

**ACADEMIC PRIORITIES:
NEXT STEPS**

**TWIN CITIES CAMPUS
UNIVERSITY OF MINNESOTA**

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ACADEMIC PRIORITIES: NEXT STEPS

INTRODUCTION

THE PREMISE OF THE UNIVERSITY'S PLAN

The University of Minnesota belongs to the people of the state, and its justification for existence is to serve the larger society. The challenge in planning for the University is to see clearly what the needs of the larger society are, and to realize that success in achieving internal goals is directly tied to success in meeting society's needs.

Strategy for Focus is based on that premise:

"The organization that takes charge of its own future by defining important social needs and filling them well has the possibility to maintain its autonomy, enjoy public support, and at the same time provide deep rewards and satisfaction for its members as the organization helps them to accomplish their own goals. The organization that drifts, without focusing its energies, is likely sooner or later to become captive to the agendas of others, better organized and more ambitious."¹

To see clearly the needs of the larger society is a special challenge because society and its needs are changing at what appears to many of us to be increasing speed. We must identify those changes that are important to the University's mission, and draw out their implications for the programs that we offer.

The University's changing environment

An institution with the University's breadth of programs must respond to a host of detailed changes in the environment; the only way to take them all into account is to be sure that plans are developed from the grass roots, in the colleges and departments that offer its programs. Some examples:

¹A *Strategy for Focus: Guidelines to the College* (University of Minnesota Office of the Provost, November 3, 1986) p. 1.

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- Broad changes in the labor market make it increasingly difficult to recruit students to a program in nursing or in dental hygiene.
- Rapidly changing technology demands adjustments in the curriculum for engineers.
- Shifts in world agricultural markets create demands for new programs to serve non-metropolitan communities.

Some changes, however, affect the overall program of the University; and for some there is little doubt regarding the broad outlines of the University's appropriate response:

- Growth of the state's higher education system demands that the University accommodate its programs to those of the other institutions in the system.
- Year-by-year changes in the number of high school graduates are known, for years to come, by counting the numbers enrolled in elementary and secondary schools (however, the known number of high school graduates does not translate into a known number of new high school admissions, because of variations in the number who elect to go on to college and variations in the perceived quality of the University's programs.).
- Increasing pressures on the state budget make it incumbent on the University to thoughtfully evaluate all of its specialized programs to see which might be better provided by institutions in other states.
- The economy of Minnesota has merged into a global economy. Graduates of the University increasingly work for firms that must compete internationally, or for government agencies with a strong international interest. Educational programs need to reflect that changed marketplace. The research program of the University also must increasingly help understand the global society and economy, and help economic agents in the Minnesota economy compete globally.

STRATEGIC PLANNING VS. COMPREHENSIVE PLANNING

To plan in the face of an uncertain future might appear to be the height of futility, if not of folly: If an organization interacts with an outside world, how can it *plan*, when it does not know what the future will bring? It cannot, if to plan means to lay out in precise detail the internal changes that it intends to put in place. But it can, if to plan means to

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- construct a coherent view of how society is changing,
- create a vision of the future organization that would best respond to that world,
- lay out a tentative guideway to achieve that future, and
- continually monitor changes in society so as to know when the internal direction must be changed.

The first kind of planning, *comprehensive planning*, is appropriate to a static society or to a self-sufficient organization. The University of Minnesota has been engaged in the second kind of planning, *strategic planning*; that is the kind that is most useful in a rapidly changing environment, and it is essential for the institution successfully to adapt to change.

THE PLANNING PROCESS

Commitment to Focus

The first stage in adapting the University to society's changing needs was undertaken in response to President Keller's *Commitment to Focus*: to accommodate the University's programs and plans to the ecology of the state's higher education system and its changing population: Reduce undergraduate numbers, shift the emphasis of our programs toward upper division and post-baccalaureate study, coordinate educational programs and student transfer with the community college system. This stage has now been essentially completed.

Strategy for Focus

The second stage, to better adapt our new configuration of programs to the needs of the state and the larger community, was started in Fall, 1986 with *Strategy for Focus*. Plans were formulated for each program, taking into account its particular circumstances. Internal priorities were established within each college, and a myriad of program shifts are now under way.

Academic Priorities, 1988 - 1993, and beyond

Academic Priorities, 1988 - 1993 presents the central administration's proposals for change in the academic programs of the Twin Cities campus. The proposals grew out of the college planning process, subsequent analysis by the Advisory Task Force on Planning

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and the Academic Affairs Planning Committee, campus debate, administrative review and consultation. Subsequent consultation since the original document was distributed has brought further changes in the proposals, so that the proposals now being recommended to the Regents in *Academic Priorities: Next Steps* are no longer quite the same as those of the original document. The changes are specified in the following discussion, but here is a brief listing: Regarding organization, the proposal to split CLA is deferred for later action. Regarding funding changes, it is emphasized that the Regents are asked only to approve general directions, with actual year-by-year budget decisions to be presented in the annual budgets; with respect to the specifics, the proposed reduction for the School of Nursing is changed from \$200 thousand to \$75 thousand, and the closing of KUOM and the Educational Development Center are deferred for later action. The proposal to support the Art Museum in its building program is deferred pending a decision on commitment of University reserves for matching funds. The proposal to close the Elderhostel office is withdrawn.

The challenges facing the University of Minnesota

For any organization that depends on external support, planning presents a special challenge: If the planning is to be effective, it must assure that the organization meets external standards: How well does it meet the needs that justify its existence and that motivate its financial support? External standards and the perceptions of external judges determine the organization's financial future, and its ability to meet its internally generated goals.

In considering these recommendations, we must keep in mind the premise that drives them: The university's ability to meet its internal goals rests on its ability to serve the larger society. As the needs of that larger society change, so must the university; to stand still is not an option. Thoughtful, imaginative response to society's changing needs, and to new and challenging opportunities, offer our best hope to achieve our aspirations for a better university.

Society's needs, even its educational needs, are virtually without limit, and the University's resources are not. Our commitment must balance the competing demands for graduate, undergraduate and professional education, and at the same time maintain an appropriate balance among teaching, research and service based on the University's character as an international research university, a land-grant university, and a metropolitan university. If

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we do this well, its programs will be in harmony with one another and will be mutually supportive. This mutual support will grow out of an understanding that

"our primary resource for dealing with [society's] needs is our scholarly capacity. For a program to have a high priority, not only must it carry out research at the leading edge of knowledge, but the research should be stimulated by the needs of society and the results should be transmitted to society through active teaching programs, through outreach and service activities, through technological transfer. In short, such programs should engage the community and the society. This is true not only in the traditional connections of our agricultural programs and rural society, but in science and the arts and in the metropolitan community as well."¹

ASPIRATIONS**THE UNIVERSITY'S PRIORITIES****The Arts and Sciences**

The arts and sciences form the base on which our intellectual capital is built, and high quality in the arts and sciences is essential to high quality in the University in general. To protect and where necessary to restore the strength of the arts and sciences is among the highest priorities in order for the University of meet the state's needs.

Graduate and Professional Education

Graduate and professional programs, especially, should be rigorously evaluated by the *Strategy for Focus* criteria of quality, centrality, comparative advantage, demand, efficiency and effectiveness -- with particular emphasis on quality. It is no service to the state to use the University's limited resources to provide a larger number of specialized programs than we can afford to produce with high quality. The University must carve out not only its appropriate role within the state's higher education system; it must also carve out its appropriate role within the national system, leaving some specialties to other universities that can do them better.

¹*A Commitment to Focus : Report of Interim President Kenneth H. Keller to the Board of Regents, February 8, 1985, p. 2.*

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Within the professional schools, enrollment should be adjusted to available resources so as to maintain high quality.

