



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
164 Food Science and Nutrition
1334 Eckles Avenue
St. Paul, Minnesota 55108
Telephone (612)373-3226

AGENDA

SENATE CONSULTATIVE COMMITTEE
Thursday, October 21, 1982
Dining Center, St. Paul Campus
12:00 - 3:00

1. Discussion with the President (letter enclosed).
2. Minutes of October 7 (enclosed).
3. Report of Chair (enclosed).
4. Report of Student Chair (oral).
5. Committee reports:
 - a. Finance
 - b. Grievance and Legal Concerns
 - c. Legislative Relations
 - d. University-industry relations policy development.
6. Student employment services and other services--
efficiency of operations (refer to Student Affairs?)



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APPROVED 11/4/82

MINUTES

SENATE CONSULTATIVE COMMITTEE AND
SCC CONVERSATION WITH THE PRESIDENT

October 21, 1982

The Dining Center, St. Paul Campus

12:30 - 3:05 p.m.

Members present: Ron Bonaguidi, Virginia Fredricks, Phyllis Freier, Barry Hogen, Dawn Hull, Anne Hunt, Julie Iverson, Dennis Kronebusch, Dave Lenander, Rick Linden, Marv Mattson, Douglas Pratt, Paul Quie, Donald Spring, Burt Sundquist, Pat Swan (Chr.), John Turner, Kathleen Watson.

Guests present: President Magrath, Vice Presidents Hasselmo and Keller, Julie Bates, Tim Knopp (College of Forestry Faculty Council), Mary Jane Plunkett, Irwin Rubenstein, Donna Seese, Maureen Smith.

1. The minutes of the October 7 SCC meeting were approved as submitted.
2. Report of the Chair. Prof. Swan.
 - a. Major focus of meeting will be discussion with central administrators on the Second Cycle of Planning. Prof. Swan introduced Professor Rubenstein, Chair of the Senate Planning Committee.
 - b. Tuition. Questions have begun to arise about the consequences of the steep rise in tuition and the per-credit system, regarding student choices and decisions. Prof. Swan recommended collecting information informally and inquiring what systematic data collection might be usable.
 - c. Student employment. There have been several complaints about system efficiency this fall. While the heavy workload is necessarily seasonal, the service also sustained cuts in its staff this year. Could the service be improved?
3. Report of the Student Chair. Mr. Lenander.
 - a. The Twin Cities members are naming new student representatives to the Board of Regents.
 - b. Mr. Barry Hogen reported with praise and enthusiasm on the Siggelkow student leadership retreat, emphasizing the value of meeting with students from the several campuses and the excellent workshops.

4. Reports from faculty members on October Regents meetings.

Educational Policy and Long Range Planning. Professor Mattson summarized the presentations of Vice Presidents Keller and Hasselmo on the planning process and timetable.

There was brief SCC discussion on the ongoing regential quest to determine exactly where the line is between policy and management, and which responsibilities the regents have delegated to the administration and the faculty. Since the planning process implies there are areas of weakness within the University, Regent McGuiggan has indicated he would like the Regents to see the analysis which indicates the weakness.

Committee of the Whole. Professor Fredricks reported that the portion she attended consisted entirely of discussion on financing the hospital, a matter which has had good press coverage.

5. (Remaining SCC business was carried over to the end of the meeting.)

CONVERSATION WITH THE PRESIDENT
(convened at 1:00 p.m.)

Documents distributed to the SCC members in advance of the meeting were:

- Memorandum on Planning from N. Hasselmo to C. P. Magrath (8/31/82)
- Draft Memo on Institutional Planning from C. P. Magrath to vice presidents (8/30/82)
- Draft Memo on Instructions to Guide Unit Planning, 1982-84, from vice presidents respectively to their unit heads (8/31/82)
- "A Report on Planning at the University of Minnesota", submitted by N. Hasselmo to President Magrath (9/2/82)
- "The International Character of the University" (10/82)
- "The Approach to the Next Planning Cycle: Issues to Consider" (10/14/82)

President Magrath outlined very briefly the proposal for the Second Cycle of University planning. While there were shortcomings in the First Cycle, he said, it was extraordinarily useful in developing communication, establishing priorities, and improving University community awareness of planning. The errors were in "overloading" the issues and taking on too large a universe. Consultation within the units varied considerably.

In late November or early December the President will send instructions to the deans on the second cycle, which builds on the first. Instructions will ask the units what they have done regarding their established priorities. The focus will be on priorities and on linking priorities to resources.

In addition, the administration wants to discuss the possibility of addressing several issues University-wide, while not deemphasizing any ongoing monitoring of the executing of the University's mission. As the planning memoranda indicate, the four institution-wide issues proposed are:

- a) technology transfer to the state (in terms of the University's basic teaching-research-service mission);
- b) the student experience and how to improve it;
- c) the use of computation and communication technology (to avoid being overtaken by ballooning costs);
- d) international education: examining certain aspects, seeking ways to make it coherent and to improve its administration.

Each issue would be assigned to one senior officer who would consult on it.

In addition there are managerial questions the senior officers should examine to assure the best use of resources:

- a) personnel management;
- b) payroll development (improving efficiency);
- c) future funding base of the major units;
- d) how to improve use of the major SEE funds;
- e) the auxiliary enterprises (parking, hospitals, and so on).

Several times during the meeting the vice presidents and the President emphasized that continuation of unit planning in the unit is the heart of the planning process: planning, following through on the planning, and budgeting for the plan. The thematic issues are interesting, but not the main focus.

Each of the thematic issues has been chosen for study over a rather short period of time, such as a year, after which new themes will be undertaken. Vice President Hasselmo said that it was important to establish criteria for the selection of other thematic issues to be addressed in successive planning cycles.

Professor Swan said that in addition to the apparent choice of themes because they are institution-wide or deal with anticipated new conditions, another consideration is the readiness of the institution to deal with any particular issue. As an example, she cited the situation of the Institute of Agriculture, Forestry and Home Economics and the College of Agriculture, which are presently conducting searches for the two top administrators.

Professor Spring noted that while the description of the student experience theme addresses itself to the Twin Cities campus, it would be salutary for the coordinate campuses to address it as well. The administrators expressed their agreement. The description arose in its present form, said Dr. Hasselmo, because the Twin Cities student population is essentially a commuter population. Vice President Keller cited the Bush Fellowships as a system-wide resource relating to undergraduate education.

Professor Freier stated that while some topics can best be pursued system-wide, others should arise from the academic interests and priorities of the various departments. She placed the theme of high technology development and transfer in the latter category, fearing that a University focus on that issue would (a) distort normal research priorities in the most relevant units

and (b) raise anxieties in or "turn-off" other departments, like Classics.

President Magrath said he did not see the "high-tech" issue as exclusively one for IT. He called it a question of general University policy including some of the less obvious areas. For example, he reported, Dean Jeanne Lupton has expressed to the deans General College's intense interest in technological education, which GC presently offers without a lot of coordination with the rest of the University. Vice President Keller added that high technology has sociological and humanistic implications as well. Moreover, the choice of a few themes is in no way meant to reflect a sense in the administration that areas not chosen are of lesser consequence.

Professor Turner emphasized the need for long-range planning. It is important for us as faculty to realize, he said, that financial decisions must be made on the basis of priorities and that the University must decide what must be protected. He called progress in planning one of the best things the University has done. The University has to get away from incremental budgets as the standard. Fifteen years or so after institutions have engaged in the easier exercise of across-the-board cutting, they will be of lesser quality. He said he would like to see University planning discussions include asking what we really want this University to be in twenty years.

Professor Turner called himself thoroughly committed to international education and also aware of dangers. One problem he anticipates is resistance to interjecting an international aspect into a parochial curriculum. Moreover, the University must preserve its standards at all costs. Some of the foreign students currently here are very good; some among the poor ones create human problems. He warned against taking a cheap way of adding an international aspect by sending U.S. students overseas to do some ersatz research project. He agreed that international education should be part of the liberal arts objective, however.

He also called attention to political considerations for the University's future. In the period of declining enrollments, the University will be the last to lose students, he predicted. Private colleges and the state universities will not like that situation. They and the legislature will ask what is unique about the University and will be inclined to accuse it of doing just what everyone else is doing. The University, he said, cannot monopolize all the undergraduate enrollments in the state. He recommended concentrating on undergraduate students who can best benefit from training with a graduate research faculty.

Professor Rubenstein reported his views and those of the Planning Committee generally toward the recommended list of four themes. The Planning Committee asks whether there has been an extensive screening process of issues, what is the proper way of arriving at the choices, and why these four in particular were chosen. Vice Presidents Hasselmo and Keller said the list had evolved over the last two to three years from a long list of possibilities.

Regarding relative importance, the Planning Committee ranked the student experience and the questions of computation and the role of computers paramount. They believe technology transfer should be driven externally, and they rank international education as of lower priority.

Central administration takes account of the directions the units have taken so far, so that University planning will not begin de novo, said Vice President Keller. The University-wide approach will consider what can be done in parallel with the pursuits of the academic units. It will be sensitive to academic planning and work in harmony with it.

Some of the University's work cannot go on long without some of these special emphases, said Keller, since we are being consumed by certain costs which impede academic planning (telephone systems, for example).

Vice President Hasselmo said in arriving at a list of themes, the Planning Council has tried to go through a fairly broad sifting process. Considerable preliminary exploration preceded establishment of the Merwin Committee he noted (the Committee on Facilitating the Scholarly Activities of the Faculty). We are not setting absolute priorities for the institution, but identifying areas where we feel we should concentrate our staff efforts.

Professor Swan said it will be desirable to define what it is we want to deal with when we talk about "high tech." Before we expect people to try to work on this theme it needs a lot more focus.

Mr. Lenander pointed out that technology transfer may well be relatable to combating the national crisis with literacy. Also, he said, how the University develops this theme can have ramifications for other relationships between the University and parts of its environment.

Professor Mattson noted that the subobjectives in the planning memoranda consist of points it is urgent to address. We need to orient ourselves to the matters that could overwhelm us, he said.

Professor Sundquist asked for more articulation of the specifics of the several issues, since they have different meanings and implications, many of which are important. From his own field of agricultural economics he is aware of the integrated international setting which has developed for American agriculture over the last 20 years.

Vice President Hasselmo said that if the proposed items are chosen, the staff will define them further, but that there is a question of how far to take planning staff work before moving to consultation.

Professor Freier asked again that the academic directions be allowed to come from the individual faculty. President Magrath said he does not think creativity can be dampened. He said it is his anxiety that constraints will overtake the University to the extent that we cannot even discuss the questions intelligently.

The President urged discussion and consultation about international education. If we do not elevate that issue, he said, very harmful decisions will be made. The rapid rise in this country to 300,000 foreign students could escalate to one million by the 1990's. Some colleges are engaged now in questionable practices to close the gap as enrollments decline. This university has willy-nilly practices regarding admission of international students into graduate and undergraduate programs. Professor Swan noted that we may run the danger of mixing our humanitarian and our scholarly concerns regarding our aspirations in international education. Professor Rubenstein stated that he regards outreach

within Minnesota over the next biennium as of higher priority than questions regarding attracting international students.

Managerial issues. The President cited the payroll system as one which can be made more efficient.

The administration desires an incentive system to get the best return for its investment in its employees. The way non-faculty personnel are assigned, used and rewarded should be truly effective and efficient for that end. Vice President Hasselmo said the administration is looking at alternatives to the present strict civil service system for classifying and evaluating civil service personnel.

President's University Policy Agenda for 1982-83. The President outlined this statement, which had just been sent to SCC members. The topics listed are 1) 1983-85 biennial request; 2) 1983-85 capital request; 3) construction of University hospitals; 4) planning activities; 5) adoption of collective bargaining agreements; 6) completion of task force reports; and 7) a list of the graduate school external program reviews scheduled for the current year. The President said he would welcome suggestions and reactions.

President Magrath and Vice President Keller departed from the meeting at 2:10. Vice President Hasselmo was able to stay for further discussion on the second cycle of planning.

Professor Swan recalled that the Finance Committee last year was interested in how planning was dovetailing with budgeting. A model was developed for the academic units; Finance felt frustrated in its wish for better data on the support units. Discussions with Vice Presidents Bohlen and Hasselmo indicated they shared the frustrations and intended to try to get better data.

Vice President Hasselmo expressed agreement with this assessment. He said the University needed academic planning first to establish a framework in which to fit the support units. In last year's haste to cut expenses, support units took the brunt of retrenchment and were cut well beyond what they could stand. The University looks to repair the damage, he said.

Hasselmo's staff (1) looks at ways of measuring productivity activity in the various student services; (2) looks at ratios--the cost per unit of activity; (3) relates the service to enrollment and enrollment projections. Some administrators have done quite precise studies in these areas, he said.

The University has data from the AAU on about 25 universities, for comparative purposes, on five subjects: civil service personnel, purchasing, University relations, police, and custodial service. Dr. Hasselmo believes these data have diagnostic value; they serve to recommend a closer look in the areas in which this university is not very cost-effective compared to others.

