATIONAL REFORM, AND REFER THEM TO THE COLLEGES AND SCHOOLS FOR CONSIDERATION AND SPEEDY IMPLEMENTATION.

b. THAT THE UNIVERSITY SENATE MODIFY THE DEGREE REQUIREMENT FOR THE B.A. AND B.S. DEGREES SO THAT A STUDENT MAY GRADUATE

WITHOUT A DEPARTMENTAL MAJOR. THIS LEGISLATION SHALL BECOME EFFECTIVE IN EACH SCHOOL OR COLLEGE UPON THE IMPLEMENTATION BY THAT SCHOOL OR COLLEGE OF THE STANDARD AND INDEPENDENT CONCENTRATION LEGISLATION DESCRIBED ABOVE.

Comments by APC:

The independent concentration. APC strongly favors the proposed enabling legislation by the Senate, and urges the Committee on Instruction of Arts and Sciences to draw up a program following the lines suggested by the Commission.

The standard concentration. APC is inclined to favor the Commission proposals requiring that each department provide at least one degree path of limited length, but we feel that some further discussions about feasibility, especially outside of Arts and Sciences, are necessary, and are likely to result in some exceptions to the general rule.

5. The Commission recommends that the Senate endorse and implement the following grading policies;

a. THE GRADE 0.0 SHALL BE ABOLISHED. ANY STUDENT WHO REGISTERS FOR A COURSE, AND REMAINS IN IT PAST THE DATE UPON WHICH THE FINAL CREDIT COUNT IS MADE, BUT WHO FOR ANY REASON DOES NOT RECEIVE CREDIT FOR THE COURSE, SHALL RECEIVE AN N GRADE.

b. EACH COURSE SHALL BE DESIGNATED IN THE COURSE SCHEDULE BY THE INSTRUCTOR, OR BY THE DEPARTMENT IN THE CASE OF MULTI-SECTIONED COURSES, AS AVAILABLE ONLY ON AN UNGRADED "SATISFACTORY-NO CREDIT" BASIS (S-N), OR AVAILABLE ON AN OPTIONAL GRADED OR UNGRADED BASIS. PRIOR TO THE FINAL DROP DEADLINE, EACH STUDENT SHALL INDICATE TO THE INSTRUCTOR OF AN OPTIONALLY GRADED COURSE WHETHER OR NOT HE WISHES TO RECEIVE A GRADE.

AT THE END OF THE TERM, THE INSTRUCTOR SHALL REPORT EITHER A GRADE, OR "SATISFACTORY" (S) OR "NO CREDIT" (N), AS INSTRUCTED EARLIER BY THE STUDENT.

THE INSTRUCTOR SHALL DETERMINE THE STANDARD REQUIRED FOR AN UNGRADED STUDENT TO RECEIVE CREDIT. THE SOLE CRITERION SHALL BE THAT THE QUALITY OF THE WORK BE ACCEPTABLE TO THE INSTRUCTOR FOR CREDIT TOWARD GRADUATION. IN NO CASE, HOWEVER, SHALL THE STANDARD BE HIGHER THAN THAT REQUIRED FOR A GRADED STUDENT TO OBTAIN A GRADE OF 2.0.

c. THE TERM REPORT SHALL BE A COMPLETE RECORD FOR THE STUDENT, HIS OR HER ADVISER, AND THE ACCOUNTING OFFICES OF ALL WORK FOR WHICH THE STUDENT WAS REGISTERED AFTER THE ADD DEADLINE. IT SHALL BE AN INTERNAL DOCUMENT.

THE TRANSCRIPT SHALL BE A RECORD OF THE STUDENT'S ACADEMIC

WORK WHICH HE OR SHE PRESENTS FOR CREDIT TOWARD GRADUATION. IT SHALL NOT SHOW COURSES FOR WHICH THE STUDENT WAS REGISTERED BUT DID NOT OBTAIN CREDIT. THE TRANSCRIPT SHALL BE AVAILABLE FOR EXTERNAL USE AT THE REQUEST OF THE STUDENT.

d. FOR A STUDENT WHO PRESENTS 5 OR MORE UNGRADED COURSES FOR CREDIT, THE REQUIREMENT OF A 2.0 GRADE POINT AVERAGE FOR GRADUATION MAY BE WAIVED BY THE SENATE UPON RECOMMENDATION OF THE ACADEMIC STANDING AND HONORS COMMITTEE.