Undergraduate Education

Undergraduate education will continue to be central to the mission of the Twin Cities campus, and it will be part of the mission of the entire faculty of the campus. Even with the planned reduction of 8,000 undergraduate students, there will be 24,000 undergraduates: three times as many as our students in the Graduate School, and over 60% of our total student numbers. The education that we offer those undergraduates should be of high quality, consistent with our position as a leading research university. It should also educate them for their future role as citizens of an international society and economy. It should be human in scale, particularly to encourage attendance by students from small schools and small towns, and it should preserve access to the disadvantaged. Within the limitations imposed by resource availability, the University should welcome any resident of the state who understands and accepts the challenge of an intellectually demanding, rigorous education.¹

In providing this kind of education for Minnesota's own residents, the University will also draw outstanding students from throughout the country and abroad, to enrich the education of our resident students and, through the benefits provided by those who choose to stay after completing their education, the economy and the intellectual life of the state.

Research

Research is central to the mission of this campus, and should be a part of the mission of every college, every academic department, and of every faculty member.

Service

Public serve should not be seen simply as an additional duty that some faculty members, particularly those in agriculture and allied fields, have agreed to undertake. Properly understood, it is an attitude that should infuse teaching and research undertaken at the University: Teaching and research motivated by this attitude provide the best public service

¹The 1988 - 89 budget includes \$100,000 for expansion of advising, primarily for a new outreach program to the high schools to improve counselling regarding higher education options.

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that the University can offer, and provide strong justification for public support of what we do. A program that meets this standard will indeed accomplish the objective to engage the community and the society. The issue is as relevant for formal classroom teaching as for informal extension teaching and technology transfer, and it is relevant throughout the University. The unique delivery system offered by the Minnesota Extension Service will have a high priority to help extend the impact of our services throughout the state.

ORDERING OF PRIORITIES

Even with a focused mission, the University of Minnesota has more priorities on its agenda, each of them important, than it can address with present resources or with resources that we can expect to obtain in the near term. These recommendations are based on difficult underlying choices; they deliberately postpone some important priorities in order to address others, considered to be even more important, either because of present need or present opportunity. Some of the resources required to meet these priorities are available for immediate use, and have already been allotted in the budget for 1988 - 89; more will become available as the five-year planning period progresses.

The most important priorities are to strengthen those research, graduate and professional education programs judged to have the largest impact on the University and the state (both its quality of life and its economy), and to offer undergraduate education of the highest quality in the context of a major research institution. The most urgent needs are to improve the general health of the institution, especially the library, computing services, instructional equipment, affirmative action, minority programs and undergraduate advising. Of almost equal importance are the core programs in the biological sciences, because of their inherent importance to the state, and in engineering, both because of their importance to the state and because of the extreme pressure created by student numbers and inadequate facilities. Very high in the priorities which follow are other initiatives to improve the core programs in social sciences and humanities; to enhance undergraduate education, particularly at the lower division; and to expand international education and research.

ACTIONS RECOMMENDED TO THE REGENTS

PRIORITIES, PLANS AND RECOMMENDATIONS

The priorities described here drive the administration's plans and recommendations. The University's plans are not completely described either by those priorities or by the discussion that follows, however.

The proposals presented here are the outcome of a complex planning process. That process developed detailed plans for each college, leading to many actions which have already been undertaken, and others that wait the availability of internal funds but do not require central administrative or Regents' action. Within the *Academic Priorities* document itself, some of the proposed steps are administrative in nature, and can be implemented without formal action by the Regents. Others require further action by the University's governance structure and administration before submission to the Regents.

Important recommendations have been advanced by the Implementation Task Force on Undergraduate Education, by the Special Committee on Minority Programs in support of Commitment to Focus (Taborn Committee), by the Advisory Task Force on Planning, by the Minnesota Student Association from its Fall, 1987 forum, and by the Council of Graduate Students. Some of the recommendations coming from those groups have not yet been acted on by the administration; some have already been presented to the Regents; others await further action in the Senate or other governance structures; some require sustained administrative attention but no present policy action. The fact that not all issues are discussed here does not mean that the others are unimportant, or that they have been lost sight of in the planning effort; those not yet acted on will be considered when appropriate.

Moreover, as circumstances change, the directions proposed here may change too, as today's recommended directions are shown to be inappropriate. Thus these recommendations will appropriately be revisited as the world around us changes. It is intended that colleges will be asked to review the directions they have set approximately every two years, although circumstances might lead to revisiting some decisions sooner than that.

RECOMMENDATIONS TO THE REGENTS ON ORGANIZATION

Faculty of Arts, Sciences and Engineering

Recommendation to regents: The administration recommends that the combined faculties of the colleges of arts, sciences and engineering form the faculty of arts, sciences and engineering.

Rationale: The faculty of arts, sciences and engineering will have occasion to act as a combined faculty only over issues of educational policy that extend beyond the individual college. The Provost, in consultation with the colleges, will appoint an appropriate committee to define the classes of issues that should come to that faculty and the structure for dealing with them. The administration intends to maintain the present authority of colleges and their deans to determine internal allocations of college budgets. Specific degree requirements will continue to be set by the individual colleges. The arts, sciences and engineering unit is primarily one for policy coordination, resource allocation, admission and initial counselling and advising for new students. However, certain objectives besides the coordination of undergraduate education may be more successfully achieved under the new structure. One objective the new structure can help to achieve is to strengthen quality and research initiatives. The Vice Provost for the Arts, Sciences and Engineering will work with the deans in supporting and developing departments and programs of research and instruction, with particular attention to those that cross college boundaries. Another objective that the new structure can help to achieve is representation within the central administration. The Vice Provost will represent the interests of the arts, sciences and engineering as the Vice Provosts for Agriculture, Forestry and Home Economics and for Health Sciences represent their units.

Administrative Structure

Recommendation to regents: The administration recommends to the Regents the appointment of a Vice Provost for the Arts, Sciences and Engineering, with responsibilities that include the academic administration of the colleges of arts, sciences and engineering.

Note: If this recommendation is approved, the office holder will be made a member of the President's cabinet; and because the new position will absorb many of the responsibilities of the assistant vice president for undergraduate education and outreach, that position will be eliminated. The independent professional schools would continue to report to the Provost, but to make sure that they receive the appropriate level of attention, the Provost

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would delegate administrative oversight of those schools, as needed, to an assistant or associate vice president.

Rationale: Academic administration includes recommendations on budget, academic appointments and other administrative matters, subject to review by the Provost and approval by the Regents. More focused central direction is needed to build the quality of the arts, sciences and engineering colleges. The main responsibility of the position is to provide leadership for the colleges reporting to it, to improve the academic quality and reputation of the constituent programs, both graduate and undergraduate. A major responsibility of the Vice Provost would be to make sure that the University's overall priorities are kept at the forefront in the attention of each college.

The Vice Provost should be in the President's cabinet to assure that central administration keeps the problems of these colleges in mind. Reputational surveys of higher education have shown a decline in quality of the arts, sciences and engineering at the University over the past 25 years, even though some are of very high quality, and even though a few specific departments have improved in quality over the period. These surveys are consistent with other evidence, including the evaluations of external review committees, and our ability to compete for the best young faculty and top graduate students. A university cannot maintain its overall strength and quality without generally strong arts, sciences and engineering. Taking the organizational and budgetary steps needed to restore the quality of the arts, sciences and engineering must have very high priority if the University is to improve its overall quality, and improve the contribution that it makes to Minnesota. Appointment of the Vice Provost is a first step in that direction. It provides an explicit mechanism to restore coherence to the arts and science core of the University. That step will be strengthened by assuring that the Vice Provost participates in central University decisions.

The Organization of Freshman Admission and Entering Counseling and Advising

Recommendation to regents: The administration recommends that the Provost be instructed, in consultation with the freshman-admitting colleges, to reorganize freshman admission and entering counseling and advising on the Twin Cities campus by Fall, 1990, to provide a single entry point for freshmen, preserving separate paths for students with specialized interests, with central advising and counseling services that are coordinated with the colleges.