Professor Spring asked whether the August 30, 1982 draft of President Magrath's letter to the Vice Presidents, on planning, is still regarded as a draft. Vice President Hasselmo said it is. An October 20 meeting was held on redrafting the sets of instructions to the units. Hasselmo said he could bring interim reports back to the SCC for discussion; SCC could help the planners to correct the course.

Vice President Hasselmo said he regards the thematic emphases as a separate agenda, and he ranked the planning focuses:

- 1) unit planning;
- 2) lateral planning between units--across vice presidential areas and across college lines;
- 3) important issues for the University. The vice presidents are to involve units where appropriate.

He said the administration wants to focus limited staff resources on three or four issues and make progress on them rather than nibbling at 25 or 50.

Professor Freier suggested that a unit head would be wise enough to pick some goals which match up with the selected emphases. Professor Turner stated that the choice of themes for emphasis will not infringe on his autonomy nor affect his activity. Planning for the University's future is essential, he reiterated, and it has to be a creative process in its own right.

of Professor Fredricks observed that the degree of confusion on the relative importance and relationship, if any, between unit planning and University-wide thematic emphasis which arose within the SCC which is familiar with institutional planning, indicates it is very likely that typical faculty members will misunderstand a letter introducing the University's thematic priorities. She urged that the plan be presented in such a way as to be clear to faculty who have not had the experience SCC has had.

Vice President Hasselmo suggested perhaps too much attention is being called to the "emphases," which he described as ways of organizing the planning work.

Mr. Lenander asked whether there has been a discussion of priorities for the University as a whole.

Vice President Hasselmo said the Institutional Planning Statement states quite general goals and a discussion of strategies to achieve those goals. In addition we have the statements on each college's intentions for emphasis, de-emphasis, reduction and elimination.

Professor Swan urged the importance of bringing the institutional perspective to bear on certain matters. We have to make clear that for the thematic emphases the approach and perspective are to be institutional. We need both the unit planning and the overall institutional perspective that will guide the institution in years to come. If we are to do well as an institution in the next 10 to 20 years, it is important to get on with these tasks. Ranking each task or emphasis is less important.

Professor Rubenstein said that to the extent that people realize that out of successful planning will come resource allocations, it may affect their internal planning. He stated his support for the project and commented that no one has successfully planned a University before.

to bear on each matter. We have to make clear that the approach and perspective are to be institutional. We must keep clear that we have the unit planning and the overall institutional perspective that will guide the institution in years to come. If we are to do well as an institution in the next 10 to 20 years, it is important to get on with the tasks. Ranking the tasks or emphases is

Professor Swan said other groups, including the Planning Committee, perhaps should consult on this before it is firmly established. Professor Mattson urged an effort by SCC to make sure consultation continues at all levels. Vice President Hasselmo said perhaps we should ask each collegiate unit what has been the nature of its consultation in arriving at its revised unit plans.

A list of announcements constitutes some people's definition of consultation, remarked Professor Swan, when what is needed is the thinking at the beginning stage of the planning. Professor Rubenstein said the Planning Committee is drafting a recommendation that elected faculty and student groups be involved in developing plans.

Tuition. Professor Swan said the SCC needs to help central administration understand what are some of the questions to ask regarding the impact of the University's tuition rise and the change to per-credit tuition charges. Some anomalies have already been noticed, including students enrolling simultaneously in two institutions.

Committee reports.

a) Finance. Professor Sundquist announced the Finance Committee would meet immediately following SCC and would pursue with central administration questions about the current status of student financial aid.

b) Legislative Relations. Professor Pratt reported that Peter Robinson is requesting that the faculty-legislator contacts originally intended for the fall to discuss University-related concerns, be postponed until after the elections because the Faculty Association is so active now in screening and educating candidates. No SCC members raised objections to this change.

c) University-industry policy development committee has not yet been appointed, Pratt said, because of the press in central administration of other business. He reported that Vice President Keller had said it would not be critical if the committee does not meet the March deadline.

The remainder of the agenda was carried over to November 4.

The meeting adjourned at 3:05 p.m.

Respectfully submitted,

Meredith Poppele

Meredith Poppele,
Executive Assistant, SCC



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Report of the Chair to the Senate Consultative Committee for October 21 meeting.

1. My letter to the President details the agenda for our conversation with him. Please read thoughtfully the enclosed materials about the next planning cycle. We should have conversation in the following categories:

- a) Planning within units (see the letter to the President);
- b) Special themes chosen for all-University planning, their definition and their focus;
- c) The process (or processes) used to address those themes.

2. Tuition rates have really gone up in the last couple of years. Per credit tuition creates some differences between units within the University. Differences have widened between our tuition and that of other institutions. What data are being collected to help us understand the effects of these decisions on student registration/enrollment decisions? What do we need? Who is collecting data?

3. An irate student wrote a letter to the Daily complaining about the inefficiencies in the Student Employment Office. Two irate professors have conveyed similar complaints to me. Is this a problem? Should Student Affairs be asked to look at it? What information do we (collectively) have about it?

PBS



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October 14, 1982

President C. Peter Magrath
202 Morrill Hall

Dear Peter:

The Senate Consultative Committee is looking forward to our October 21st meeting with you.

First, the major portion of our agenda is to be devoted to a discussion of the next planning cycle. Vice President Hasselmo has provided the Committee with some background materials for our discussion. We expect to address three aspects of planning, including planning within the units, the choosing of special themes for all-University planning and the processes envisioned for the planning efforts. I won't detail probable conversation within these three aspects; however, I would like to remind you that the Finance Committee last winter reported to the Senate that Vice Presidents Bohen and Hasselmo (probably Wilderson could have been included) were giving special attention to problems of data collection, management and planning within the support services units. We would be interested in hearing briefly about progress in that area.

Second, attached is our letter of July 7, in which we issued the annual call for the University policy agenda. If you have items regarding that (beyond those related to the next planning cycle) we should discuss them at this meeting. It will be our last opportunity before the Senate docket is due.

Third, if there is time we would like to discuss possible implications for our enrollment patterns of the new per credit tuition rate and our higher tuition. If we don't have time to discuss this on October 21 we can carry it over to our November meeting.

As always, we will be happy to add items you may wish to discuss.

Sincerely,

Patricia B. Swan, Chair,
Senate Consultative Committee

PBS:mbp

cc: V. P. Hasselmo



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July 7, 1982

President C. Peter Magrath
202 Morrill Hall

Dear Peter:

In accordance with the practice recommended by the University Senate in May of 1977 and in which you have obliged the Senate each fall, I am writing to request that you submit to the University a policy agenda calling attention to those issues you believe warrant especially close scrutiny in the 1982-83 academic year. The Consultative Committee would appreciate the opportunity to discuss that agenda with you at our meeting together on October 21. The agenda will also be reported in the docket for the November 18 Senate meeting.

Sincerely,

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

Patricia B. Swan, Chair,
Senate Consultative Committee

PBS:mbp

cc: Marilee Ward

civ. SCC 11/4/82



UNIVERSITY OF MINNESOTA

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October 25, 1982

To: Vice President Hasselmo

From: Pat Swan, Chr., Senate Consultative Committee

Thank you for extending your time with the Senate Consultative Committee last Thursday. I am glad that you were willing to do so because I believe the additional hour's discussion took the conversation to a point where we have reasonable consensus for moving forward in the general way in which you've outlined the Second Planning Cycle. Such would not have been the case had the conversation ended when the President left.

Attached are some background notes for our meeting on next Thursday to discuss the relationship of civil service personnel to Senate/Assembly committees. Thank you for arranging time for that conversation.

7/10/82

:mbp

cc: C. Peter Magrath



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October 14, 1982

To: Maureen Smith, University Relations
Jackey Gold and Stacey Milavetz, Minnesota Daily
Mary Jane Smetanka, Minneapolis Star and Tribune

From: Meredith Poppele,^{MP} Executive Assistant, SCC

Re: October 21 meetings of the Faculty Consultative Committee and the Senate Consultative Committee, on the St. Paul campus.

SCC and FCC agenda enclosed.

The Faculty CC has asked the President to discuss with them three issues related to on-going planning in the colleges that may be primarily of interest to the faculty:

- a) Ways in which the colleges should or could be looking at questions of faculty work load and productivity (related to Associate Vice President Linck's task force on this subject);
- b) Policy with regard to determining whether new faculty appointments are on a 9-month or 12-month basis (who decides, how and when?)
- c) Policy with regard to the use of P/A appointments (who decides, how and when?).

The full Senate Consultative Committee will be discussing with the President the next planning cycle, "Cycle II." They expect to address three aspects of planning, including planning within the units, the choosing of special themes for all-University planning, and the processes envisioned for the planning efforts. SCC will ask about process in the areas of data collection, management and planning within the support services units.

The SCC has asked to hear about any areas of the President's University Policy Agenda for 1982-83 which are in addition to items related to the next planning cycle.

Finally, if time permits, the SCC would like to discuss possible implications for our enrollment patterns of the new per-credit tuition rate and the University's higher tuition.



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October 14, 1982

Memo to all SCC members from M. Poppele

Re: Meetings for Thursday, October 21

Faculty Consultative Committee 10:00-10:30
FCC Conversation with President 10:30-11:30
SCC Conversation with President 12:00-1:30
Senate Consultative Committee 1:30-3:00

ALL MEETINGS HELD IN THE ST. PAUL CAMPUS DINING CENTER,
THE GRAINERY, SECTION C.

Meeting place: A map of the building is enclosed. Enter from Buford Avenue, through the Student Center, which is adjacent to the Dining Center. Go up one flight and proceed to the rear of building.

Meals: Students are welcome to use the Grainery Cafeteria and report their names to the checker just as they do at the Campus Club on meeting days. The SCC meeting with the President should begin promptly at 12:00 noon, so plan to eat before that time. Faculty will break for lunch at about 11:30.

Parking: A map of the campus is enclosed. Lot S103, circled, will have spaces held available for SCC members' cars. Minneapolis contracts will be honored. Other cars will be charged at the hourly rate. A cheaper lot is S101, at the corner of Commonwealth and Cleveland, marked with a check. It may have a few spaces available on a Thursday morning.



UNIVERSITY OF MINNESOTA

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

August 31, 1982

MEMORANDUM

TO: C. Peter Magrath, President
FROM: Nils Hasselmo, Vice President, Administration and Planning
SUBJECT: Planning

The purpose of this communication is twofold:

- o To report on the first cycle of institutional planning, 1979-82.
- o To propose an approach to the second cycle of planning, 1982-84.

The following documents are included in this packet:

- o A report on planning at the University of Minnesota.

In this report I have provided a brief historical overview of the planning effort, a description of the organization of planning as it has evolved over the last several years, my assessment of the first cycle of planning, and my proposal for the second cycle of planning. It is my hope that this report may be used to inform the University community about the planning effort, perhaps after some further revision.

- o A set of documents which would be used to launch the second cycle of planning.

This packet consists of the following items:

- Draft of a letter from the President to the Vice Presidents outlining the approach to the second cycle of planning including areas of emphasis, expected products, preliminary schedules, and assignments.
- A set of appendices to accompany the President's letter to the Vice Presidents (and to be used in carrying out the second cycle of planning):
 - oo a schedule for institutional planning, 1982-84;
 - oo descriptions of three possible areas of programmatic emphasis;
 - oo samples of letters that might be used in communicating with the major planning units.

Let me now turn to a brief assessment of the first cycle of planning and a proposal for the second cycle.

I. CYCLE ONE OF PLANNING

Four major steps were taken during the first cycle of planning:

- o A basic planning process was established based on a new conceptual framework but building on established processes; important products of this process were the revised mission statement, the institutional planning statement, unit plans, a program priorities statement/planning memoranda, and a data reference.
- o Important steps were taken towards the identification of academic program priorities; important decisions concerning the elimination, reduction, and reorganization of programs are summarized in the Academic Program Priorities Statement.
- o Important steps were taken towards the establishment of financial constraints on planning and towards the creation of resource flexibility; although the assumptions on which our original target setting was based changed drastically during the cycle, at least the basic methodology was developed for relating resources to certain assumptions and certain types of projections (especially enrollment projections).
- o The first cycle of planning made it clear that resource decisions will be guided by planning decisions; both the retrenchments of 1981-82 and the biennial request for 1983-85 were based on planning decisions.

Certain problems also arose during cycle one. Some of those problems were anticipated, and simply part of the design of the first cycle; others had to do with the state's financial situation and were not anticipated. The following seemed to be the major problems:

- o The first cycle of planning suffered from an overload of issues; since the first cycle was intended as a broad sweep through the institution, this problem was simply a part of the general approach. The fact that we were not able to handle the entire range of issues identified in that sweep suggests, however, that the second cycle of planning should be focused on a more limited agenda.
- o The nature and quality of the planning effort varied considerably from unit to unit; the reason for the variation was clearly the different decision-making traditions that exist in different units. Units that lagged behind in the first cycle must clearly be brought along in the second cycle.
- o The interaction among major planning units was limited in the first cycle; this was due primarily to the fact that the agenda did not emerge until relatively late in the process; even so, task forces to deal with issues

that cut across several units could be established and are now at work. In the second cycle, "lateral planning" should be built into the process on the basis of issues identified beforehand.