6. The Commission recommends the adoption of the following general education requirement.

a. EACH STUDENT SHALL TAKE NOT LESS THAN 25% (8 COURSES OR 32 CREDITS) OF HIS COLLEGE WORK IN ACADEMIC AREAS OUTSIDE OF THE CONCENTRATION. THESE EIGHT COURSES SHALL INCLUDE TWO FRESHMAN EXPLORATORIES, ONE SENIOR COLLOQUIUM OR FOUR CREDITS IN UNIVERSITY FORUM, AND FIVE COURSES OUTSIDE THE CONCENTRATION CHOSEN IN CONSULTATION WITH THE STUDENT'S ADVISER.

AS A GUIDELINE FOR THE DETERMINATION OF APPROPRIATE AREAS FOR GENERAL EDUCATION COURSES, EACH STUDENT'S CONCENTRATION SHALL BE ASSIGNED BY THE COMMITTEE ON INSTRUCTION TO ONE OF THE CATEGORIES LISTED BELOW.

(1) SCIENCE--PHYSICS, BIOLOGY, CHEMISTRY, MATHEMATICS, ENGINEERING.

(2) SOCIAL SCIENCE--POLITICAL SCIENCE, ECONOMICS, SOCIOLOGY, ANTHROPOLOGY, PSYCHOLOGY.

(3) ENGLISH, FOREIGN LANGUAGE, CLASSICS, LINGUISTICS.

(4) HISTORY, PHILOSOPHY.

(5) FINE ARTS: ART, MUSIC.

(6) AREA STUDIES, AND NEW INTERDISCIPLINARY PROGRAMS SUCH AS ENVIRONMENTAL STUDIES.

EACH STUDENT MUST THEN TAKE AT LEAST FIVE COURSES CHOSEN FROM CATEGORIES OTHER THAN THE ONE TO WHICH HIS CONCENTRATION IS ASSIGNED WHEN A STUDENT APPLIES FOR INCLUSION ON THE GRADUATION LIST, HE SHALL PRESENT TO THE REGISTRAR A FORM ON WHICH HE CLEARLY INDICATES THE COURSES TAKEN AS PART OF HIS CONCENTRATION AND THOSE TAKEN AS GENERAL EDUCATION.

b. THE SYSTEM OF LETTER DESIGNATION OF FRESHMAN EXPLORATORIES AND SENIOR COLLOQUIA BY CATEGORIES SHALL BE DISCONTINUED. A

STUDENT MAY ELECT ANY TWO EXPLORATORIES AND ANY SENIOR COLLOQUIUM OR ANY FOUR CREDITS IN UNIVERSITY FORUM TO FULFILL THIS REQUIREMENT.

Comments by APC:

General education. At this writing APC has not reached a final stand. It is fair to say, however, that we are not eager to give up the distribution principle. As long as students (not to mention their instructors) harbor prejudices born of ignorance about certain modes of thought, or are simply unaware of their possibilities, we will find it desirable to require some minimum acquaintance with them. We intend to offer in the near future an alternative proposal reflecting this position, but less burdensome and, we hope, with a somewhat better rationale than our present program.

7. The Commission recommends that

- a. THE ADD DEADLINE BE CHANGED TO THE END OF THE 3rd WEEK.
- b. THE SENATE REQUEST THE BOARD OF TRUSTEES TO EXTEND THE DEADLINE FOR DROPPING A COURSE WITH HALF REFUND TO THE EIGHTH WEEK.
- c. THE FINAL DEADLINE FOR DROPPING A COURSE SHOULD BE CHANGED TO THE EIGHTH WEEK, EFFECTIVE UPON APPROVAL BY THE BOARD OF TRUSTEES OF ITEM 4b ABOVE.