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Note: A continuing objective for the program will be to permit undergraduate students to move easily among majors. To improve advising, on-line computer access to student records will be made available to college advising offices, with computerized identification of graduation requirements already completed and yet to be completed (degree audit system). An objective will be to make available to students specific information about each undergraduate course on a regular basis.

Rationale: The report of the Advisory Task Force on Planning made improvement of undergraduate education central to its recommendations. The emphasis is entirely consistent with *Commitment to Focus*, and with the conclusions of a long list of task force reports.¹ Issues raised in those reports range across all aspects of the student experience from the welcome (or lack of it) that the University offers to high school students considering their future education, to the intellectual standards set by undergraduate degree requirements. Improvement of the admission and entering counseling and advising process offers a clear opportunity to make concrete improvements to undergraduate education.

Entry: Current practice allows freshman admissions through seven entry ports, often with different standards both in terms of course preparation and level of academic achievement.² Prospective students who already know that they want to graduate from one of these seven colleges can benefit from this range of options; for other students, this variety creates confusion and uncertainty. Students who are uncertain about their major can be particularly ill-served if they do not have ready access to information about the options available at the University. For example, the biological sciences appear to have received less attention as possible career paths than warranted, in view of the intellectual ferment and the industrial and commercial activity being developed on the basis of new discoveries in those fields. Transfer students and others not eligible for immediate admission to their chosen upper

¹See the Final Reports of the Task Force on the Student Experience (July, 1984), the Committee on Quality Undergraduate Teaching and Learning (August, 1985), the Special Committee on Unified and Increased Preparation Requirements (March, 1986), the Special Committee on Coordinating Lower-Division Education on the Twin Cities Campus (May, 1986), and the Implementation Task Force on Undergraduate Education on the Twin Cities Campus (June, 1987).

² Colleges of Agriculture, Forestry, Home Economics and Liberal Arts, General College, University College, Institute of Technology.

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division college face problems very much like those of students coming directly from high schools.

Advising: As the University reduces undergraduate enrollment, to maintain a balance between access to all and restricted enrollment will require more intense counseling of applicants and more active communication with their high school counselors. 17% of new freshman entrants drop out of the University within a year or less, so more effective pre-collegiate counseling could help to reduce enrollment while providing better service to both those who enter and those who do not. The joint admissions program with the Community Colleges will help in this sorting out process. Other new advising needs are created by the new preparation standards, both for adult students whose high school graduation preceded the new standards, and for other students who did not complete the requirements in high school.

These new demands, and ongoing advising needs, imply that the Twin Cities campus should take advantage of new technologies to improve college advising offices' access to information. The administration has already authorized preliminary programming work that will permit on-line access to student records, with computerized identification of graduation requirements already completed and yet to be completed (the degree audit system). Continuing funding needed to support the system is recommended here.

Entry level advising creates other demands. Few entering students choose a prospective major and stay with it. Moreover, even those who do know what they want are not assured access to that major in upper division. As the most dramatic example, even though freshman admission to the Institute of Technology is restricted to the upper 30% of high school graduates, fewer than half of IT freshmen will qualify for upper division work in popular engineering and computer science majors; in CLA only those in the upper one-fourth of their class can major in journalism. Enhanced advising and coordinated premajor requirements can help deal with the high frequency of changes in majors, and the limited size of some programs. Another issue of importance is to make sure that specific information about each course and each instructor is made available, particularly to lower division students.

The Organization of Undergraduate Education

Recommendation to regents: The administration recommends that, as part of the reorganized undergraduate education on the Twin Cities campus, the position of Vice Provost be given responsibility to work toward:

- expanded opportunities for professional school faculty to participate in undergraduate education;
- increased attention to unit responsibility for advising;
- providing a humane environment for the student; and
- the crucially important improvement in the quality of the classroom experience that is at the core of improvement in undergraduate education.

Rationale: The appointment of the Vice Provost is key to the implementation of these important changes, because they will require continuing managerial attention.

Administrative coordination of the arts, sciences and engineering under the Vice Provost provides an opportunity to make concrete improvements in undergraduate education, the need for most of which have been identified by previous task forces:

Active learning opportunities: *Commitment to Focus* states that we should "fashion a role to fit our strengths" in undergraduate education. This means to emphasize active understanding of modes of inquiry and participation in artistic expression, consistent with our role as a research university; it means to take advantage of opportunities offered by the metropolitan area for internships, field learning and community service; it means to accept the University's international role by making it an integral part of the undergraduate educational experience; and it means to encourage activities that support academic programs, and that foster understanding of and respect for the broad range of backgrounds and viewpoints that are found in the University community. A coordinated revision of curriculum will be needed to accomplish these changes; the coordinated arts, sciences and engineering faculty will be a vehicle for carrying it out.

The role of professional schools: Our present organization precludes extensive involvement by the faculties of post-baccalaureate professional schools in undergraduate education, and limits participation in that education by the faculties of professional schools in the broader education programs of the University. More flexible liberal education electives that

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include courses offered by professional school faculty in the arts and sciences curriculum will give uncommitted students greater access to the faculty of professional schools and *vice versa*, and will provide general education courses that link the arts and sciences to important issues of public policy and other professional concerns. Faculty in the professional schools will, in some cases, transfer instructional effort to courses in underlying core arts, sciences and engineering, helping to sever the tight link between the focus of research activity and the focus of instruction in a department or college.

Admissions for new high school students, communication with the high schools and financial aid for new high school students are functions that may be better undertaken in the Office of the Vice Provost for Arts, Sciences and Engineering than in the general student support services office. Advising, counseling, placement and lower division honors functions now carried out in either the Office of Academic Affairs or in the separate colleges may also be better provided in the new Vice Provost's Office than in their former homes. The Offices of the Provost and the Vice President of Student Affairs will undertake a study to recommend reconfiguration of these student services, in consultation with affected colleges. The Vice Provost should also work with the Minnesota Student Association to assist in their proposed course information project.

Colleges to be included in the Arts, Sciences and Engineering

Recommendation to regents: The administration recommends that colleges reporting to the Vice Provost for Arts, Sciences and Engineering include the College of Biological Sciences, the College of Liberal Arts, General College, the Institute of Technology, and University College; in addition a School of Architecture and Landscape Architecture (now in the Institute of Technology) should report both to this Vice Provost and to the Vice Provost for Agriculture, Forestry and Home Economics. The Vice Provost will also be named as Dean of University College, with a program director to manage the day-to-day affairs of the college. (

Note: The earlier proposal to form a college of humanities and fine arts and a college of social and behavioral sciences from the present CLA is deferred until further funding is available.

Rationale: *General College* is part of the arts, sciences and engineering, because its general studies and preparatory programs are an important component of the overall education that will be offered to lower division students. *Plan for Focus* recommended that

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General College be merged into the general structure of the arts, sciences and engineering, with the goal of "mainstreaming" the faculty as well as the students into the full intellectual life of the campus as quickly as possible. This recommendation has not been accepted because of the need to assure that the core faculty of that program will continue to treat the preparatory program for special populations as their highest priority; the faculty should be integrated into the broader arts and science education program, however, by aggressive use of transfer of effort, with the goal that each General College faculty member teach at least one course per year outside the college. It should be emphasized that this proposal leaves intact the special admission standards for General College students: Admission will be based on the same criteria as are now used by the college.

Institute of Technology: The arts and science faculty must include mathematics and the physical sciences. The special history of the University has led to a unique organizational structure in which engineering is combined with those sciences in the Institute of Technology. Even though engineering education is professional education, with professional accreditation standards and state licensure for some of its practitioners, the benefits to research and teaching that come from maintaining the link between mathematics, the physical sciences and engineering are so great that they should be preserved within a single college, reporting to the Vice Provost for Arts, Sciences and Engineering. Architecture and Landscape Architecture represent a special situation, in part because of the link of Landscape Architecture to both Architecture and to Horticulture. The administration recommends a School of Architecture and Landscape Architecture, reporting to both the Vice Provost for Arts, Sciences and Engineering and the Vice Provost for Agriculture, Forestry and Home Economics.