- o The confidence in, and the commitment to, the planning process varied among the participants; the reasons range from a general resistance to centralization in the institution to general resistance to a new approach. In the second cycle, confidence and commitment must be built by demonstrating that the process addresses important issues and produces important results.
- o Consultation did not always take place; this was due to differing consultative traditions in different units and to time pressure. Consultation should be built into cycle two in a systematic fashion.
- o Changing economic conditions hampered planning; obviously, the state's financial crisis had a profound impact on the first cycle of planning since it changed the assumptions on which the process was built and necessitated relatively hasty decisions.

II. CYCLE TWO OF PLANNING

In order to move planning forward, I think that the next cycle should be based on the following considerations:

- o Cycle two of planning should build on cycle one; the continuity of the effort should be made clear by relying to the greatest extent possible on revision of existing plans and planning memoranda rather than on extensive rewriting.
- o The main thrust of cycle two should be to continue the development of program priorities, both in academic and support units, and, of course, to carry out and monitor the planning decisions that were made in the first cycle; it will be especially important to have units refine the steps that will lead to program change within specified resource limits.
- o The planning decisions of cycle two should be based on well-defined financial constraints; this means that certain targets must be set for the institution as a whole as well as for individual units, taking into consideration both the adequacy of their current funding and expected work load and qualitative developments.
- o Cycle two should focus on a limited number of issues; focusing would make it possible to concentrate the analytical and decision-making capabilities of the institution during a particular period; it would also make "lateral planning" easier since appropriate mechanisms for interaction among units could easily be established if the planning agenda were to some extent known beforehand.
- o Specific assignments of responsibilities must be made; it will be especially important to establish clear channels for the flow of instructions and plans

C. Peter Magrath
Page Four
August 31, 1982

and questions and answers from the President to the Vice Presidents to deans/directors.

I will now comment briefly on some especially important points in the proposed approach to cycle two.

Areas of Emphasis

The primary agenda of cycle two should be the continued development of programmatic priorities, the plotting of budgetary "paths" for major units on the basis of resource targets, and the creation of budgetary flexibility.

In addition, however, I propose that two types of issues be identified as areas of emphasis during the second cycle of planning.

- o Areas of emphasis that would involve central administration as well as several of the major planning units.

Three issues stand out as prime candidates:

- Development and transfer of high technology; *? what is our nology?*
- The student experience;
- Use of computation and communication technology.

More detailed descriptions of these issues are included in the packet of materials. My proposal is that you should assign responsibility for each of these issues to a senior officer in consultation with the Budget Executive. The responsible officer would see to it that the appropriate analytical work would be undertaken and would organize the staff work and involve the various planning units as desirable.

- o Issues that would be handled by central administration.

- Personnel management; *Personnel management*
- The future funding base of major program units;
- Opportunities for improving the use of SEE funds and our use of auxiliary enterprises.

These issues are more managerial in nature. My proposal is that you should ask the Budget Executive to assign responsibility for each of these issues to a senior officer who would organize the work necessary to consider these issues and prepare a set of recommendations to the Budget Executive and you.

The degree to which these areas of emphasis would actually be emphasized remains to be determined. On the one hand, I see potential benefits deriving from publicity concerning some of the substantive areas that the University is emphasizing in this cycle of planning. On the other hand, such publicity can easily lead to conflict and misunderstandings. In any event, I believe that some form of agenda-setting for each cycle of planning is a very important consideration.

Resource Targets

I recommend that high and low targets for planning be set for as many planning units as possible. If such targets cannot be issued when the planning cycle is launched in October (as I hope), they should be provided as soon as the Budget Executive has had an opportunity to consider the funding possibilities for the next several years. Ideally, the targets should be set for 1987; however, it may well be that we will have to be satisfied with a shorter horizon and perhaps with two or three different percentage levels of change rather than more fine-tuned targets.

Consideration of the Approach to Cycle Two

I propose that the following steps be taken to prepare the approach to the next cycle of planning:

<u>Time</u>	<u>Activity</u>
Early September	President discusses approach with Vice Presidents
Mid-September	President discusses approach with SCC and deans/directors
Late September	President decides on approach after retreat with Vice Presidents
Mid-October	Presentation of approach to Regents (EPLP?)
Mid-October	President issues basic instructions for the second cycle of planning; the President might arrange meetings with administrators, faculty, and students to describe the approach; selected publicity might be arranged
Late October	More detailed instructions are issued to the major planning units by the Vice Presidents

The later phases of the planning cycle may look as follows:

<u>Time</u>	<u>Activity</u>
April 1983	Revised unit plans submitted
May 1983	Vice Presidents review revised unit plans and draft planning memoranda with the Budget Executive
Late May 1983	Draft planning memoranda issued to major units

C. Peter Magrath
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<u>Time</u>	<u>Activity</u>
Early Fall 1983	Planning and budgeting conferences held with major units as needed
November 1983	Final planning memoranda presented to the Budget Executive and the President
December 1983	Final planning memoranda distributed to major planning units
February 1984	Two-year budget plan (1984/85 and 1985/86) proposed by Budget Executive on the basis of planning decisions
Summer 1984	Biennial request for 1985-87 proposed by Budget Executive on the basis of planning decisions

I hope that this letter and the attached materials can provide a basis for a discussion of the next planning cycle. I will be looking forward to hearing from you concerning the next step to be taken.

tla

attachments

cc: University Vice Presidents



UNIVERSITY OF MINNESOTA

DRAFT

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

August 30, 1982

MEMORANDUM

TO: Vice President Frederick M. Bohen
Vice President Lyle A. French
Vice President Nils Hasselmo
Vice President Stanley B. Kegler
Vice President Kenneth H. Keller
Vice President Frank B. Wilderson

FROM: C. Peter Magrath, President

SUBJECT: Institutional Planning

During the last three years we have carried out extensive institutional planning. These efforts have been complicated by severe fiscal conditions that could not be foreseen. Nevertheless, our planning was a critical ingredient in our decisions regarding the programmatic adjustments we have started and the related budget reductions. Our planning efforts were also important in establishing improved communications regarding aspirations and priorities within the University. We now need to take what we have learned from our initial efforts and continue to improve our institutional planning in another round of planning.

Our initial planning activities constituted a broad sweep of issues and encouraged significant initiative on the part of major planning units. Our next round of planning can, as a result, be more focused, more directed, and simpler.

One primary focus must be to implement the major programmatic decisions that have already been made. This includes completing the work of the academic program task forces (viz., Composition and Rhetoric, Academic Counseling for Returning Students and Nontraditional Learners, Social Work and Social Development, and Remedial Programs) and ensuring the effectiveness of the Outreach Council.

Secondly, economic conditions at the state and federal levels suggest a continued softness in our governmental financial support. As a consequence, we must strive to obtain more flexibility in the commitment of our resources. Such flexibility should allow us to respond better to rapid unanticipated adjustments in our funding.

Further, the number of new initiatives or improvements we emphasize must be limited and will likely have to be supported by reallocation of resources away

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from our current programs. The Institutional Planning Statement (draft attached) indicates the major areas, old and new, that I believe deserve special emphasis.

By taking advantage of what we have already accomplished, the mechanics of another round of planning can be streamlined. I envision, for example, a simple addendum process for those unit plans that do not warrant major revision. Also, individual vice presidents will be directly involved in communications to their major planning units on behalf of central administration, thus reducing duplication of meetings and documentation. Further, I want to make use of the Budget Executive to formulate institutional recommendations regarding planning. This will include responses to the major units, institutional actions in the programmatic areas of emphasis, and addressing managerial areas identified for review at this time. Using the Budget Executive in this way will help integrate and simplify our decision making, especially with regard to the necessary staff support. I assume that Vice Presidents Kegler and Wilderson will participate fully in the development of planning recommendations with the Budget Executive.

Specifically, I envision the following responsibilities for you in support of institutional planning:

- 1) Developing instructions to your major planning units (see attached list), telling them how to update their plans and presenting the resulting updated plans to the Budget Executive. This presentation should include a draft of an updated planning memorandum for each unit, reflecting the central administration's views regarding the unit's plan.

- 2) Some of you will have a coordinating and leadership role in seeing to it that a particular area of current emphasis is properly addressed within this round of planning. In this capacity, you should ensure that consideration is given to an area of emphasis in the revision of relevant unit plans and planning memoranda; you should also organize necessary analytical work and formulate action alternatives for consideration by the Budget Executive.

In the remainder of this memorandum I will describe briefly:

- 1) my general view of the products, schedule, and responsibilities related to the next round of institutional planning;
- 2) programmatic areas of emphasis for the next round of planning;
- 3) managerial issues of current emphasis to be addressed by the Budget Executive.

I. NEXT ROUND OF PLANNING: PRODUCTS, SCHEDULES, AND RESPONSIBILITIES

Products -- The major products of the next round of planning can be developed by making generally modest revisions to existing documents. One factor that must be accounted for is the extension of the planning horizon to 1987 and beyond. I envision the following updated documents resulting from the next round of planning:

- o Institutional Planning Statement -- my statement of assumptions regarding conditions affecting the University, areas of emphasis for future accomplishment, and my agenda of major issues that will receive the attention of the central administration.
- o Unit Plans -- a statement of assumptions, goals, objectives, and priorities for each of the approximately 40 major planning units.
- o Planning Memoranda -- the central administration's position statements on the plans of major units. These statements would include:
 - Program Summary -- a summary of the programmatic directions of the planning unit.
 - Fiscal Summary -- a brief description of the fiscal implications of programmatic and activity level decisions for the planning unit.
 - Facilities Summary -- a summary of the status of facilities and the institutional priority of major projects related to the planning unit.

In addition, institutional summaries of programs, fiscal implications and/or facilities status would be developed as needed.

Schedule -- The timing of the major products and activities for the next round of institutional planning would be:

<u>Date</u>	<u>Product/Activity</u>
Fall '82	Distribution of Institutional Planning Statement and instructions on the next round of planning. This will include designation of institutional issues and the assignment of Vice Presidents to lead on specific issues.
*	*
Early Spring '83	Unit plans submitted.

*During late Fall '82 the 1983/84 budget plan must be prepared.

<u>Date</u>	<u>Product/Activity</u>
Spring '83	Central administration and units interact on plans.
Fall '83	Unit plans are completed and Planning Memoranda are issued.
**	**

A detailed set of milestones following this general schedule is attached.

Responsibilities -- My view regarding major responsibilities in the next round of planning is as follows:

<u>Individual/Group</u>	<u>Responsibility</u>
President	Develop Institutional Planning Statement, sketch out the process, assign major responsibilities.
Budget Executive	Assist the President by developing necessary guidelines to the Vice Presidents regarding issues to be addressed and fiscal and other constraints to be imposed and by formulating recommendations on planning decisions to the President.
Vice Presidents	Develop instructions to units under their direction, present unit plans to the Budget Executive including drafting the unit planning memoranda, and present comments to the Budget Executive on any assigned institutional issue(s).
Vice Presidents (as appropriate)	Obtain information, review plans and proposals, conduct analyses, and present recommendations to the Budget Executive regarding assigned area(s) of emphasis.
Vice President (Administration & Planning)	Develop institutionwide documentation, supervise staff integration, monitor schedules and performance of responsibilities.

II. AREAS OF EMPHASIS AND ASSIGNMENTS

As in previous versions, my Institutional Planning Statement (attached) identifies assumptions I am making about the conditions the University will face in the future. In the areas of technology and social conditions, my

**In late Fall '83/early Winter '84 the two-year budget plan for 1984-85 and 1985-86 must be prepared.

assumptions are relatively unchanged. We continue to expect rapid development in areas of bioengineering, computation and communications, and energy. We also continue to expect changes in our student body to include stronger career orientation, more older students, and more part-time students. The major changes in assumptions relate to economic and political conditions. As a result of continuing state and federal economic problems, we will have a difficult time maintaining our financial support. Further, higher education will have to face very strong competition in laying claim to the funds that will be available. Finally, we can expect political pressure to take actions that are designed to support the programs of other public higher education institutions in the state.

In line with these assumptions, the first priority of our planning efforts must be to carry out, centrally and at the unit level, programmatic and budgetary decisions that have already been made. An important step has already been taken in that the biennial request for 1983-85 is based on the priorities established in the first round of planning.

However, given our fiscal prospects, new directions undertaken by the University will likely have to be supported by our own reallocation of funds. Our aspirations should thus be limited. Still there are areas of development within the University that we must seek to promote if we are to stay a vital leading institution of higher education. Each of these topics is described more fully in my Institutional Planning Statement and in the attached statements concerning areas of emphasis. In order to ensure that these areas are addressed in the next round of planning, I am asking the Budget Executive to assign responsibility for them. The three suggested areas of emphasis are:

- 1) Development and Transfer of High Technology;
- 2) The Student Experience;
- 3) Use of Computation and Communication Technology.