8. The Commission recommends that the Senate approve the following resolution:

INDEPENDENT STUDY OR GROUP INDEPENDENT STUDY SHALL BE OFFERED FOR CREDIT TO ANY REGULARLY ENROLLED ON-CAMPUS STUDENT OR GROUP OF STUDENTS WHO ARE ABLE TO OBTAIN A FACULTY MEMBER'S CONSENT TO OFFER SUCH A COURSE.

9. The Commission recommends:

THAT THE SENATE ENDORSE THE PRINCIPLES CONCERNING PREREQUISITES DESCRIBED IN SECTION IV A, PAGE 8 OF THE COMMISSION REPORT, AND REFER THEM TO THE COMMITTEES ON INSTRUCTION OF THE COLLEGES AND SCHOOLS FOR CONSIDERATION AND IMPLEMENTATION.

10. Recommendation from the Admissions and Financial Aid Committee (Mr. Haskell)

The Admissions and Financial Aid Committee recommends to the University Senate the following legislation:

- a. ADMISSION TO THE FRESHMAN CLASS SHALL BE BASED ON THE FOLLOWING CRITERIA:

(1) APPLICANTS WITH A 3.20 OR HIGHER GPA WILL NORMALLY BE ADMITTED.

(2) APPLICANTS WITH A 2.50-3.19 GPA MAY BE ADMITTED IF RECOMMENDATIONS SOLICITED BY THE UNIVERSITY FROM TWO HIGH SCHOOL TEACHERS AND/OR COUNSELORS INDICATE STRONG MOTIVATION AND LIKELY SUCCESS IN OAKLAND'S ACADEMIC PROGRAMS.

(3) APPLICANTS WITH A 2.00-2.49 GPA MAY BE ADMITTED IF RECOMMENDATIONS FROM TWO HIGH SCHOOL TEACHERS AND/OR COUNSELORS AND AN INTERVIEW WITH A TRAINED UNIVERSITY ADMISSIONS ADVISER INDICATE STRONG MOTIVATION AND LIKELY SUCCESS IN OAKLAND'S ACADEMIC PROGRAMS.

(4) APPLICANTS WITH A GPA LESS THAN 2.00 WHOSE RECOMMENDATIONS AND INTERVIEW INDICATE A HIGH PROBABILITY FOR SUCCESS IN OAKLAND'S ACADEMIC PROGRAMS MAY BE ADMITTED TO A COLLEGE PREPARATORY PROGRAM (NON-MATRICULATION STATUS). CREDIT SHALL BE GIVEN AND ADMISSION TO REGULAR MATRICULATING STATUS SHALL BE AUTOMATIC UPON SUCCESSFUL COMPLETION OF A SPECIALLY DESIGNED EXPLORATORY (COMMUNICATION SKILLS) FOR TWO SEMESTERS (8 CREDITS EACH) AND ONE ADDITIONAL ELECTIVE COURSE EACH SEMESTER. SUCCESS WILL BE CONSIDERED TO BE A CUMULATIVE GPA OF 2.0 OR HIGHER AFTER TWO SEMESTERS.

b. OPPORTUNITIES FOR DISADVANTAGED STUDENTS WILL BE INSURED BY ESTABLISHMENT OF THE FOLLOWING GUIDELINES AND PROGRAMS:

(1) STUDENTS ADMITTED WITH A GPA LESS THAN 2.50 MAY BE REQUIRED TO ATTEND A SUMMER ORIENTATION PERIOD OF TWO WEEKS DURATION WITH EMPHASIS ON LEARNING STRATEGIES, INTENSIVE PERSONAL-SOCIAL COUNSELING AND CAREER ORIENTED ADVISING.

(2) ALL STUDENTS ADMITTED WITH A GPA LESS THAN 2.50 WILL BE ASSIGNED TO THE SPECIAL PROJECTS DEPARTMENT, OFFICE OF STUDENT AFFAIRS, FOR A PARTICULARIZED ACADEMIC SUPPORT PROGRAM, CONSISTING OF: MOTIVATIONAL AND ATTITUDINAL COUNSELING, ACADEMIC ADVISING, TUTORIAL ASSISTANCE, AND UNIVERSITY COURSE SUPPORT SEMINARS CONDUCTED BY SPECIALLY TRAINED TEACHING ASSISTANTS.