University College, which offers baccalaureate degrees for inter-college programs and for individually designed programs, is not exclusively a part of the arts, sciences, and engineering, since it offers degrees system-wide, drawing from other professional schools as well as from the arts, sciences and engineering. Nevertheless, most University College students earn their degrees primarily from the arts, sciences and engineering; and for administrative reporting, the nature of the college mission fits more closely with the arts, sciences and engineering than with any other grouping. Moreover, there may be some efficiencies made possible through combining the individualized degree programs from CBS and CLA with those of University College. *Plan for Focus* recommended that University College lose its collegiate status, so that it would become primarily an advising service for students seeking individualized learning opportunities. This recommendation has not been

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accepted in full because of the need for a college to award the degrees University College now awards. The Vice Provost for Arts and Sciences should bear the additional title of Dean of University College, with the day-to-day affairs of the college managed by a program director. (University College has no independent faculty, but draws on the faculty and courses of all of the colleges of the University; thus the position of dean carries no significant administrative burden, and creates no conflict of interest with the other colleges reporting to the Vice Provost).

RECOMMENDATIONS TO THE REGENTS ON FINANCIAL TRANSFERS**Recommendations for program increases**

Note: The following specifics come from analysis that is almost a year old. They set general directions and priorities. They are now under review for the next biennial request, in light of the past year's discussions and changing resource availability. (In particular, reductions in the level of income earned from reserves, and guidelines recently adopted by the Regents for use of reserves in the future, suggest that some units will have greater need for funding from the Operations and Maintenance budget than initial recommendations contemplated). The biennial request is now under discussion and will be before the Board of Regents in the next several months for specific action.

The priorities of the University are classified under four heads: the general health of the institution, core programs, land grant related programs, and specific opportunities for building quality. These are listed below; while sums are recommended here to indicate the order of magnitude of the most urgent funding recommendations, the Regents are asked at this time only to approve the priorities shown by these sums, recognizing that the annual budget each year will determine the funds actually available for assignment to the University's highest priorities. Circumstances in subsequent years may demonstrate greater funding needs for some of these priorities.

New public funding for the elements identified here that represent instructional costs would be requested from the Legislature as part of a requested funding for adjustment in the University's rank among its peers. However current instructional equipment shortfalls, and expenditures for libraries, computers and other support services are not included in the expenses included in the analysis of rank, and would require additional requests for state funding, in addition to rank funding adjustment.

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Because the 1988 - 89 budget allocated \$2.75 million of rank adjustment funds to academic units in accordance with these priorities, the recommendations identified in Academic Priorities, 1988 - 1993 have been reduced by that amount.

Recommendation to regents: The administration recommends that the Regents endorse the following funding priorities for planning purposes (to be confirmed or modified in biennial requests and annual budgets before implementation):

General Health of the Institution

Computing Services: The recommended increase is for \$2.1 million, primarily for networking.

Instructional equipment and support: The recommended increase is for \$5 million, primarily for annual replacement and maintenance of scientific equipment in instructional laboratories, but also for audio and audio-visual equipment, and for technicians to assist in setting up laboratory demonstrations and for user services in all of these emerging technologies.

International education: The recommended increase is for \$400,000.

Libraries: The recommended increase is for \$4.85 million, for staff and acquisitions.

Minority Programs: The recommended increase is for an annual appropriation building to \$1 million over the next five years, as follows: \$350,000 for minority faculty recruitment, retention and associated programs; \$150,000 to expand recruitment efforts for minority students; \$400,000 for increased financial aid and other student support; and \$100,000 for maintenance of a tracking system to monitor the performance of minority students and associated research to improve minority retention using that data base.

Undergraduate advising: The recommended increase is for \$0.9 million, for funds that would be allocated by the Vice Provost for Arts and Sciences to reorganize and improve the undergraduate advising system.

Core Programs

Biological Sciences: The recommended increase is for \$1.75 million for the biological programs for the institution. \$1 million would be dedicated for laboratory equipment and

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support for the College of Biological Sciences, and \$750,000 would be made available to the Policy Council of Biological Sciences.

Engineering, mathematics and physical sciences: The total combined recommended increase is for \$1.2 million that will help ease resource constraints in order to protect present high quality and correct weaknesses across the engineering, mathematical and physical sciences.

Humanities and Social Sciences: \$2.5 million is the recommended increase, to be provided after a decision on whether CLA is to be split into two colleges; if so, funds would go to the deans of the new College of Humanities and Fine Arts and the new College of Social and Behavioral Sciences, after the deans have been appointed and the colleges' programmatic plans approved, primarily for support budget (supplies, equipment and expenses, and teaching assistants).

Lower Division Education: The recommended increase is for \$750,000, to be provided after a Vice Provost for Arts, Sciences and Engineering has been appointed and plans for use of the money have been approved.

Land Grant-Related Programs

Agricultural Experiment Station Multidisciplinary Research: The recommended increase is for \$1.5 million.

Center for Biomedical Engineering: The recommended increase is for \$500,000 to provide core support for a new interdisciplinary program involving the Medical School and the Institute of Technology.

Center for Biomedical Ethics: The recommended increase is for \$300,000 to provide core support for the center which is currently funded by a grant from the Northwest Area Foundation.

Computer Science and Electrical Engineering: The recommended increase is for \$1 million, to include new faculty positions and substantial increases in expenditures for teaching assistants, technical assistance, supplies, equipment and expenses for the Computer Science and Electrical Engineering departments.

Office of Research and Technology Transfer Administration: The recommended increase is for \$350,000.

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Outreach: The recommended increase is for \$2 million, for the Minnesota Extension Service, to expand its ability to serve the needs of the state in areas outside narrow questions of production agriculture.

Pharmacy: The recommended increase is for \$750 thousand for laboratory equipment and support for the college..

Public Health: The recommended increase is for \$1.25 million.

Specific Opportunities for Building Quality

Architecture and Landscape Architecture: The recommended increase is for an additional \$250,000.

Veterinary Diagnostic Laboratories: The recommended increase is for \$300,000 to provide additional core support.

Humphrey Institute: The recommended increase is for \$350,000, primarily for the development of interdisciplinary programs

Institute for Mathematics:and Its Applications: The recommended increase is for approximately \$400,000 to maintain current efforts that help develop the linkages between mathematics and the fields in which it can lead to new understanding.

Management of Information Systems: The recommended increase is for \$300,000 to replace temporary funding for the program in management of information systems.

New Interdisciplinary Programs: The recommended increase is for \$350,000, to be used under the direction of the Research Executive Council, to support entrepreneurial initiatives for new program development.

Theoretical Physics Institute: The recommended increase is for \$400,000, to be combined with internally reallocated funds that will provide total University funds of \$650,000 to match external private funds

Research Centers: The recommended increase is for \$2 million, to provide required matching funds for new research centers.

Rationale:

General Health of the Institution

Computing Services: The networking expenditure will permit communication by personal computer both within the University, and to external data resources. Annual cost for operation of these services will grow to \$2.2 million over a 5-year period. Development of the network is essential for faculty research in the 1990s, to make the best use of the University's data bases, and to deliver computer-aided instruction to students on all campuses. In addition, administrative computing needs additional funding to bring obsolescent systems up to date (e. g. the registration system) and to make new services available (e. g., financial aid accounting and the degree audit system). The Office of Information Systems will be able to fund an estimated \$500 thousand per year by internal reallocation, leaving \$2.1 million for funding of networking, plus any additional costs required for further improvement in administrative computing for student services.

Instructional equipment and support: Five years ago, the annual expenditure for instructional equipment on the Twin Cities campus was under \$12 per student, the lowest in the Big Ten; the next lowest level of expenditure was over \$30 per student. Of the first \$5 million, approximately \$3 million would go to the Institute of Technology, \$1 million would go to the biological sciences, and \$1 million would go to the successor colleges to the College of Liberal Arts; almost equally pressing needs of other colleges would require additional funding.