As I mentioned earlier, the responsible officer should ensure that a particular area of emphasis is considered in the revision of unit plans and planning memoranda and should organize necessary analytical work and present action alternatives for consideration by the Budget Executive.

I also believe our next round of planning should focus on three areas of a more managerial nature. The specific areas I have in mind are:

- 1) personnel management;
- 2) the future funding base of major program units;
- 3) opportunities for improving the use of SEE funds and our use of auxiliary enterprises.

Each of these areas is also described more fully in my Institutional Planning Statement. In these areas, I am likewise asking the Budget Executive to see

University Vice Presidents
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August 30, 1982

that major reviews are conducted and that appropriate recommendations are forwarded to me. As with the programmatic areas of emphasis, I believe that it would be useful for the Budget Executive to assign responsibility for each area to a responsible officer. By virtue of such assignments, I expect each responsible officer to obtain information, review plans, analyze issues, outline alternatives, and make recommendations to the Budget Executive.

III. FISCAL NEEDS AND TARGETS

It is important to give units our best judgment regarding the range of resources that they may expect in the future. As I noted above, our overall fiscal prospects are not good. We want to stress the importance of continuing to understand what would be an appropriate level of funding for each unit using work load measures, peer comparisons, and analysis of trends over time. Each unit should be asked to continue considering this issue. Complementing that type of information is an assessment of the overall fiscal environment of the University. Our overall judgments are reflected in the attached list of target funding ranges for each major planning unit. Part of the change for each unit reflects expected changes in work load and part is a consequence of necessary reallocation.

Beyond being realistic in our resource expectations, it is also essential that we build flexibility into our resource commitments so that we are able to respond better to fiscal contingencies. Consequently, each major planning unit must program its use of resources so that 10 percent of its personnel resources and 20 percent of its SEE resources are flexible. This does not mean that we can maintain all our programs if these resources are lost but rather that we have planned in advance for the ways in which we can minimize the damage associated with such unanticipated reductions. Further, we recognize that maintaining this flexibility may be somewhat less efficient than alternative commitments of our resources. It is nonetheless prudent to try to create this degree of flexibility at this time.

While planning is always time consuming, I am convinced that we need to continue to discipline ourselves both to anticipate major issues for the University's future and to communicate our thinking throughout the University and among our constituents. It is to this end that I have outlined to you my approach to the next cycle of planning.

CPM

tla

enclosures: Major Milestones, 1982-84 Cycle of Institutional Planning
Description of Areas of Emphasis

MAJOR MILESTONES
INSTITUTIONAL PLANNING
1982-84 CYCLE

<u>Date</u>	<u>Major Milestones (Activity Initiated or Completed)</u>
10/15/82	o Institutional Planning Statement and instructions to the vice presidents distributed
10/29/82	o Instructions to major units distributed
12/15/82	o 1983-84 Budget Plan completed o Fiscal targets distributed to major units
4/15/83	o Revised Unit Plans and draft Planning Memoranda submitted to the Budget Executive o Review of major areas of emphasis with the Budget Executive
5/15/83	o Draft Planning Memoranda issued to major units
9/15/83	o Unit conferences (planning and budgeting) initiated
11/15/83	o Final Planning Memoranda presented to the Budget Executive
12/15/83	o Final Planning Memoranda distributed to units
2/15/84	o Two-year Budget Plan (1984/85 and 1985/86) proposed by Budget Executive

HIGH TECHNOLOGY DEVELOPMENT AND TRANSFER

OBJECTIVE:

To improve substantially the development of the state's economy in areas related to high technology.

Subobjective 1: To promote instruction and basic research in areas that generally underlie the development and use of technology.

Subobjective 2: To seek financial and other support for the aggressive development of the technologies that would improve the state's economy.

Subobjective 3: To assist government and industry in improving the economy by providing an attractive environment for technology development programs.

Subobjective 4: To provide an environment that supports entrepreneurship in the development of economic activity based on high technology.

DISCUSSION/RATIONALE/RELATION TO INSTITUTIONAL GOALS

By virtue of its mission, quality, size, location, integrity, and history, the University is in a unique position to aid the development of the Minnesota economy through its teaching, research, and service programs in the general area of technology. Many segments of the University are very involved in the development and transfer of technology (e.g., agriculture, forestry, physical sciences, health sciences, engineering, and management). These areas of the University have a long standing reputation for responding to the needs of the Minnesota economy. However, the University could provide more aggressive leadership within the state for a concerted effort to improve the economy of the state through the development and transfer of technology. At a time when we are all concerned about the fiscal support that we can expect from the state, it is especially appropriate to consider what we can do to improve the future economy of the state. This is fully consistent with our long-term view that the University is a wise investment for the citizens of Minnesota.

We can generally see how the research programs of the faculty can be related to technology development. In addition, the University could promote the transfer of technology to the economy. Part of the transfer is instructional both to the general public and to specific clientele. The Agricultural Extension Service is a good example in one area of this role. Another aspect may involve creating an environment that attracts certain technology development projects into a symbiotic relationship with the University. Still another aspect may be the provision of facilities and services that are necessary to support entrepreneurship in the area of high technology.

POTENTIAL ACTIONS

Among the actions at the institutional level that are intended to meet the above objectives are:

- o Giving priority to major unit proposals that address technology development and transfer. Reallocation funds and new legislative requests would follow this priority. Examples of programs on an institutional basis are improved

laboratory equipment, additional SEE funds, and better instructional computing. Prominent examples on a unit level are MNTECH and MEIS.

- o Establishment of a group that reports to the Development Council with the ~~special charge~~ to propose development activity related to support of programs addressing technology transfer and development.
- o Preparing a feasibility study regarding the establishment of a center to encourage 1) the attracting of special short-term development projects to the University and 2) support for the entrepreneur in the high technology area in the form of facilities and support services.

STUDENT EXPERIENCE

OBJECTIVE:

To more effectively meet the intellectual, social, and physical needs of the University's students on the Twin Cities campus and to provide an intellectually stimulating climate that is conducive to learning.

Subobjective 1: To ensure the improvement of courses of study especially at the undergraduate level.

Subobjective 2: To provide for faculty development that enhances undergraduate instruction.

Subobjective 3: To improve the physical facilities that contribute to a better environment for learning at the University.

Subobjective 4: To improve the services provided by the University that support learning. These include the library, computer, social, and administrative services provided to students.

DISCUSSION/RATIONALE/RELATION TO INSTITUTIONAL GOALS

Because of our rapid growth and resultant size, the ambience of the Twin Cities campus as a place for learning has suffered. The personal attention and supportive environment found on the coordinate campuses must now be duplicated on the Twin Cities campus. Because the University will continue to serve as the state's largest port of entry for those seeking a college education, it is essential that we continually review and improve the educational climate, particularly for undergraduates. The University is and will continue to be one of the largest higher education institutions in the world. Yet within this size we can establish a highly personal environment which responds to our rich diversity of undergraduates and will increasingly encompass all ages, races, nationalities, and ethnic backgrounds. One significant aspect of the University that is somewhat new and deserving of special attention is the highlighting of an international perspective throughout the learning environments. When focused to address students that should properly be served by the Twin Cities campus, the improvement of the learning environment is directly supportive of the University's intention to be responsive to the needs of the citizens of the state.

POTENTIAL ACTIONS

Among the actions at the institutional level that are intended to meet the above objectives are:

- o Giving priority to major unit proposals that address improving the student experience. Reallocation funds and new legislative requests would follow this priority.
- o Support for universitywide programs aimed at improving undergraduate education, specifically the Bush Foundation sabbatical program and the Northwest Area Foundation program for "active learning."

- o Conducting a comprehensive study of the alternatives for improving the physical facilities on the Twin Cities campus related to the student learning environment. Recommendations for the enactment of appropriate alternatives should be included.
- o Supporting the Senate Consultative Committee's study of teacher evaluations.
- o Conducting a comprehensive study of alternatives and presenting recommendations for improving institutional services to students, e.g., library, computing, social, and administrative services.

Handwritten notes:
p. ...
... addressing ...

Handwritten notes:
Library
Computing
Social
Administrative

COMPUTATION AND COMMUNICATION TECHNOLOGY

OBJECTIVE:

To assure orderly consideration and reasoned adoption of the changes that new information processing and communication technology make possible. This applies to teaching methods and content as well as administrative services and functions.

Subobjective 1: Disseminate information on new technologies broadly within the University and develop an integrated approach to the purchase of information processing systems.

Subobjective 2: Encourage the implementation of cost-saving adaptations, particularly in the administrative areas, and improvements in quality at constant cost. As part of this, establish a loan fund that supports systems development that can be paid through operating cost reductions.

Subobjective 3: Organize the administration of the University's computation and communication activities to ensure both initiative and integration in the conduct of these activities.

Subobjective 4: Develop an institutional posture with respect to the implementation of new computation and communication technologies in various segments of the University, i.e., instruction, research, and administration. As part of this posture, set forth guidelines regarding the University's fiscal commitment to the use of these new technologies.

DISCUSSION/RATIONALE/RELATION TO INSTITUTIONAL GOALS

There can be little doubt that the technology in the areas of computation and communication is changing rapidly. Further, the University is by its nature in the information business and thus could be affected dramatically by the changes in technology. It will be important, therefore, to review the organization and use of University computing, including the centralized systems available through the University Computer Center and the Administrative Data Processing Center as well as decentralized use of computers elsewhere in the institution. Successful adaptation to the changes in technology are necessary both for the University to be responsive to its constituents and to remain a leading university.

POSSIBLE ACTIONS

Among the actions at the institutional level that are intended to meet the above objectives are:

- o Giving priority to major unit proposals that suggest appropriate use of the new technologies in computation and communications. Reallocation funds and new legislative requests would follow this priority.
- o Establish a loan fund to support systems development that can be paid through cost savings.
- o Complete the review of the University's goals and strategies in the use of new computation and communication technologies and choose appropriate goals, organization, and fiscal strategies for guiding the University's actions in this area.



UNIVERSITY OF MINNESOTA

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

October 15, 1982

TO: Members of the Senate Consultative Committee
FROM: Nils Hasselmo *N.H.*
SUBJECT: Discussion of the Next Cycle of Planning

A packet of materials which will be used in our forthcoming discussion of the next cycle of planning has already been distributed by your chair, Professor Swan. I enclose two additional items which I hope will be helpful in the discussion. One is a statement concerning "The International Character of the University" as a possible planning emphasis. The other is a list of issues that we may wish to consider in discussing proposed unit planning and the selection of emphases for the next cycle.

I'll be looking forward to our discussion on October 21. If you have any questions about the materials, please call me at 373-4911.

pw

cc: C. Peter Magrath
University Vice Presidents

Encl.

THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

OBJECTIVE:

To enhance the international character of the University's programs of teaching, research, and service.

Subobjective 1: To promote specific projects, involving curricular development, faculty development, and student exchange, which improve the international character of the University.

Subobjective 2: To improve the administrative structure related to international education and physically consolidate major units concerned with international studies, international student advising, and international programs.

Subobjective 3: To introduce policies and incentives that support activities related to international and cross-cultural study.

Subobjective 4: To develop appropriate funding support for activities that contribute to the improvement of the international character of the University.

RATIONALE:

The objective relates directly to an institutional goal as stated in the University's Mission and Policy Statement, which says that the University "...in the broadest sense is an institution of worldwide responsibility, scope and impact..." (Adopted by the Board of Regents, 11 July 1980).

The objective is supported by public statements and writings of President Magrath, and the need to achieve the objective is documented in many recently published reports: 1) on the sorry state of international knowledge, awareness and understanding among U.S. college students, and 2) on serious global problems facing us. The creation of knowledge and training of students needs increasingly to be international in scope.

POSSIBLE STEPS:

The steps are divided into two groups: 1) those that can be taken immediately, or readily agreed on and implemented; these generally do not require new funds; and 2) those requiring further analysis prior to implementation.

1.) Steps to be implemented during the planning cycle (1983-85).

- o Collegiate units are asked to reallocate, from within their budgets, funds to be channeled to those departments (or groups of faculty) that develop the best projects to internationalize their curricula through such means as course development, faculty training, faculty and student exchange.
- o Collegiate units are asked to develop policies regarding hiring, granting of tenure, promotion, and salary increases which take account of international experience and contributions, consistent with collegiate and departmental missions.

2.) Aspects requiring further analysis or consultation prior to implementation.

- o Steps should be taken to relocate in the same building major units

relating to international studies, international student advising, and international programs.

- o A special effort should be made to provide greater support, visibility, and permanence to international student exchange programs. The key to success is staffing, and that requires reallocation of funds or requests for funding. Staffing is particularly crucial in support of the promising International Student Exchange Program (ISEP) which, using a "banked tuition" arrangement (which includes subsistence costs) provides students opportunities for international educational experiences in over 75 universities overseas, including a number in developing countries. It also brings international students to this country from the overseas universities which participate in ISEP.
- o The possibility of providing regular (0100) funding for the staff of the Studies in International Development project within the Office of International Programs should be explored. The project promotes faculty research in developing countries, student internships, and development studies seminars and minors.
- o The possibility of increasing funding to support the Small Grants Research Program and the Development Grant Program in the Office of International Programs should be explored.
- o A policy on faculty release time for development of language competence or other international or intercultural competencies should be explored.
- o Consideration should be given to the establishment of a foreign language proficiency requirement in selected units of the University.