(3) TO INSURE MORE OPPORTUNITY FOR ACADEMICALLY DISADVANTAGED STUDENTS WHILE RETAINING FISCAL RESPONSIBILITY, ALL EFFORT SHOULD BE MADE TO ADMIT 5-



10% OF THE FRESHMAN CLASS IN THE LESS THAN 2.50 GPA CATEGORY. PREFERENCE WILL BE GIVEN TO THOSE STUDENTS WHO ARE BOTH ACADEMICALLY AND ECONOMICALLY DISADVANTAGED.

(4) ALL EFFORTS SHALL BE MADE TO INSURE THAT AT LEAST 15% OF ALL NEW STUDENTS (FRESHMEN AND TRANSFERS) ARE BLACK.

c. A SPECIAL SUMMER ORIENTATION PROGRAM FOR ACADEMICALLY DISADVANTAGED STUDENTS SHALL BE ESTABLISHED UNDER THE DIRECTION OF THE SPECIAL PROJECTS DEPARTMENT. THIS PROGRAM WILL BECOME OPERATIVE IN THE SUMMER OF 1971 AND WILL REPLACE ALL FORMER PROGRAMS FOR ACADEMICALLY DISADVANTAGED STUDENTS.

d. A NON-MATRICULATION CATEGORY SHALL BE ESTABLISHED WITH THE FOLLOWING LIMITATIONS:

(1) STUDENTS MAY TAKE A MAXIMUM OF TWENTY-FOUR HOURS WHILE IN THIS CATEGORY.

(2) STUDENTS MAY REMAIN IN THIS CATEGORY FOR A MAXIMUM OF FIVE CONSECUTIVE SEMESTERS (EXCLUSIVE OF SPRING AND SUMMER TERMS).

(3) STUDENTS IN THIS CATEGORY WILL BE ASSIGNED AN ADVISER WHO WILL BE RESPONSIBLE FOR APPROVING THEIR COURSE PLANS EACH SEMESTER.

(4) STUDENTS WHO COMPLETE 24 CREDIT HOURS IN THIS CATEGORY WITH A CUMULATIVE GPA OF 2.0 OR HIGHER UPON APPLICATION TO A UNIVERSITY DEGREE-GRANTING PROGRAM WILL AUTOMATICALLY BE ACCEPTED. STUDENTS WITH LESS THAN 24 CREDIT HOURS IN THIS CATEGORY MAY APPLY THROUGH NORMAL CHANNELS FOR ADMISSION TO REGULAR DEGREE-GRANTING PROGRAMS.

(5) FOR STUDENTS IN THIS CATEGORY WHO ARE SUBSEQUENTLY ADMITTED TO A DEGREE-GRANTING PROGRAM CREDIT FOR COURSES IN WHICH THE STUDENT RECEIVED A GRADE OF 2.0 OF HIGHER WILL AUTOMATICALLY BE APPLIED TOWARD GRADUATION REQUIREMENTS AND BE USED IN COMPUTING THE STUDENT'S GPA. THE STUDENT MAY REQUEST THAT A COURSE IN WHICH HE RECEIVED A GRADE LESS THAN 2.0 ALSO BE APPLIED TOWARD GRADUATION AND BE USED IN COMPUTING HIS GPA. SUCH REQUESTS WILL AUTOMATICALLY BE APPROVED.

e. THE ADMISSIONS OFFICE WILL INFORM ALL MICHIGAN HIGH SCHOOLS OF THE UNIVERSITY'S ADMISSION CRITERIA, PLACING EMPHASIS ON THE IMPORTANCE OF RECOMMENDATIONS FOR APPLICANTS WITH GPA'S LESS THAN 3.20. SPACE SHALL BE PROVIDED ON THE APPLICATION FORM FOR THE APPLICANT TO LIST THREE HIGH SCHOOL TEACHERS AND/OR COUNSELORS FROM WHOM THE UNIVERSITY WILL SOLICIT RECOMMENDATIONS.