International education: The University is committed to internationalizing undergraduate education. It seeks to develop competence among the undergraduate student body in foreign languages, an understanding of and ability to work in foreign cultures and an interdependent world, and comparative perspectives and insight within academic disciplines and the professions. It expects to graduate a cadre of undergraduates with skills that enhance their capacity to be competitive in the world community and an increasingly internationalized economy.

To attain these goals, the administration proposes the formation of an efficient and accessible study abroad program. An estimated 800 undergraduates now study abroad each year. We expect at least to double the figure in three to four years and quadruple participation in the program in ten years. Special attention will be paid to establishing opportunities in the developing world and in world areas which are academic priorities at the University. The amount of \$400,000 is to be made available to cover the administrative costs of a reorganized program as well as for fellowships which can broaden the base of participation.

Academic oversight of the program shall be provided by the Institute for International Studies; the initial organization and administration of the program will be carried out by the Office of International Education.

Libraries: Demands on the libraries have increased substantially in the last decade without a commensurate expansion of resources. Need analyses indicate a staff shortfall of approximately 100 and an acquisition budget which is 15% below that of peer institutions. The Libraries' emerging role, via Minitex and other interlibrary loan systems, as the central information resource for the entire state and region, new and innovative teaching and research programs, the need for automation, deterioration of the physical condition of existing collections, as well as staggering increases in the cost of acquiring materials due to a weakened dollar, all demand a substantial increase in funding for the Libraries.

Minority Programs: The expenditures are all in response to initiatives recommended by the Special Committee on Minority Programs in Support of Commitment to Focus (the Taborn Committee).

Undergraduate advising: The ability to explore the wide variety of intellectual and artistic disciplines in the University, to make informed decisions about courses and programs, and to move efficiently and with distinction through the undergraduate curriculum requires a sophisticated and high-quality advising system. We recognize the need to bring student adviser/advisee ratios and services into conformity with national standards, and to adjust the organization of the advising system to improve coordination and leadership. Particular attention must be given to the advising system for lower division students; this system will include an improved communication network between the lower division student and the upper division professional schools.

Core Programs

Biological Sciences: This area is judged to be of the highest priority both because of its potential impact on the economy and environmental quality of the state and because of the enormous opportunities for new deeper understanding of fundamental biological processes that have been opened up by recent discoveries. Funds going to the College would be used to upgrade both undergraduate and graduate education, to provide general administrative support, and to support basic departmental research initiatives. Funds going to the Policy Council of Biological Sciences would be matched by sequestered positions in the College of Agriculture, the College of Biological Sciences and the Medical School for agreed-upon

future program development in such areas as cell and molecular biology, biochemistry, and plant biology.

Engineering, mathematics and physical sciences: Within engineering, among the most pressing needs are for instructional equipment and support staff, and for the seriously understaffed electrical engineering program, each discussed separately. Apart from those urgent needs, however, the engineering programs are of high priority, with exceedingly high student demand, high national distinction and inadequate resources. Funds will go to Aerospace Engineering and Mechanics, Chemical Engineering and Materials Science, Civil and Mineral Engineering, and Mechanical Engineering. Mathematics and the physical sciences are central to research and instructional programs throughout the University; particularly urgent needs here are for permanent funds to replace temporary instructional support that has been provided year by year, and funds for research equipment matching grants, responding to the National Science Foundation's increasing insistence on a University contribution to match their own funds for laboratory equipment; funds will go to Mathematics, Physics and Astronomy, and to a lesser extent Chemistry and Earth Sciences.

Humanities and Social Sciences: This funding would go primarily to CLA or its successor colleges, although part of the funding might be awarded to other colleges, particularly for an intercollegiate program in the cognitive sciences. In addition, the administration would hope to be able to provide short-term funding for new faculty hires, with the funding to be phased out as resignations and retirements permit. The support is required because retrenchments of the College of Liberal Arts over the past several years have seriously eroded the quality of units which are central to the University's overall educational mission. The need for further support in the social sciences is particularly urgent because this group of departments includes areas of the University's greatest academic strengths, and continuing retrenchments have threatened the continued existence of that center of excellence.

Lower Division Education: Many aspects of lower division education at the University are now unsatisfactory due to crowding and inadequate resources. These funds would be directed to those aspects of the program where, in the judgment of the Vice Provost, they would have the largest impact to improve the lower division education experience.

Land Grant-Related Programs

Agricultural Experiment Station Multidisciplinary Research: The Minnesota Agricultural Experiment Station (AES) has built and sustained strong disciplinary science in the traditional disciplines and departments. Some of the departments and programs, and the AES as a whole, are ranked among the top 5 or 10 in the country. However, many of today's problems in agriculture, forestry and related natural resource economies and in rural families and communities can be addressed only by a team of faculty from several disciplines, each contributing their unique expertise towards the solution of the problem. In accelerating such multidisciplinary efforts, the AES also needs to tap additional scientific expertise in units outside of the Institute of Agriculture, Forestry and Home Economics. Additional state resources are needed to fund research in some non-traditional units and to facilitate faculty interaction and collaboration across disciplinary lines on addressing major issues and problems of society. Centers will be used as a mechanism to allocate new internal funding, attract additional external resources and improve the University's responsiveness to the public by increasing the interconnectedness of AES-funded research.

Center for Biomedical Engineering: Start-up funding for the center and an endowed chair for the director or a senior faculty member have been obtained from private sources. The center would eventually be housed in the proposed Basic Sciences/Biomedical Engineering building. This program is of particular importance to the state because of the large concentration of medically-related industry in the Twin Cities.

Center for Biomedical Ethics: The center, of the first of its kind in the nation, will develop teaching, research and service programs to assist society in resolving the numerous ethical dilemmas created by new technology in health care.

Computer Science and Electrical Engineering: The fields are important to the economy of the state; the departments has very strong student demand, and inadequate resources: the ratio of undergraduate and graduate majors to faculty is approximately 50:1 in Computer Science, and 36:1 in Electrical Engineering. This increase in resources, coupled with a slight planned reduction in the number of undergraduate majors, will permit a significant improvement in the quality of the education offered, which will better serve the needs of industry than do the present programs.

Office of Research and Technology Transfer Administration: The increase is to provide greater administrative support to the acquiring and implementation of sponsored research, to obtain a clearer profile of trends in sponsored research at the University.

Outreach: As a land grant university, the University of Minnesota has a responsibility to help the people of Minnesota live and make a living through research and education. Traditional program emphases and resource constraints have limited the Minnesota Extension Service (MES) from fulfilling a broader role as the major outreach arm of the University. The University will support a broadened mission and capability of the MES as it seeks through nonformal education to enable people to foster full development of youth, adults, families and communities; to improve our economy; and to provide effective natural resource management. Greater flexibility will be achieved with current funding, to secure the involvement of more faculty and staff outside of the traditional departments and colleges in MES programs. New resources will be sought to enhance this broader role and expand the University's outreach with MES educational programs.¹

With regard to formal education at the undergraduate and graduate levels, accessibility to the University's programs is sometimes limited because potential students cannot attend classes in the Twin Cities; many are older students who must remain employed while furthering their education. In curricula unique to the University, such as agriculture, and where demand warrants, additional course offerings will be scheduled at off-campus locations to allow students to progress towards degrees without relocation.

Pharmacy: Rank funding comparisons show that Pharmacy is at the bottom of its peer group in direct expenditures per full year equivalent student. It is evident that the college will be unable to maintain its current enrollment without additional state funds.