10/14/82

The Approach to the Next Planning Cycle:

Issues to Consider

I. Unit Plans

Revision/development of unit plans

Consider:

- Refinement of program priorities, including identification of new candidates for elimination/reduction/reorganization and expansion, and reevaluation of previous decisions in light of new information/broader consultation/revised budget targets.
- Implementation and tracking of program priorities in budgetary terms.
- Identification of priorities in development efforts, including purely departmental/collegiate projects as well as projects that would require central support.
- Evaluation/measurement of work load/productivity, including efforts to refine existing measures of faculty/staff effort.
- Participation/consultation in development of plans.

Central review of unit plans

Consider:

- Appropriateness of institutional program priorities and fiscal targets in light of revised unit plans, and questions raised by units.
- Adherence of unit plans to institutional programmatic priorities and fiscal targets.
- Congruence of programmatic and fiscal decisions, of rhetoric and budget, at the central and unit level.

II. Areas of Emphasis

What does emphasis mean?

- Commitment of time, effort, and staff by central officers in order to deal with issues emphasized.
- Expectation that funds will be made available for selected targeted purposes -- although detailed planning will be required before specific commitments can be made.
- Exploration/analysis of problem area.

- Planning for implementation of decisions already made.
- Capitalizing on things already being done in fragmented way.
- Single-cycle focus -- although extension should be possible.

Criteria for selection of emphases

- Programmatic priority (cf. criteria for setting programmatic program priorities).
- Breadth of impact.
- Likelihood of significant contribution.
- Opportunity.
- Changing conditions.
- Perceived problems.

Mechanism for implementation

- Central officer given special assignment; assembles central staff.
- Consultation with appropriate governance agencies at critical stages in pursuit of emphasis, including final decisions.
- Participation by appropriate units; revision of unit plans if necessary in light of development of emphasis.
- Assessment of progress at end of cycle; consideration of whether to continue emphasis in next cycle.

August 31, 1982

DRAFT

MEMORANDUM

TO: (The Unit Head)

FROM: (Vice President _____)

SUBJECT: Instructions to Guide Unit Planning 1982-84

The 1982-84 cycle of planning is a continuation of the process that was developed over the last three years. The purpose of this cycle is to refine our institutional and unit goals, objectives, and priorities, and to implement decisions already made.

Timetable for Updating Unit Plan

The timetable for the next cycle of planning is directed towards having, in completed form, institutional and unit planning statements ready in the late fall of 1983--a year from now--so that they can provide the context for the resource allocation decisions for the 1985-87 biennium which must be made in 1984. This means that 1983 will be a planning year and 1984 a resource allocation year, involving the preparation of the 1984-85 budget as well as the 1985-87 biennial and capital requests.

Program Priorities and Areas of Emphasis

We reaffirm the major institutional goals which provided the framework for the last cycle of planning. These goals related to our role in teaching, research, and service and reinforced the commitment which we have to the maintenance of high-quality programs and services. The President has suggested three areas of emphasis which you should consider as you update and review your plans. These areas include high technology development and transfer; the student experience; and the application of computation and communication technology to the University. The President has separately identified several administrative issues which will be pursued during the next year. On his behalf, the Budget Executive will be organizing a review of personnel management, the funding base of major units, the use of supplies expense and equipment funds and our auxiliary enterprises.

Resource Targets to Guide Planning

As we all know, probably the most significant factor that influenced planning in the last cycle was the state's severe fiscal crisis. Consequently, we are all too aware of the pervasive role that resource constraints must play as a background to planning. Please review the budget target assigned to you in the President's memorandum. As you will note, it is based on a combination of budget adjustment due to work-load changes in your unit and retrenchment and reallocation. Further, please consider how you can address the resource guidelines suggested by the President whereby ten percent of your personnel and twenty percent of your SEE resources should be flexible.

(Unit Head)
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August 31, 1982

Documents to be Prepared During 1982-83

The basic documents to be prepared are similar to those used in the first cycle of planning--a revised unit plan and a planning memorandum. In addition to your plan, we are asking you to provide, on the attached form, a brief summary of the plan.

The revised unit plan should be submitted by February 15, 1983. Following my review of your plan, and after we have discussed it, I will prepare a planning memorandum which will document the central administration's understanding of the program priorities, resources, and capital developments that will guide the planning for your unit.

Revision of Plans

Please use the President's letter and his institutional planning statement as a basic guide to the revision of your plan. In addition, I enclose specific comments indicating my views of your plan and program priorities; resources which are likely to be available; and facilities developments probable for your unit.

The major sections suggested for your plan are: a progress report and appraisal of your planning in cycle one; assumptions which guide your planning; and major program priorities stated in the form of goals and objectives. Your goals should be stated within the framework of resources indicated by your budget target.

tla

enclosures: Form for Vice Presidential Guidance on Unit Plans
Summary of Unit Plan
Table of Fiscal Targets

UNIT _____

DATE _____

VICE PRESIDENTIAL GUIDANCE FOR UNIT PLANS

Your Plan and Program Priorities

Resources

Facilities and Capital Developments

Views on Your Unit and Special Areas of Emphasis

Other Comments

Summary of Unit Plan

UNIT: _____ DATE: _____

Enrollments (FYE) 1982 1983 1984 1985 1986 1987

Office University
Estimates

Your Comments on These

Major Programmatic Priorities

Resource Implications of Unit Plan

Planning Target in Constant Dollars for Your Unit for 1987 in relation to:

1982 base +/- _____ %

1982 base \$ _____

Funding (Change in relation to 1982 base)	1983-85 biennium		1985-87 biennium		
	<u>1982</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>
State					
Other					
TOTAL					

Faculty/Staff Changes

Facilities Implications

Other

FUNDING TARGETS FOR UNIVERSITY OF MINNESOTA
 PLANNING UNITS 1985-87
 (Constant Dollars)

Percent Change in Relation to 1982-83 Base

<u>Unit</u>	<u>Budget Adjustment Due to Work Load Changes</u>	<u>Budget Adjustment Due to Need for Retrenchment/ Reallocation</u>	<u>Budget Adjustment</u>
Agriculture			
Biological Sciences			
Dentistry			
Education			
Forestry			
General College			
Home Economics			
Humphrey Institute			
Law			
Liberal Arts			
Medical-School (Twin Cities)			
Nursing			
Pharmacy			
Public Health			
Management			
Technology			
Veterinary Medicine			
UMD Business & Economics			
UMD Education			
UMD Fine Arts			
UMD Letters & Science			
UMD Medicine			
UMD Social Development			
Morris			
Crookston			
Waseca			

FUNDING TARGETS FOR UNIVERSITY OF MINNESOTA
 PLANNING UNITS 1985-87
 (Constant Dollars)

Percent Change in Relation to 1982-83 Base

<u>Unit</u>	<u>Budget Adjustment Due to Work Load Changes</u>	<u>Budget Adjustment Due to Need for Retrenchment/ Reallocation</u>	<u>Budget Adjustment</u>
Ag Experiment			
Ag Extension			
Continuing Education			
Computer Services			
Graduate School			
Hospitals			
Libraries			
Summer Session			
UC/CED			
Academic Affairs			
Administration & Planning			
Finance			
Health Sciences			
Student Affairs			
Institutional Relations			

A REPORT ON PLANNING AT THE UNIVERSITY OF MINNESOTA

Submitted to President C. Peter Magrath

September 2, 1982

Nils Hasselmo
Vice President, Administration and Planning

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TERMS

INTRODUCTION

The purpose of this report is to describe the planning process at the University of Minnesota. This process has been developed over a period of several years and has been designed to deal with the environment that the University is likely to encounter in the 1980s. Section I provides a brief historical overview and Section II some comments on the environment of the 1980s and its special demands. The planning process itself can hardly be characterized as entirely "new" as far as its main thrust and its major mechanisms are concerned. Its purpose is to explain the conditions that the University is likely to face a few years in the future and to prepare the institution to meet these conditions in the best way possible; such activities are well-established in many parts of the University. Similarly, the planning effort does not create new decision-making and consultative mechanisms; it is linked to existing structures. Its analyses draw heavily on existing sources of data and on existing programmatic reviews. The planning process does, however, introduce a new conceptual framework and a higher degree of integration of activities than in the recent past. It is based on the production of a set of planning documents: a mission statement, a presidential planning statement, including an analysis of the planning environment and a discussion of institutional goals and priorities, unit plans, planning memoranda from central administration to the units, and an integrated data reference. It involves a process of academic program priority

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setting and a process of financial analysis and target setting. The planning process itself and its outcomes are subject to evaluation. The conceptual framework is described in Section III, while Section IV provides an evaluation of the first cycle of planning and proposes a set of guidelines for the next cycle.

In preparing this report, I have received assistance from Carl R. Adams, David J. Berg, Colleen T. Davidson, Richard B. Heydinger, Cherie R. Perlmutter, and Ann M. Pflaum; earlier versions had the benefit of discussion in the University's Planning Council. I want to acknowledge my indebtedness to all parties involved as well as my inability to do justice to all their views.

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I. THE UNIVERSITY'S APPROACH TO PLANNING AND DECISION MAKING, 1975 TO THE PRESENT

An integrated planning and decision making framework for the University of Minnesota has been under development for a number of years. One of the first steps in its development came in 1975 when the President initiated the preparation of a mission statement for the University. The purpose of this statement was to define the fundamental aims of the institution and to outline the organization that had been established to attain them. The first mission statement was formally approved by the Board of Regents in 1975, and a revised statement was approved in 1980.

A second important step was also taken in 1975 when the President appointed a Planning Council and charged it with the responsibility for developing a comprehensive planning process for the University. The Council included representatives of the six vice presidential and the four provosts' offices, three deans, the chairs of some major University Senate committees, ex officio representatives from administrative units especially concerned with planning, four faculty members and two students. After reviewing both theoretical planning models and the planning efforts of some comparable institutions, the Planning Council initiated the first cycle of universitywide planning in 1979. The planning process that was chosen involves all the units of the University and touches all major components of the institution's decision-making cycle.

The approach to planning that has emerged involves five steps. Each of the steps identified is applicable to some extent at several

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levels within the University, viz., for the Institution as a whole, for major collegiate and support units within the Institution, and for departments. The steps are as follows:

- Gathering and analysis of information concerning the present and future environment of the University or unit.
- Setting of goals; in broader terms what the University or unit will try to accomplish.
- Establishment of objectives and priorities; steps that the University or unit intends to take by a specified time in order to move towards the achievement of stated goals.
- Assignment of resources to carry out stated objectives.
- Assessment of the extent to which goals or objectives have been achieved and the efficiency of resource utilization.

The planning process is also characterized by the following important features:

- It views planning as primarily a line function, as an aspect of the decision making of line officers, rather than an enterprise separate from regular decision making.
- It views planning, not as an attempt to predict the future, but as a continuous process of making day-to-day decisions in the light of their impact on the future.
- It uses an extensive data base but is not driven by any one set of data or analyses.

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- It separates the elements of a planning cycle into many discrete tasks rather than attempting to provide one "master plan" for the entire institution.

This approach fits well with the decentralized, participatory tradition of the University of Minnesota. It is in basic respects quite pragmatic: wherever possible, the planning process is linked to existing structures and processes and draws on existing sources of data and programmatic analysis. It allows for the exploration and definition of institutional goals, priorities, and assumptions. It is applicable to academic units as well as service units.

Underlying the University's approach to planning is a belief in the importance of public discussion of major programmatic choices, both inside and outside the University. The University is one of the major resources of this state; the state has made a substantial investment in its University and has received a substantial return on its investment. The planning process is intended to assist the University in stating its case at a time when crucial decisions have to be made. The outcomes of the process are likely to be better, both in terms of contents and effectiveness, if the University's choices can be considered in the context of the choices confronting the entire state and with broad participation by its various constituencies.

The development of the approach can be described as evolutionary. It does not anticipate an elaborate, and fragile, system that once put in place cannot be changed without jeopardizing the results; rather, the system is built piece by piece in such a way that at each step it

is possible to benefit from the experience gained at the previous step. Thus, as will be suggested below, Cycle Two of planning should draw on the insights gained from Cycle One and should supplement rather than repeat the previous cycle. The pragmatic and evolutionary nature of the planning effort seems to have stood the University in good stead. Certainly, a less robust approach would not have withstood the recent shocks of repeated retrenchments.

II. THE UNIVERSITY'S PLANNING ENVIRONMENT IN THE 1980s

The definition of the planning environment of the 1980s hinges on the answers to three very obvious and very complex questions. What changes are taking place in the environment in which the University is operating? What will be the impact of these changes on the University? What should be the University's response? A few hints.