Comment: A review of recent admission experience reveals the following facts: the growth in applications is greater than the growth in class size. The entering class size is a very restricted variable since it depends directly on legislative appropriations. Greater selectivity is thus not only possible but a necessity. The continued use of the high school GPA as the prime admissions criteria is greatly biased toward suburban high school graduates since their median GPA is nearly a point higher than the median GPA of graduates of Detroit inner-city schools. Based on information from four Detroit inner-city high schools the number of graduates with a GPA greater than 3.0 is less than 5%..

Recognizing that the Oakland admissions procedure will probably continue to be a much more selective one, it seems desirable to supplement high school GPA's with other criteria to distinguish motivated applicants who will benefit from our programs. It is the opinion of this committee that serious letters of recommendation and personal interview will provide the most useful supplemental information. The proposed admissions criteria are suggested to provide a mechanism for transition from the present GPA dominated admissions to a more individually tuned system. 36% of the 1969 freshman class had GPA's greater than 3.2 and would have been automatically admitted under the proposed system. About 53% of the 1965 class was in the 2.5-3.2 GPA range. Although we would like to have each applicant in this range interviewed, the numbers involved make this impossible with a staff of the present size. Nevertheless we would urge the admissions staff to make much greater use of the interview for applicants in this range. Most applicants with GPA's below 2.5 are presently interviewed either by the admissions staff or the Special Projects staff. We propose that before an applicant in this category is admitted an interview be required.

The recommendation for the two week long summer orientation period for academically disadvantaged students to replace the present eight week period available to some of these students was made by Mr. Pierson. He feels that more could be accomplished in a two week period with a smaller group of students than is possible for a large group over an eight week period. During this period the student will obtain first hand knowledge of the academic support program available to him through the Special Projects Department. It is our opinion that for an entering class the size of the one for 1970, no additional funds would be required for this summer orientation program if the maximum size of these programs is restricted to 10% of the freshman class.

The 15% Black student guideline follows from the desire to achieve a student body reflective of the population. Although the metropolitan Detroit Black population is 12.6%, it will be necessary to exceed this figure to achieve in a reasonable time the desired goal. The 15% guideline has been supported by Mr. Brown as one which can be reasonably achieved. This figure will be nearly identical to the percentage of Black students in the 1970 freshman class but will represent a growth in the total percentage of Black students due to the present low percentage of Black transfer students. In the past, guidelines for Black student admissions have

come from the Chancellor's office. We feel that it would be of great assistance to the admissions office for the Senate to establish guidelines before the first students are admitted. The Admissions and Financial Aid Committee clearly recognizes that the enrollment of new students is inextricably related to the university financial aids program. It must be emphasized that it is necessary to make adequate financial resources available to the Admissions and Financial Aids staff in order to implement the proposed policy.

A similar non-matriculation category was proposed last year and tabled. At that time, the category was suggested to permit departments to enroll special students in various programs, to aid the development of the Pontiac storefront campus, and to ease the enrollment of non-regular students in the summer school. We believe such a formal category is necessary to serve these needs and to permit seriously (academically) disadvantaged students an opportunity to discover if their educational goals may be achieved at Oakland. Specifically for the disadvantaged student we believe it is essential to insure them acceptance into regular degree programs after successful completion of 24 credit hours in the non-matriculation category.

#### 11. Recommendation from the Steering Committee (Mr. Obear)

The Steering Committee recommends the approval of the proposed constitution of the Library as a procedural motion, eligible for final vote. In keeping with precedent, the Steering Committee recommends that this constitution, accepted in its entirety by the members of the Library, not be amended on the floor of the Senate.

#### 12. Report of Steering Committee Activities (Mr. Obear)

The Steering Committee has elected Mr. Melvin Chernoff to the general education position on the *ad hoc* Committee to consult with the Chancellor in the appointment of a Provost. The Committee membership is now complete, and includes in addition to Mr. Chernoff, Mrs. Gerulaitis and Messrs. Akers, DeMent, Doyanas, and McKay from the College of Arts and Sciences; Messrs. Bantel and Coon from the School of Education; Messrs. Hammerle and Hill from the School of Engineering; Mr. Botsas from the School of Economics and Management; Mr. Dahmann from the School of Performing Arts; Mrs. Covert from the Library; and Mr. Rose from the Administrative Professional Association.