Public Health: The School of Public Health has been extraordinarily successful in attracting sponsored research and training support, primarily from the federal government. It ranks second among academic units at the University in this regard. A special problem which it faces, however, is an unusually low level of state support, whether measured by the fraction of its budget provided by the state (17%) or direct expenditures per student (last

¹The administration is initiating the major review of the appropriate relationship between MES and Continuing Education and Extension, to determine whether advantage could be gained by combining programs. This review may lead to recommendations that would be brought back to the Regents.

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in its peer group). This creates instability and forces the school to adjust its priorities to those of external funding agencies. That fact, coupled with the importance of its programs for the state and significant opportunities now before the University to build a program of national distinction, justify identifying this school as a target for new funding support.

Veterinary Diagnostic Laboratories: The laboratory delivers essential animal health services to the state's livestock and poultry industries and serves as the official laboratory of the Minnesota Board of Animal Health. Although its primary function is service, the laboratory makes a major contribution to the teaching and research program of the College of Veterinary Medicine. The laboratory is currently underfunded and a request for additional support was part of the University's 1988 state legislative request.

Specific Opportunities for Building Quality

Architecture and Landscape Architecture: The increased public funds, together with new chairs expected from the Minnesota Campaign, will support the development of a school of national excellence under the leadership of the current director.

Humphrey Institute: The recommended increase is primarily for the development of interdisciplinary programs linked to colleges throughout the University where research and instruction relevant to important issues of public policy arise; examples include policy with regard to agriculture, health, and the uses and consequences of new technologies in industry.

Institute for Mathematics and Its Applications: The recommended increase is for approximately \$400,000 to maintain current efforts that help develop the linkages between mathematics and the fields in which it can lead to new understanding, from ecological systems to economics and from molecular biology to astrophysics.

Management of Information Systems: The recommended increase will help maintain Minnesota's program at the forefront of this field nationally; the underlying program in Management Information Systems is not only of central importance to the Carlson School of Management, but it is one of the anchors of the computer and information science thrust at the University.

New Interdisciplinary Programs: *Plan for Focus* pointed out that the University of Minnesota has not been at the forefront in development of new areas of research, and that we have no ready mechanism for starting new initiatives and stopping old ones which have

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been less than completely successful. (The most recent example of a new interdisciplinary program that appears to be succeeding, with the help of the initiatives of several deans, has been the neuroscience program; biomedical engineering offers another successful example.) This fund, administered through the Graduate School, would be used to offer start-up help to new programs, with funding from this source for up to five years; after that, the initiatives would have to obtain regular funding from other sources, or be terminated.

Theoretical Physics Institute: The funds will match external private funds for a new initiative in an area in which Minnesota has an opportunity to build a center of national excellence, and at the same time add to the scientific infrastructure of the University.

Research Centers: By mid-January, 1988, 16 proposals for center funding were pending before Federal agencies, 7 were under preparation for submission in the near future, and several others were being developed. Clearly, the University submits many more applications for such centers than it receives funding for, so the exact initiatives to be pursued are not known with certainty. Those identified are of high priority to the University, with a reasonably high probability of success for external support. They include:

- The Interfacial Engineering Center; Federal funds have been requested to focus on processes to manufacture products where properties are dominated by interfacial behavior. Typical applications are the fabrication of microchips, composite materials, coatings for optical and magnetic recording.
- The Center for the Development of Technological Leadership; a center established with help of a gift from Honeywell, Inc. which brings together the Institute of Technology, the College of Liberal Arts, and the Carlson School of Management to offer an interdisciplinary approach to technical leadership.
- Geographical Information Center; the University is one of approximately three institutions competing to be the site for a national center for geographical information and analysis.
- Center of Excellence in Visual Image Understanding; federal funding will be requested for a center of excellence for the study of visual image understanding that would incorporate psycho-physical, perceptual, computational, cognitive, and developmental approaches. The focus would be on the development of a comprehensive model and data base on how humans process degraded images.

- Minnesota Center for Research in Developmental Disabilities; federal funding has been requested to do research on the prevention and treatment of neurological disabilities throughout the lifespan.
- Center for Population Analysis and Policy; funding will be requested to support multi-disciplinary research that applies mathematics to analyze the structure and dynamics of populations (of humans, animals, machines, etc.) to gain insights for policy.
- Center for Bayesian analysis; federal funding will be requested to develop methods that will help scientists, technologists and others to improve the quality of the conclusions that they draw from evidence.

Recommendations for program reduction

Note: The following reallocations are what the administration now proposes should be undertaken over the next five years. Sums are recommended here to indicate the order of magnitude of the recommended reduction, and to provide planning targets for the affected colleges. As the financial situation changes and as the needs of these units change up or down, we will revisit these recommendations annually.

Recommendation to regents: The administration recommends that the Regents endorse the following reallocations for planning purposes (to be confirmed or modified in annual budgets before implementation):

Instructional Programs in the Institute of Agriculture, Forestry and Home Economics: Reduction of \$700 thousand, to be accomplished to the extent possible by transfer of effort.

Dentistry: Reduction of \$500 thousand, to be accomplished to the extent possible by substitution of research funding for operations and maintenance support.

Nursing Reduction of \$75 thousand, to be accomplished to the extent possible by substitution of research funding for operations and maintenance support.

College of Education: Reduction of \$500 thousand, to be accomplished to the extent possible by transfer of effort and by increased funding of faculty salaries by means of external research funds.

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Continuing Education and Extension: Reduction of \$550 thousand as the MacPhail Center is made independent of continued University funding, with the funds freed retained by the Office of the Provost for reassignment to high campus priorities.

General College: Reduction of \$500 thousand, to be accomplished to the extent possible by transfer of effort as faculty in the college either move to other colleges or begin to participate in teaching in other colleges.

Rationale:

Instructional Programs in the Institute of Agriculture, Forestry and Home Economics: Recent enrollment declines in the College of Agriculture mean that the college's instructional program is overfunded for its present needs, by \$700,000. Unless the enrollment declines are reversed, those resources will be reallocated to the Office of the Provost, to be transferred to higher priority uses. However, the same faculty members who carry out the instructional mission of the college also carry out its research mission, and in order not to disrupt that program, to the extent possible the transfer of resources will be accomplished by transfer of effort. Depending on relative enrollment in the colleges of the Institute, part of the reduction in instructional funding might instead come from other Institute programs.

Dentistry: The proposed reduction represents approximately one month per year of salary for each faculty member to be obtained through external research grants.

Nursing The proposed reduction represents less than one half month per year of salary for each faculty member. This recommendation is changed from that of the original *Academic Priorities* document, based on a re-evaluation of the availability of research funds. Additional spending reductions will be recommended from other sources to substitute.

College of Education: The College has faced declines in enrollment over the past several years, and has faced accompanying retrenchments as the University was forced to reduce and internally reallocate its budget. In these difficult circumstances, the college has reorganized and consolidated its programs, improved the quality of many, and, as discussed above, is at the forefront of a new national effort to restructure teacher training. These efforts should be supported, with short-term funding to allow for more rapid progress. However, despite retrenchments, instructional funding per student is higher than is judged necessary for an effective program. Hence, transfer of effort and substitution of

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external research funds for state instructional funds are justified. Short-term funding will be provided for three years to support the college's research priorities.

Continuing Education and Extension: The MacPhail Center is an important resource to the community, but its program of community education in music is peripheral to the mission of the University. Funding should not come from the University's Operations and Maintenance budget. Two other recommendations with respect to Continuing Education and Extension are modified from *Academic Priorities*: First, because of the negotiations now under way that could give KUOM access to morning broadcast hours through negotiations with WCAL, the Provost will initiate a review of the station and assess the implications of its new potential and value to the University before making a recommendation regarding its future status within the University. Second, administration of the statewide Elderhostel program office will be continued within CEE, although CEE will be asked to assess its total costs and request appropriate funding support from the other colleges and universities that participate in the program.