What changes are taking place?

Technology: a continuing shift away from basic industries towards high technology; rapid development in such areas as bioengineering, computation and communication, energy.

Economic and political conditions: continuing state and federal budget problems; some efforts to shift responsibility from higher to lower levels of government, and from the public to the private sector; increasing competition for available dollars; increasing turnover among politicians; demand for centralized governance structures to set (and implement) priorities in higher education.

Social and demographic conditions: fewer persons in the strata of the age pyramid traditionally considered college-age; new careers and

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more career switching; new recreational opportunities and demands; continuing demand for full participation in society by women and minorities; greater dependence on worldwide conditions.

What will be the impact on the University of these changes?

Overall: a smaller but more diverse, career-oriented, older, and part-time student body; less funds from more diverse sources; a constant need to restate the University's case; new demands for priority setting and coordination with other segments of higher education.

Instruction: demand for basic communication skills (English, foreign languages, computer languages, communication technology), basic quantitative skills (math, statistics, computer applications), and cultural/scientific awareness; demand for professional training (technology, computer science, management); demand for new learning contexts and instructional modes.

Research: explosive developments in certain fields; new forms of interaction with public and private organizations; increasing competition for top scholars in certain fields; increasing pressure to differentiate among segments of the faculty on the basis of marketability outside higher education. ✓

Service: new demand and opportunity for transfer of knowledge and skills to broad spectrum of the population.

What should be the University's response? The short answer is that the University must create a situation that makes programmatic change possible in an environment of limited resources. In the 1960s, programmatic changes usually consisted of adding programs to what

already existed in order to meet new needs. This course of action will not be possible in the 1980s. While continuing to pursue all potential sources of funding very aggressively, the University must set careful programmatic priorities and ensure that funds are assigned accordingly. Mechanisms must be maintained for review and decision making and for the creation of resource flexibility.

The long answer is, of course, the entire outcome of the University's planning effort.

Setting Academic Program Priorities

In the first cycle of planning, academic programs have been reviewed on the basis of collegiate plans and the following set of criteria established in consultation with the Senate Consultative Committee:

"Quality - Particularly in academic programs, it is difficult, as a practical matter, to build quality in a conscious and deliberate way. Where it occurs, it is often the result of the happy combination of opportunity, good luck, and foresight. Thus once a University has achieved a high level of quality in a program, it should make every effort to preserve it; and where an obvious opportunity exists to make a substantial improvement in quality with a realistic investment of resources, it should be taken."

"Connectedness - This somewhat awkward word refers to the extent to which the programs of a department or college serve other departments and colleges. Where this connectedness is high, it is unrealistic to consider extensive reductions in its activities

unless alternative arrangements can be made to provide for the instructional or support activities."

"Integration - The University's particular commitment to teaching, research, and service suggests that those programs that integrate all of those activities well are especially appropriate and important. In large part, this is because the University is committed to and responsible for both the generation and transmission of knowledge, and those activities are best stimulated and provided for in an atmosphere in which individual faculty and programs are committed to both."

"Uniqueness - It is certainly true that the University's land-grant mission suggests that where we have a unique and useful program, we should have a strong commitment to maintain it. However, in making this determination, it is also important to consider whether the program is appropriate to the University's role and strengths, and whether it could or should be offered elsewhere."

"Demand - Demand is obviously an important factor, but we must be careful not to interpret it too narrowly. That is, we must avoid considering demand to be measured only by the number of students seeking admission to regular, full-time undergraduate or graduate programs. Part-time students and outreach audiences must also be considered in assessing demand and, from another point of view, the needs of employers for individuals trained in certain disciplines constitute a form of demand. Moreover, the demand for the

other "products" of the University, such as its research contributions to the solution of pressing economic and social problems and its contribution to the quality of life are equally valid issues to be considered in assessing this factor."

"Cost-effectiveness - Whether in an era of growth or contraction, our aspirations are always limited by the resources available. Thus we must continually examine our programs to see if there are less costly ways to offer the same program or more efficient ways to accomplish the same ends. Yet cost alone must not govern our decisions, for the effectiveness of the program must also be weighed. When taken together, cost and effectiveness provide one important measure of whether we are putting our funds to best use."

Because of the retrenchments of 1981-82, special attention was given to the identification of programs that should be eliminated, reduced, or reorganized. The most important task of the next cycle of planning will be to refine the academic program priorities, paying greater attention to program development, and to ensure that resource decisions are indeed made in accordance with these priorities.

Allocation of Resources

In addition to programmatic priorities, a number of resource allocation questions have received attention within our planning effort.

The first of these questions is that of internal equity: Is a particular unit appropriately funded in comparison with its peers in

other institutions and other units within the University? Extensive comparisons have been used to establish "appropriate" budgets taking into consideration both the quality of units as they now exist and the potential for quality improvements in the future.

The second question is that of realistic expectations: What funding levels are within realistic limits for the institution as a whole and for the individual units by the mid-1980s? In dealing with this question, it is important to provide some room for institutional aspirations while at the same time keeping the institution's financial feet on the ground. A "high target" has been set for each unit to allow some room for program development; a "low target" has been added to prepare for a possibly less affluent future. Since the targets have been made partly dependent on projected enrollment declines, even the "high targets" lie below the current funding level for many units.

The third question is that of budgetary flexibility: How can the institution retain some leeway for programmatic development, and sudden retrenchments, while faced with a general decline in resources? The answer is obviously that a certain proportion of the budget must be freed up. In discussions with the units a margin of flexibility of about 10 percent of the budget has been held up as a desired goal in the next two to four years. About half of this flexibility would be created in order to make possible programmatic changes within the unit itself; the remaining half would be available for reallocation.

Finally, in addition to "appropriate budgets," "budget targets," and "margins of flexibility," the discussions of fiscal constraints

have dealt with the question of "paths": How is a unit to reach the budget target set for the mid-1980s? The "paths" may vary greatly among units, since they will depend on such factors as the occurrence of vacancies, be they from retirement, resignation or termination, the need to allow students enrolled in a particular program time to complete a degree, and changes in enrollment. As planning progresses, these "paths" will be charted with increasing precision.

To respond to these questions, the University needs to develop two kinds of financial planning, strategic fiscal planning and contingency planning. Strategic fiscal planning concentrates on the University's likely resources over a period of several years. The process results in a strategic fiscal plan that serves a basic purpose. It provides an assessment of economic conditions related to the University's investment alternatives, tuition policy, prices for the sale of goods and services, and incentives for developing sponsored research and service support. This assessment is used to support decisions about planning and about the acquisition and assignment of resources.

Contingency planning clearly must build on the results of normal planning. However, faced with sudden retrenchment, it may be necessary to inform each Vice President of the magnitude of the cuts that must be made in the units reporting to him. In such a situation, the Vice Presidents are responsible for all consultation and documentation required to make the specific decisions affecting the units assigned to their offices. In addition, or alternatively, the institution may be able to accelerate certain program reductions and delay program

additions that were already scheduled to take place. (It would be very undesirable to make sudden programmatic decisions under the pressure of a budget cut.) In order to achieve the acceleration, early retirement, phased retirement, or separation pay arrangements may be used as inducements to faculty and staff. If it becomes necessary to declare financial exigency, certain extraordinary measures may be possible, although the legal status of the concept of financial exigency is far from clear. In making programmatically-based cuts, it may also be necessary in a crisis to consider the extent to which a particular decision would lead to immediate economies, including economies in physical plant and/or services.

Given the problems associated with sudden programmatic changes, it seems clear that contingency planning must concentrate on the creation of flexible resources. In this connection, the "margins of flexibility" that we are trying to create in various units assume major importance. These flexible resources can minimize the programmatic damage that is done by a retrenchment, not to mention the damage in terms of personal careers and lives caused by involuntary terminations, while still being put to good short-term use. Finally, contingency planning can identify assets that might be sold or various kinds of financing arrangements that may be possible as temporary measures.

In one form or another, all of these possibilities are being explored within the planning effort. Let us now turn to the organization of this effort as it has emerged over the past several years. The outline will place planning in the broader context of institu-

tional decision making.

III. DESCRIPTION OF PLANNING AND DECISION MAKING FRAMEWORK

In order to show how planning operates, we will deal briefly with the following aspects of the decision making process at the University:

- Four major components of institutional decision making.
- The assignment of responsibilities.
- The flow of planning and budgeting activities during a biennium.

The guiding principle underlying the decision-making framework that is described is that of the integration of different types of decision making. This integration is accomplished by relating the purposes of different processes to each other, by ensuring that the products of one process are appropriate to and used in other processes, by assigning the responsibility for initiation, recommendation, and final decision making to specific groups of participants, by making overlapping and interlocking staff assignments, and by scheduling events appropriately.

The Components of Institutional Decision Making

Four major components of institutional decision making are shown in Figure 1 (at the end of the paper): planning, resource acquisition, resource assignment, and evaluation.

Planning

Planning deals with a choice of goals, objectives, and general priorities. It also addresses assumptions about the technological,

economic, social, and political conditions inside and outside the University. An assessment of the performance of the Institution may also serve as a basis for planning.

The planning process produces an institutional planning statement, which contains an analysis of both environmental factors and the directions in which the institution intends to move, and a strategic fiscal plan, which describes anticipated resources over five to seven years and sets guidelines for specific resource acquisition and resource assignment decisions. As part of the planning effort, each major unit in the University produces a unit plan which is matched by a unit planning memorandum that incorporates the response of central administration to the unit plan.

Resource Acquisition

Resource acquisition deals with the decision to seek specific resources from specific potential sources of institutional support. Resource acquisition is a part of planning that focuses on obtaining resources for programmatic needs. The resource acquisition process starts out with an assessment of potential sources of funding such as: tuition and fees, current appropriations requests, capital requests, investments, federal funds, private and foundation funds, and sale of goods and services. This assessment focuses on two to three years and results in a current appropriations request to the state, a capital request to the state, and a document that we can refer to broadly as a "development plan." This plan would include consideration of how other public and private sources of support would be developed.

Resource Assignment

Resource assignment deals with the decision to make resources available to units in support of their operations. At this point, control of the resources is passed to the unit receiving the assignment. Resource assignment refers both to the transfer of financial resources and to the assignment of facilities and personnel. Resource assignment is based on, for example, the interpretation of unit plans in terms of specific needs, assessment of effectiveness and efficiency through program reviews, requests from units, and formulaic distributions of tuition income. The process of resource assignment results in a two-year budget (which comprises the second year of one legislative biennium and the first year of the next), an annual budget, and, from time to time, temporary funding.

Evaluation

Evaluation is the assessment of the efficiency of goal attainment and the effectiveness of operations. It occurs at both institutional and unit levels. Institutional evaluation typically assesses progress toward goals such as those stated in the University's mission statement and the institutional planning statement. Unit evaluation also exists within the University; it includes both academic and non-academic units. The graduate program reviews with their use of internal and external reviews are an example of unit reviews.

Since evaluation with its function of measuring and guiding is a critical element in the decision processes of an institution, it is important that the University ensure that the evaluation processes are

Integrated and credible. An inventory of existing assessments is being refined. It will include internal evaluations as well as evaluations or accreditations by outside organizations.

Assignment of Responsibilities

In Figure 2 (at the end of the paper) the major participants in the various decision-making processes are identified. The ultimate decision-making power, of course, rests with the President and the Board of Regents, except that within various units a line officer, for example, a vice president with line responsibilities, makes many final decisions. In the framework that is outlined here, the President serves as the chief planning officer of the University. The Budget Executive, which currently consists of the Vice Presidents for Academic Affairs, Health Sciences, Finance and Operations, and Administration and Planning, serves as the agent that pulls together recommendations and spells out options for the President's consideration. Within each process, one of the vice presidents is responsible for initiating action: in planning the task falls to the Vice President for Administration and Planning, in resource acquisition to the Vice President for Finance and Operations, in resource assignment to the Vice President for Academic Affairs (in his capacity as chair of the Budget Executive), and in evaluation to the several vice presidents. Under resource acquisition the Vice President of Institutional Relations is assigned responsibility for the final preparation of the current appropriations request and the capital request to the state. Under resource assignment, the Vice President for Finance and Opera-

tions is assigned responsibility for the final preparation of the two-year budget and the annual budget.

Each of the four major processes in institutional decision-making, planning, resource acquisition, resource assignment, and evaluation needs to be served by staff representing appropriate vice presidential offices as well as by the Office of Management Planning and Information Services and the Budget Office. The task for this staff includes, for example, the preparation of schedules, agendas, and the carrying out of major program analyses. Specific tasks, such as data gathering and certain types of specific analysis, are assigned to individual staff members as needs arise. For each of the three major institutional decision-making processes, the initiating vice president and the Vice President for Administration and Planning serve as staff coordinators for the particular process.

The Planning Council, which includes central and collegiate administrators and faculty/student representatives from the Senate Planning Committee and the Senate Finance Committee, assists the President and the vice presidents in the development of the decision-making processes and makes recommendations concerning the issues to be addressed in planning. Planning decisions are reviewed at various stages with the Senate Planning Committee and the Senate Consultative Committee. Similarly, decisions regarding resource acquisition and resource assignment are discussed with the Senate Finance Committee and the Senate Consultative Committee.

The Planning and Budgeting Cycle

Figure 3 (at the end of the paper) shows a biennium divided into a planning year and a budgeting year. This biennium consists of the second year of one legislative biennium and the first year of the next. This arrangement reflects the need for decision making with a capability to anticipate the action that takes place in the legislature and to respond to the actual decisions that come out of the legislature.

The Planning Year

The sequence of events during the planning year is as follows. First, the general directions in which the institution wishes to move are spelled out in the Institutional Planning Statement. As we progress through new cycles of planning, it is expected that the original statement will be refined and revised at the beginning of each cycle. It will also be supplemented by a Strategic Fiscal Plan. The units update their plans in light of the directions set in the Institutional Planning Statement and the specific institutional agenda that is set for a particular planning cycle. Planning conferences are then held with the units and initial planning memoranda are issued. Projects approved for further development of specific current and capital request proposals are identified and proposal development is initiated. After the units have revised their plans in light of questions and positions stated in the initial planning memoranda, each line vice president holds conferences where specific issues are addressed. (These conferences actually occur during the fall of the

budgeting year.) Final planning memoranda are then issued and a report called the Program Priorities Summary is given to the Board of Regents and other appropriate University bodies. The final planning memoranda are the products of the planning year and serve as the starting point for the decision making that takes place during the budgeting year.

The Budgeting Year

As a first step during the budgeting year, budgeting principles are spelled out and discussed with the Board of Regents and other appropriate bodies. The principles outline the approach to be used in implementing the programmatic changes that have been identified in the final planning memoranda. Budgeting conferences, which may be combined with the final planning conferences, are then held with the units in the University and a two-year budget plan, based on the planning memoranda and the resource guidelines described in the Strategic Fiscal Plan, is prepared and reviewed with the Regents and with appropriate bodies in the University. Units for which items will be included in the biennial request work with the Vice President for Institutional Relations in the preparation of request documents. The final biennial request is presented to the Regents and other appropriate bodies in the institution.

Executive and legislative hearings then follow according to the schedule set by state government. By that time, the institution is already into the planning year of the next planning/budgeting biennium.

IV. OVERVIEW OF PLANNING CYCLES

Cycle One, 1979-82

The results of the first cycle of planning can be summarized as follows:

- A basic planning process has been established, based on a new conceptual framework but building on established processes. The first cycle has produced such important products as:

Revised Mission Statement - The Mission Statement adopted by the Board of Regents in 1975 has undergone a major revision; the new statement was approved by the Board in July of 1980.

Institutional Planning Statement - The President has issued an Institutional Planning Statement which provides an analysis of the conditions that the University is likely to confront in the 1980s and a statement of goals and priorities for the institution.

Unit Plans - The forty major planning units in the University have developed plans for the next three to five years. The plans state goals, objectives, and priorities for the units and consider means of achieving the stated objectives.

Program Priorities Statement/Planning Memoranda - In response to unit plans and planning sessions with deans and directors, central administration has prepared an academic program priorities statement and planning memoranda for the individual units. These documents focus on programs to be eliminated, reduced, or reorganized during the next three to

five years. They also raise issues that will need to be addressed in the future.

Data Reference - An integrated data reference has been prepared by Management Planning and Information Services.

- Important steps have been taken towards the identification of academic program priorities.

The priorities are summarized in an Academic Program Priorities Statement and in collegiate planning memoranda. A special set of issues having to do with the facilitation of the scholarly activities of the faculty has been referred to a joint administration/Senate committee which is expected to submit its final report in 1983. (A preliminary report was issued in the spring of 1982.) Several task forces have been established to address important programmatic issues. One of these task forces has addressed institutional issues related to the development of new computation, communication, and information technologies and their expected impact on the University. Others have been established to deal with specific "lateral planning" issues, that is, issues involving two or more major units in the institution. The topics addressed include composition and rhetoric, academic counseling for returning students and non-traditional learners, social work and social development, and remedial programs.

- Important steps have been taken towards the establishment of financial constraints on planning and towards the creation of resource flexibility.

A major effort has been devoted to efforts to determine the

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relative adequacy of unit budgets through a comparison with peers represented in the data exchange of the Association of American Universities. A methodology has been developed for setting high and low budget targets, based on alternative resource projections, the relative adequacy of current budgets, and projected enrollments. New policies have been developed for creating resource flexibility, viz., policies on separation pay and early or phased retirement.

- Important steps have been taken towards the creation and use of an integrated data base.

The integrated data base prepared by Management Planning and Information Services was used extensively in reviews of unit plans. Interaction with deans occasionally revealed that different data were used by central administration and the colleges, and led to efforts to establish agreement on sources and principles of presentation. A special effort is underway to refine workload data. A very preliminary attempt was made to compare sponsored research funding for selected units at Minnesota with that of counterparts in other AAU institutions.

- The first cycle of planning has made it clear that resource decisions will be guided by planning decisions.

Specifically, the retrenchments of 1981-82, the budget for 1982-83, and the biennial request for 1983-85 have been based on information provided through the first cycle of planning.

- The first cycle of planning has proved that the planning process, and its documents, can serve as an important means of com-

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munication inside the University, and occasionally with outside constituencies.

The circulation of drafts of the Institutional Planning Statement led to extensive debate of institutional priorities within the governance system as well as in the various colleges. Unit plans and planning memoranda have served the same purpose in many units. Several important discussions with the Board of Regents were based on the Academic Program Priorities Statement; to a minor extent this statement also served as a basis for contact with constituencies outside the University.

As could be expected, some problems have arisen during Cycle One. Most of those problems can be attributed to the fact that this was the first cycle; some were caused by the state's financial situation:

- The first cycle of planning suffered from an overload of issues.

It was one of the purposes of the first cycle to identify a broad range of issues. Such a range has been identified, but it has obviously been impossible to deal with all the issues that affect the various units of the institution. The lesson to be learned is that future planning cycles should be focused on a more limited set of issues, and specifically on issues that carry broader institutional implications.

- The nature and quality of the planning effort varied considerably from unit to unit.

Some units have a well established tradition of planning and

have been able to produce plans which in the next cycle probably will require only some updating. In other units, planning is a new venture, and the first cycle has only produced what might be characterized as drafts of plans. Considerable progress has, however, been made, and the important step of identifying planning issues has been taken in most instances.

- The interaction among major planning units was limited in the first cycle.

This interaction is what has become known as "lateral planning," that is, joint planning by two or more collegiate and/or support units on specific issues. Cycle One produced a useful mechanism for such planning, the inter-collegiate task force. "Lateral planning" should be built into the next cycle of planning as early as possible, on the basis of a specific agenda of "lateral" issues and specified mechanisms for addressing them. Since the planning in some of the support services is, and should be, strongly influenced by academic planning, it will be important in future cycles to try to ensure that academic priorities are stated in such a way that they can provide guidance for support unit planning.

- The confidence in and the commitment to the planning process varied among the participants.

A decentralization of the academic enterprise provides opportunities for the full exercise of the best forms of academic initiative and entrepreneurship. Even a relatively decentralized institutional planning effort, such as that of the University of

Minnesota, is likely to encounter a credibility problem. Will a new conceptual framework and a new degree of integration of decision making really produce results worth the effort? The question is obviously entirely legitimate. The answer provided by the first cycle of planning is positive. It seems that the kind of integrated decision making that the planning process represents is necessary, given the conditions under which higher education now operates. Whether the particular approaches used at Minnesota are the best ones remains to be seen. Here the pragmatic character of the effort, allowing the process to evolve to fit the special circumstances of the University and the special requirements of a particular time, is important. The second cycle must reflect the lessons learned in the first cycle in order to enlist the full support of all participants.

- Appropriate consultation did not always take place.

Although extensive consultation with the Senate Consultative Committee and the Senate Finance Committee occurred in connection with the retrenchments of 1981 and 1982, and before the final academic program priorities statement was issued, the interaction with faculty, staff, and students was not entirely satisfactory during the first cycle. The problem seems to have been more a matter of differing consultative traditions in different units in the University, and a matter of time pressure, rather than of any unwillingness to consult. The Planning Council early on asked for and received a report on consulting procedures in the various units as they related to planning. This report indicates that adequate consulting procedures exist

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In almost all academic units. A subsequent investigation by the Senate Consultative Committee, however, revealed some discrepancies between the existing procedures and actual consultation. It will thus be important to build consultation explicitly into the planning process in the second cycle. If the schedule is not too severely disrupted by unanticipated events, it should then allow for full consideration by faculty, staff, and students before important decisions are made at the unit or central level.

- Changing economic conditions hampered planning.

The fact that the state's financial situation deteriorated severely during the early 1980s, of course, had a major impact on the first cycle of planning. One of the most important undertakings of that cycle was the introduction of financial constraints on planning, including the setting of high and low targets for unit budgets. As the retrenchments of 1981-82 struck, these targets very quickly became outdated. The original targets had been set for 1985 - and it was suddenly 1985! While the retrenchments required drastic cuts that had not been envisioned in the early stages of planning, it should, however, also be stressed that the planning of Cycle One stood the institution in good stead as the retrenchment decisions were made. In the next cycle of planning it will be important to establish that the retrenchment decisions did not go counter to the planning decisions, and to ensure that more refined budget plans are developed.

Cycle Two, 1982-84

The lessons to be learned from Cycle One can be briefly sum-

marized as follows: In order to make progress in planning, continuity of effort must be ensured; attention must be focused on important institutional issues; appropriate financial constraints must be set and adhered to; resource flexibility must be created; units that have not entered fully into the planning effort must be brought along; appropriate "lateral planning" must take place; consultation must be built into the planning process at important stages; and the participants must be convinced that the enterprise is worthwhile. If to this is added the need for modesty of expectations and a prayer for economic recovery, the major agenda for Cycle Two has been set.

- Cycle Two of planning must build on Cycle One; continuity of effort is absolutely essential.

Units that have prepared carefully considered plans during Cycle One should be asked only to update those plans, taking into consideration new facts and assumptions. The basis for the updating should be the new analysis of the conditions that the University will encounter in the 1980s. Such an analysis should be incorporated into the President's revised Institutional Planning Statement. Where carefully considered program priorities statements and planning memoranda exist, they should also be subject only to updating on the basis of new circumstances.

- The primary thrust of Cycle Two should be to continue the development of program priorities, and, of course, to carry out and monitor the planning decisions that were made in the first cycle.

Since for various reasons, having to do both with faculty tenure and the need to allow students to complete existing programs, academic programs cannot be changed quickly, many of the academic program decisions that were made in the first cycle will be implemented only over a period of two or more years. In continuing the development of academic program priorities, it will be important to stress program development as well as program elimination, reduction, and reorganization. Because of the retrenchments during the first cycle, attention has so far been focused primarily on the latter.

- The planning decisions of Cycle Two must be based on well defined financial constraints, for the institution as a whole and for the major planning units.

This will require the development of an institutional fiscal plan and the setting of high and low targets for the institution and the major planning units. In carrying out the required analysis, enrollment and resource projections must be carefully considered. Central administration as well as the various units of the University must consider alternative funding sources. An effort must be made to plot budgetary "paths", showing how various units are to reach the alternative targets set for 1985 and beyond.

- One of the major objectives of the financial planning should be the creation of flexible resources, both centrally and in the various units.

Such flexibility is a major element in any contingency planning, and it is only through the creation of such flexibility that program development will be possible in a time of strained resources.

- Cycle Two should focus on a limited number of major institutional issues.

The primary agenda is the continuing development of programmatic priorities, budgetary "paths," and resource flexibility. In addition, it may be useful to identify a set of institutional issues that will receive special attention during a particular planning cycle, as a means of concentrating the analytical and decision-making capabilities of the institution and facilitating "lateral planning." The problem is to select the issues in such a way that they are truly worth the special effort. It has been suggested that the issues could be academic in nature, involving topics such as the University's role in high technology, the nature of the student experience at the University, or the international dimension of research and teaching at the University. Other issues that have been suggested are (of a more strictly managerial nature), for example, the exploration of alternative policies in personnel management and in regard to auxiliary services. Others yet have clear academic as well as managerial aspects to them, for example, the question of the impact of new computation, communication, and information technologies on the University. The possibility of this kind of focusing of the planning process should be explored by central administration in consultation with deans and directors, the Planning Council, and the

Senate Consultative Committee and the Senate Planning Committee. If the approach is adopted, it might also make it easier for the University to communicate to its various constituencies some of the substance of its planning effort.

- Administrators, faculty, staff, and students must participate fully in Cycle two of the planning process.

The President's wholehearted backing of, and participation in, the planning effort is essential to its success, in addition to his obvious role in decision making.