General College: The focussing of the college's mission on the preparatory program, with no degree programs, will reduce enrollment in the college by approximately 1/3. The resources saved will go in part to making responsibilities for teaching and research in General College comparable to those for the other arts and science colleges, taking into account variations in the responsibilities for student advising, graduate student instruction and thesis supervision in the different colleges; and in part the resources will go to finance a transfer of effort that will allow GC faculty to teach courses in their own disciplines in other colleges, in order to integrate the General College faculty with the larger arts and science faculty. Future appointments will also be shared with other units, with the help of joint search committees, which should help to assure comparable starting salaries as well as integration of new faculty members into the intellectual activities of the other colleges. The transfer of faculty effort to disciplinary departments, and other transfers following from the change in mission of the college, will represent a significant reallocation of funds to some of the University's highest priority programs.

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OTHER RECOMMENDATIONS TO THE REGENTS

Professional program enrollment reductions

Recommendation to regents: The administration recommends that the Regents endorse these 1992 target enrollment in selected professional programs: Dentistry, 296; Medical School: M. D., 833, Residents, 1,000; Management (undergraduate) 750.

Rationale: Reductions in some professional programs in the health sciences and management were agreed to in *Commitment to Focus*. Further reductions have been agreed to as part of the present planning process, in order to provide higher resources per student for improved program quality. The proposed changes are shown in Table 1 (these enrollment reductions are in addition to the reductions made earlier as part of the *Commitment to Focus* changes already acted on by the Regents).

Table 1. Post-baccalaureate Professional Program Enrollment Targets

Program	1980 Actual	1986 Actual	1987 Actual	1992 Target	1986 to 1992 Difference
Dentistry	586	403	387	296	- 107
Medical School					
M. D.	1,073	985	959	833	- 152
Residents	1,047	1,036	1,053	1,000	- 36
Management (undergrad.)	1,483	1,504	1,377	750	- 754

The reduction in the Medical School programs will eventually exceed those shown here. The reductions are not scheduled to start immediately; it will then take several years for the effect of reduced enrollments of incoming students to lead to stable total enrollments.

Area Studies in the College of Liberal Arts:

Recommendation to regents: The administration recommends that the Regents endorse the CLA plan to close the Department of South and Southwest Asian Studies.

Rationale: The CLA plan presents a thoughtful discussion of the area studies programs: East Asian Studies, Russian and Eastern European Studies, Scandinavian Studies and

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South and Southwest Asian Studies. The plan recommends that the Department of South and Southwest Asian Studies should be closed, and the languages of Hindi and Urdu should be taught under the bulletin designator of Interdepartmental Studies. The program in Arabic has been transferred to Afro-American and African Studies. The remaining faculty should be placed in appropriate units.

The inability of the college to sustain strong programs in South and Southwest Asian Studies in terms of curricular offerings and faculty research has been a concern of numerous CLA budget committees and special task forces over the past decade. Among stated concerns are a mismatch of faculty curricular interests, low student demand, small numbers of majors, and difficulties in staffing basic language sequences. Also, retrenchment of other units would be necessary to adequately staff the current configuration since the present department lacks the critical mass necessary to sustain a strong graduate or undergraduate program.

If this recommendation is approved, formal steps will then be taken for consideration of the proposal to close the major programs. If those programs are then closed (with the approval of the University's governance structure and the Higher Education Coordinating Board), the college will continue to offer language courses, plus courses in other departments relating to the history and culture of the area, at the undergraduate level. South and Southwest Asian Studies will be available as a supporting program for undergraduates majoring in international relations or other programs.

APPENDIX I. SUMMARY OF RECOMMENDATIONS

SUMMARY OF ADMINISTRATIVE RECOMMENDATIONS TO THE BOARD OF REGENTS FOR PRESENT ACTION

ORGANIZATION OF THE ARTS, SCIENCES AND ENGINEERING

Faculty of Arts, Sciences and Engineering

Recommendation to regents: The administration recommends that the combined faculties of the colleges of arts, sciences and engineering form the faculty of arts, sciences and engineering.

Administrative Structure

Recommendation to regents: The administration recommends to the Regents the appointment of a Vice Provost for the Arts, Sciences and Engineering, with responsibilities that include the academic administration of the colleges of arts, sciences and engineering.

The Organization of Freshman Admission and Entering Counseling and Advising

Recommendation to regents: The administration recommends that the Provost be instructed, in consultation with the freshman-admitting colleges, to reorganize freshman admission and entering counseling and advising on the Twin Cities campus by Fall, 1990, to provide a single entry point for freshmen, preserving separate paths for students with specialized interests, with central advising and counseling services that are coordinated with the colleges.

The Organization of Undergraduate Education

Recommendation to regents: The administration recommends that, as part of the reorganized undergraduate education on the Twin Cities campus, the position of Vice Provost be given responsibility to work toward:

- expanded opportunities for professional school faculty to participate in undergraduate education;

- increased attention to unit responsibility for advising;
- providing a humane environment for the student; and
- the crucially important improvement in the quality of the classroom experience that is at the core of improvement in undergraduate education.

Colleges to be included in the Arts, Sciences and Engineering

Recommendation to regents: The administration recommends that colleges reporting to the Vice Provost for Arts, Sciences and Engineering include the College of Biological Sciences, the College of Liberal Arts, General College, the Institute of Technology, and University College; in addition a School of Architecture and Landscape Architecture (now in the Institute of Technology) should report both to this Vice Provost and to the Vice Provost for Agriculture, Forestry and Home Economics. The Vice Provost will also be named as Dean of University College, with a program director to manage the day-to-day affairs of the college. (

BUDGETARY PRIORITIES

Priorities for funding increase

Recommendation to regents: The administration recommends that the Regents endorse the following funding priorities for planning purposes (to be confirmed or modified in biennial requests and annual budgets before implementation):

General Health of the Institution

Computing Services: The recommended increase is for \$2.1 million, primarily for networking.

Instructional equipment and support: The recommended increase is for \$5 million, primarily for annual replacement and maintenance of scientific equipment in instructional laboratories, but also for audio and audio-visual equipment, and for technicians to assist in setting up laboratory demonstrations and for user services in all of these emerging technologies.

International education: The recommended increase is for \$400,000.

Libraries: The recommended increase is for \$4.85 million, for staff and acquisitions.

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Minority Programs: The recommended increase is for an annual appropriation building to \$1 million over the next five years, as follows: \$350,000 for minority faculty recruitment, retention and associated programs; \$150,000 to expand recruitment efforts for minority students; \$400,000 for increased financial aid and other student support; and \$100,000 for maintenance of a tracking system to monitor the performance of minority students and associated research to improve minority retention using that data base.

Undergraduate advising: The recommended increase is for \$0.9 million, for funds that would be allocated by the Vice Provost for Arts and Sciences to reorganize and improve the undergraduate advising system.

Core Programs

Biological Sciences: The recommended increase is for \$1.75 million for the biological programs for the institution. \$1 million would be dedicated for laboratory equipment and support for the College of Biological Sciences, and \$750,000 would be made available to the Policy Council of Biological Sciences.

Engineering, mathematics and physical sciences: The total combined recommended increase is for \$1.2 million that will help ease resource constraints in order to protect present high quality and correct weaknesses across the engineering, mathematical and physical sciences.

Humanities and Social Sciences: \$2.5 million is the recommended increase, to be provided after a decision on whether CLA is to be split into two colleges; if so, funds would go to the deans of the new College of Humanities and Fine Arts and the new College of Social and Behavioral Sciences, after the deans have been appointed and the colleges' programmatic plans approved, primarily for support budget (supplies, equipment and expenses, and teaching assistants).

Lower Division Education: The recommended increase is for \$750,000, to be provided after a Vice Provost for Arts, Sciences and Engineering has been appointed and plans for use of the money have been approved.

Land Grant-Related Programs

Agricultural Experiment Station Multidisciplinary Research: The recommended increase is for \$1.5 million.

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Center for Biomedical Engineering: The recommended increase is for \$500,000 to provide core support for a new interdisciplinary program involving the Medical School and the Institute of Technology.

Center for Biomedical Ethics: The recommended increase is for \$300,000 to provide core support for the center which is currently funded by a grant from the Northwest Area Foundation.

Computer Science and Electrical Engineering: The recommended increase is for \$1 million, to include new faculty positions and substantial increases in expenditures for teaching assistants, technical assistance, supplies, equipment and expenses for the Computer Science and Electrical Engineering departments.

Office of Research and Technology Transfer Administration: The recommended increase is for \$350,000.

Outreach: The recommended increase is for \$2 million, for the Minnesota Extension Service, to expand its ability to serve the needs of the state in areas outside narrow questions of production agriculture.

Pharmacy: The recommended increase is for \$750 thousand for laboratory equipment and support for the college..

Public Health: The recommended increase is for \$1.25 million.

Specific Opportunities for Building Quality

Architecture and Landscape Architecture: The recommended increase is for an additional \$250,000.

Veterinary Diagnostic Laboratories: The recommended increase is for \$300,000 to provide additional core support.

Humphrey Institute: The recommended increase is for \$350,000, primarily for the development of interdisciplinary programs

Institute for Mathematics:and Its Applications: The recommended increase is for approximately \$400,000 to maintain current efforts that help develop the linkages between mathematics and the fields in which it can lead to new understanding.

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Management of Information Systems: The recommended increase is for \$300,000 to replace temporary funding for the program in management of information systems.

New Interdisciplinary Programs: The recommended increase is for \$350,000, to be used under the direction of the Research Executive Council, to support entrepreneurial initiatives for new program development.

Theoretical Physics Institute: The recommended increase is for \$400,000, to be combined with internally reallocated funds that will provide total University funds of \$650,000 to match external private funds

Research Centers: The recommended increase is for \$2 million, to provide required matching funds for new research centers.

Recommendations for funding decrease

Recommendation to regents: The administration recommends that the Regents endorse the following reallocations for planning purposes (to be confirmed or modified in annual budgets before implementation):

Instructional Programs in the Institute of Agriculture, Forestry and Home Economics: Reduction of \$700 thousand, to be accomplished to the extent possible by transfer of effort.

Dentistry: Reduction of \$500 thousand, to be accomplished to the extent possible by substitution of research funding for operations and maintenance support.

Nursing Reduction of \$75 thousand, to be accomplished to the extent possible by substitution of research funding for operations and maintenance support.

College of Education: Reduction of \$500 thousand, to be accomplished to the extent possible by transfer of effort and by increased funding of faculty salaries by means of external research funds.

Continuing Education and Extension: The MacPhail Center will be made independent of continued University funding, with the funds freed retained by the Office of the Provost for reassignment to high campus priorities.

OTHER RECOMMENDATIONS

Professional program enrollment reductions

Recommendation to regents: The administration recommends that the Regents endorse these 1992 target enrollment in selected professional programs: Dentistry, 296; Medical School: M. D., 833, Residents, 1,000; Management (undergraduate) 750.

Area Studies in the College of Liberal Arts:

Recommendation to regents: The administration recommends that the Regents endorse the CLA plan to close the Department of South and Southwest Asian Studies.

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APPENDIX II: GUIDE TO DISPOSITION OF RECOMMENDATIONS

The following list includes all administrative recommendations from *Academic Priorities, 1988 - 1993*, in the order given in the Table of Contents of that book.

"Administrative action" means that the administration has already acted, or intends to act, without requesting formal Regents' action.

"Deferred" means that the item is not now ready for Regents' action, but is expected to be after further steps by the administration or internal governance structure.

"Recommended" items are recommended now for action by the Regents.

"Recommended with modification" means that the administration's recommendation has been modified since *Academic Priorities, 1988 - 1993* was first published.

Academic Policy

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION	Administrative action
For Students	
For Faculty	
EDUCATIONAL POLICY	
Length of class period	Deferred
Academic effort represented by the credit	Deferred
The Semester System	Deferred
Grading Policy	Administrative action
FACULTY POLICY	
Membership in the Graduate Faculty	Deferred
Tenure	Deferred
Retirement	Deferred
Sabbatical Leaves	Deferred
Management Training and Management Reviews	Administrative action

Academic Organization

ORGANIZATION OF THE ARTS, SCIENCES AND ENGINEERING	
Faculty of Arts, Sciences and Engineering	Recommended
Administrative Structure	Recommended
The Organization of Freshman Admission and Entering Counseling and Advising	Recommended
The Organization of Undergraduate Education	Recommended
Colleges to be included in the Arts, Sciences and Engineering	Recommended
with modification (Split of CLA deferred)	
Interdisciplinary Units in the Arts, Sciences and Engineering	Deferred
ORGANIZATION OF THE BIOLOGICAL SCIENCES	Administrative action
ORGANIZATION FOR RESEARCH POLICY	Administrative action

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Academic Units

Note: In this section, changes in enrollment and in funding are recommended for Regents' action; other issues are dealt with by administrative action, or deferred.

AGRICULTURE, FORESTRY AND HOME ECONOMICS

Agricultural Experiment Station Administrative action
 College of Agriculture Administrative action (part); funding change recommended
 College of Forestry Administrative action (part); name change recommended
 for separate action.
 College of Home Economics Administrative action (part); name change
 recommended for separate action.
 Minnesota Extension Service Administrative action

ARTS, SCIENCES AND ENGINEERING

College of Biological Sciences Administrative action
 College of Liberal Arts
 The College of Social and Behavioral Sciences Deferred
 The College of Humanities and Fine Arts Deferred
 The Arts Deferred
 Ethnic Studies Administrative action
 Area Studies Recommended
 Comparative Literature and Humanities Administrative action
 Linguistics Administrative action
 Research Centers Administrative action
 General College Recommended
 Institute of Technology Administrative action (part); funding change
 and separation of Architecture recommended
 University College Administrative action (part); Vice Provost as dean recommended

HEALTH SCIENCES

College of Pharmacy Administrative action (part); funding change recommended
 College of Veterinary Medicine Administrative action (part);
 funding change recommended
 Department of Mortuary Science Administrative action (part);
 transfer to Medical School recommended
 Medical School Administrative action (part); enrollment decrease recommended
 School of Dentistry Administrative action (part); funding change
 and enrollment decrease recommended
 School of Nursing Admin. action (part); funding change recommended
 with modification
 School of Public Health Administrative action (part); funding change recommended

OTHER PROFESSIONAL SCHOOLS

Carlson School of Management Administrative action (part); funding change
 and enrollment reduction recommended
 College of Education Administrative action (part); funding change recommended
 Continuing Education and Extension Administrative action (part); independence of
 MacPhail center recommended, KUOM future deferred;
 Elderhostel recommendation withdrawn.
 Graduate School Administrative action (part); funding change recommended
 Humphrey Institute of Public Affairs Administrative action (part);
 funding change recommended
 Law School Administrative action

ACADEMIC SUPPORT UNITS

Center for Urban and Regional Affairs Administrative action
 Computer Services Administrative action (part); funding change recommended

ACADEMIC PRIORITIES: NEXT STEPS

JULY, 1988

DRAFT

Concerts and Lectures	Administrative action
Educational Development Programs	Deferred
Office of International Education	Administrative action
Office of Student Development	Administrative action
University Art Museum	Deferred
University Libraries	Administrative action (part); funding change recommended
University Press	Administrative action

RESOURCES

EXTERNAL RESOURCES Deferred

INTERNAL RESOURCES

Funds to be Generated from Internal Resources	Deferred (part); funding change recommended
Reduction in Number of Degree Programs	Administrative action
Undergraduate enrollment reduction	Previous action
Professional Program Enrollment Reductions	Previous action (part); recommended (part)
Principles to be Followed in Effecting Reductions	Administrative action

FUNDING NEEDS

Recommended for approval of priorities, to be reconsidered and confirmed year by year in annual budget documents.