The nature of the roles to be played by the vice presidents was clarified in Cycle One. The Budget Executive, and the vice presidents corporately, established the parameters for the critical planning decisions to be made in different vice presidential areas. However, the development of an academic program priorities statement involving so many different decisions simply would not have been possible without very intensive interaction between the Vice President for Academic Affairs and the Vice President for Health Sciences, on the one hand, and the deans that report to them, on the other. Similarly, the vice presidents with line responsibility for the various support units played an important role in getting the appropriate decisions made. Sometimes the critical priorities did not emerge until several meetings and exchanges of documents had taken place. The issuance of general instructions simply does not force critical decisions without being reinforced by discussion, perhaps even confrontation. A strong role for the vice presidents in regard to their

line units as well as for the vice presidents corporately should thus be a feature of Cycle Two.

Ultimately, the outcome of Cycle One rested on the deans and directors heading the major planning units. They prepared the plans on which the planning decisions were based and played an important role in defining the issues, even during the final hectic days of the 1982 retrenchment. It is on their creative participation that the success of Cycle Two will rest. They must play a significant role in defining the process and in establishing the foci of Cycle Two, especially if a relatively strongly focused approach is to be used. Only through their concerted efforts can we continue to refine and implement the important decisions made in Cycle One, especially in the academic units.

Since so much emphasis is being placed here on administrators as responsible for the pursuit of planning, it becomes even more important to ensure that proper consultation at all levels is built into the planning process itself. It is expected that recommendations from the Senate Planning Committee, and perhaps directly from the Senate Consultative Committee, will be helpful in organizing the consultation.

- A preliminary schedule for Cycle Two, including the proposed division into a planning year and a budgeting year, might look as follows:

Institution and the times are too complex to be "planned for" in any meaningful sense. The end of the first cycle is a critically important point, because many planning efforts founder after one cycle! The imperfections of the process are easy to spot; the limitations of the "plans" that have been laid are obvious; and the fiscal constraints that have been established are subject to frequent revision. However, the effort remains worthwhile and indispensable.

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Planning year: Fall 1982 - Fall 1983

<u>Activity</u>	<u>Initiation</u>	<u>Timing</u>
Revision of Institutional Planning Statement	President	Summer 1982
Review of approach to Cycle Two with senior officers, deans, directors, SCC	President	September/ October 1982
Presentation of Cycle Two to SCC, deans, directors	President	October 1982
Issuance of instructions to vice presidents, deans, directors	President Vice presidents	October/ November 1982
Assignment of responsibility for dealing with institutional planning issues and "lateral planning"	President Vice presidents	October/ November 1982
Preparation of 1983-84 Annual Budget	Budget Executive	Fall/Winter 1982-83
Planning/budgeting conferences with units (as needed)	President Vice presidents	Spring/Summer/ Fall 1983
Issuance of planning memoranda, Program Priority Summary	President Vice presidents	Late Fall 1983

Budgeting year: Fall 1983 - Fall 1984

Preparation of 1984-86 Two-Year Budget Plan	Budget Executive	Fall/Winter 1983-84
Preparation of 1985-87 Biennial Request (O&M and Capital Request)	Budget Executive	Spring/Summer/Fall 1984

V. CONCLUSION

In many respects the first cycle of planning has been a difficult venture: It meant establishing a new process, mapping out the almost limitless array of issues that confront an institution such as the University of Minnesota, and overcoming a general feeling that the

Fig. 1: The Four Major Components of Institutional Decision Making

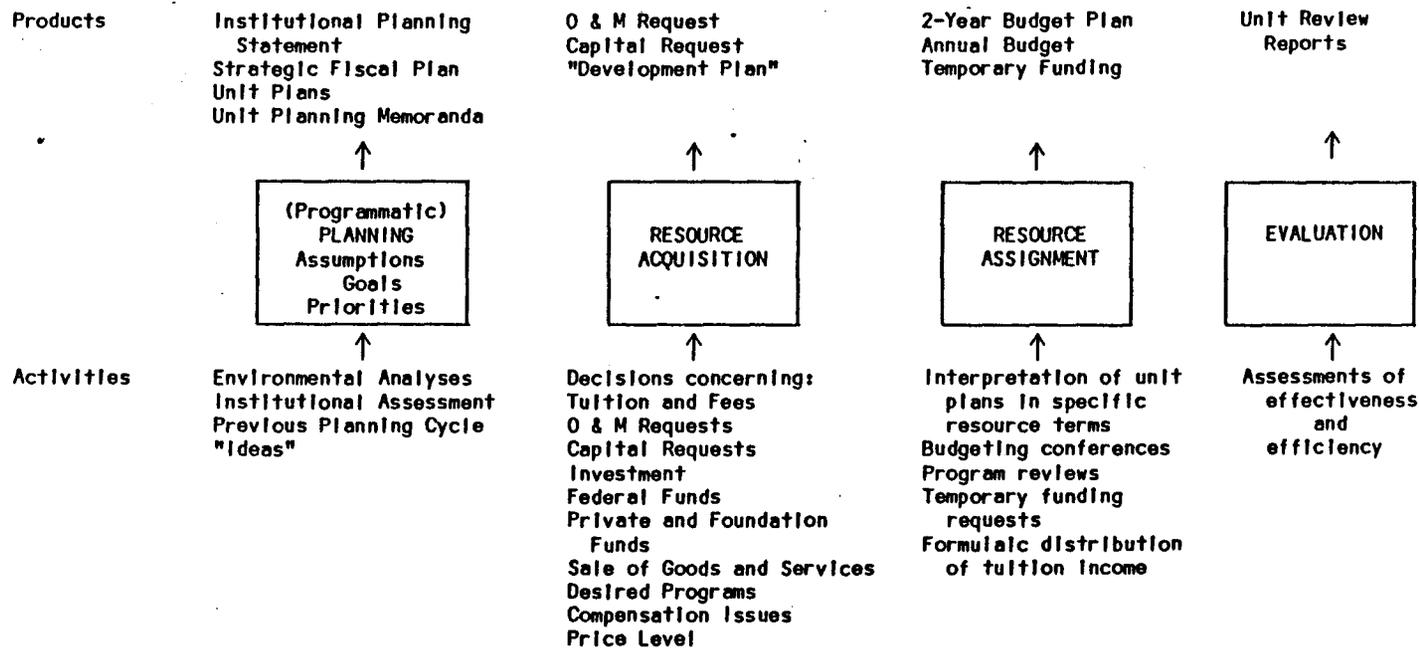


Fig. 2: Assignment of Responsibilities

	PLANNING	RESOURCE ACQUISITION	RESOURCE ASSIGNMENT	EVALUATION
<u>Decisions</u>	President	President	President	President
<u>Recommendations (options)</u>	Budget Executive	Budget Executive	Budget Executive	Budget Executive
<u>Initiating VP</u>	VPAP	VPFO O & M Request-VPIR Capital Request-VPIR	VPAA 2-year Budget Plan-VPFO Annual Budget-VPFO	
<u>Staff</u> Biennial schedules, agendas, program analyses	Senior staff from all 6 VP offices, MPIS	Senior staff from selected VP offices, MPIS	Senior staff from selected VP offices, MPIS	Senior staff from all 6 VP offices, MPIS, Graduate School, Health Sciences Research Center, A&R Data Retrieval Center, Student Life Studies
<u>Consultation</u>	Planning Council Senate Planning Committee Senate Consultative Committee	Senate Finance Committee Senate Consultative Committee	Senate Finance Committee Senate Consultative Committee	

Fig. 3: Planning Year/Budgeting Year

Planning Year

Preparation (revision) of Institutional
Planning Statement and Strategic
Fiscal Plan

Preparation (revision) of Unit Plans

Preparation (revision) of Planning Memoranda

Planning/Budgeting Conferences

Issuance of final Planning Memoranda

Preparation of Program Priorities Summary

Budgeting Year

Preparation of Budgeting Principles

Preparation of 2-year Budget Plan

Preparation of Annual Budget

Preparation of Biennial Request

TERMS

Budget Executive--a group chaired by the Vice President for Academic Affairs that serves as a review group for planning and resource allocation. The Budget Executive oversees the preparation of the legislative requests, the two-year budget plan, the annual budget, and temporary resource allocations. Currently the Vice Presidents for Finance and Operations, Health Sciences, and Administration and Planning also serve on the Budget Executive.

Contingency Planning--a type of planning that deals with sudden retrenchments through the creation of flexible resources and through analyses of the impacts of new and possibly temporary policies.

Development Plan--a document that identifies programs for which special funding is to be sought from state, federal, and private sources. The Vice President for Finance and Operations guides the preparation of this plan in cooperation with the Budget Executive.

Institutional Assessment--an evaluation of the performance of the institution, or segments of the institution, which can also serve as a basis for planning.

Institutional Planning Statement--a statement developed by the President in consultation with the University community that identifies assumptions, goals, objectives, priorities, and strategies. It is more detailed than the Mission and Policy Statement and is designed to provide a context for the development of unit plans.



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

October 20, 1982

TO: Senate Consultative Committee
FROM: James T. Borgestad *JTB*
SUBJECT: 1982 University Policy Agenda

The President is called upon to deliver the University Policy Agenda to the University Senate each fall. Before the Senate receives the Agenda, he wanted to make copies available to the Consultative Committee. Attached is a copy of the 1982 Policy Agenda. Should there be any questions regarding the list, they may be raised at the new SCC meeting with the President.

JTB:kb

Enc: Agenda

cc: University Vice Presidents

UNIVERSITY POLICY AGENDA 1982-83

Upon the recommendation of the University Senate, the President is called upon to submit an annual policy agenda for the institution. This report responds to the Senate's request by outlining those major policy issues that, in the opinion of the President, warrant particularly close scrutiny during the upcoming academic year.

I. 1983-85 BIENNIAL REQUEST

The Board of Regents recently approved the 1983-85 Biennial Request. The specific items contained in the Request were recommended by the Budget Executive after meeting with collegiate and unit heads as well as with faculty consultative groups. Over the next two-year period, the University will be seeking increases (other than for salaries) of approximately \$49 million. The number one priority will be faculty salary increases, although no specific increase figures will be recommended until consultations with interested parties are completed.

As in previous years, various central officers and faculty members as well as the President will devote considerable attention to securing the legislative request items.

II. 1983-85 CAPITAL REQUEST

The State's recent fiscal problems have prevented the sale of construction bonds even for projects that have already been approved by the State Legislature. This has resulted in a delay in the construction of several University facilities. Consequently, the University's plan for capital construction was readjusted, with first priority being accorded to those projects for which appropriations have already been approved, but for which no bonds have been sold. This totals \$36 million. A second list of priorities, totalling \$52 million, has been identified as "critical" and will be presented to the 1983 Legislature. Finally, we will also present the Legislature a list of other "pressing" capital needs involving \$39 million in requested facilities and improvements.

III. CONSTRUCTION OF UNIVERSITY HOSPITALS

The reluctance of the State to sell construction bonds has exerted its most dramatic effects upon the University's Hospital project. This is both because of the size of the facility and the consequences of continuing inflation. Several options have been examined, and at least one -- the private financing of the facility -- had to be rejected. In October, the Regents approved additional short-term borrowing for continued construction of the facility and in November a plan will be presented to accommodate the total funding of the project.

IV. PLANNING ACTIVITIES

The second cycle of the planning process will commence during the Fall of 1983. This round will build upon the framework and the priorities developed during the initial planning cycle. The focus will be upon the reexamination and rewriting, where necessary, of unit plans so as to ensure

a compatibility between programmatic objectives and available resources. Specific attention will be given to the following efforts:

- 1) Refining and implementing unit priorities;
- 2) Generating budget flexibility;
- 3) Improving the efficient use of resources, and
- 4) Implementing institutional priorities identified during the initial planning cycle, namely,
 - promoting the development and transfer of high technology;
 - facilitating the use of computation and communication technology;
 - improving the student learning environment; and
 - expanding international education opportunities.

To facilitate the above objectives, the Institutional Planning Statement will be updated, reflecting changes in the economic environment that have taken place since its initial adoption.

V. ADOPTION OF COLLECTIVE BARGAINING AGREEMENTS

For the past 22 months, negotiations have taken place between representatives of the Board of Regents and the unionized faculty at UMD and UMW. Such negotiations will continue as long as necessary to reach a mutually acceptable contract between the University and those faculty. Much progress has been made to date, although final agreement has not been reached on compensation.

VI. COMPLETION OF TASK FORCE REPORTS

As part of an experiment in joint Senate/Administration policy analysis, a committee was appointed to recommend steps that will facilitate the scholarly activities of the faculty. Among other issues, this committee, which is chaired by Professor Jack Merwin, is examining compensation, workload, clerical support, facilities, equipment and similar factors that affect all faculty. A final report is expected during Spring Quarter, 1983.

VII. GRADUATE SCHOOL PROGRAM REVIEWS FOR 1982-83

1982-82 Program Reviews:

- American Legal Institutions
- Anatomy
- Biochemistry (2 departments)
- Business Taxation
- Chemical Physics
- Family Social Science (with CSRS)
- Germanic Philology
- History of Science and Technology
- Medical Microbiology
- Microbiology
- Pharmacology
- Physiology
- Plant Pathology (with CSRS)