

**UNIVERSITY OF MINNESOTA**

**PLANNING REPORT**

1984-85

January 1985

MAG  
P693  
1984/85

72ND DIST  
409 0706

**University of Minnesota: Planning Report, 1984-85**

	Page
Section I: Introduction	3
Section II: The Planning Process at the University of Minnesota	4
Section III: The Mission of the University of Minnesota	9
Section IV: The Development of Academic Program Priorities	11
Section V: The Approaching Years	38
Appendices	-

## Tables and Appendices

	Page
Table 1: Enrollment Projections - 1984-1988	12
Table 2: Assumptions Utilized in Fiscal Planning Model	14
Table 3: Instructional Expenditures - Twin Cities Campus	15
Table 4: Instructional Expenditures - Duluth Campus	16
Table 5: Program Support - Twin Cities Campus	18
Table 6: Criteria Utilized for Program Planning	21
Table 7: Program Actions - 1982-1985	22-27
Table 8: Retrenchment and Reallocation Summary	28-31
Appendix A: Mission Statement	-
Appendix B: Instructional Costs - All Units	-
Appendix C: Program Support and Expenditures Selected Disciplines	-
Appendix D: Sample of Program Priority Statement	-
Appendix E: A Time Line of University Planning	-

## L INTRODUCTION

The University is pleased to submit its planning report to the State Legislature and the Higher Education Coordinating Board. This report summarizes the significant progress that has been made over the last six years through three cycles of planning. With each cycle, the University has refined and thus improved its priority setting capabilities.

The philosophy underlying the University's approach to planning and resource allocation is described in Section II of this report. Section III summarizes the University's mission statement, noting those aspects which guide resource allocation. Section IV is the heart of this report. It delineates the constraints facing the University in its planning and resource allocation and summarizes the detailed set of program priorities which the University has put in place. Section V stands back from the details of the specific program priorities and examines the future of the University in the context of its evolving mission. When this section is taken together with Section III these two discussions provide an overview of the University's present mission and the more refined scope which it should be pursuing in the years ahead.

It is difficult if not impossible to summarize in a few sentences the priorities of an organization as large, as diverse, and as complex as the University of Minnesota. Yet it is clear that the remainder of this century will require the University to continue its process of choosing among competing alternatives. These choices will not be easy, for the decision will not be tradeoffs between important and unimportant activities. Instead, choices will need to be made among ideas and activities all of which are potentially important to the state. It will also be a period in which the University must reemphasize its quality. Perhaps as never before, the fundamental challenges facing the State and indeed our country are those which demand that people have the highest quality education attainable and that universities produce the highest quality research of which they are capable. Only if the research and the instruction of the University are of the highest quality can our state continue to meet the aspirations which it has laid out for itself. If the University is to respond to this challenge, we must recognize that it must continue to focus its programs rather than risk the mediocrity that results from resources too thinly spread.

## **II. THE PLANNING PROCESS AT THE UNIVERSITY OF MINNESOTA**

Planning at the University of Minnesota is best understood when it is viewed as an evolving, organizational change process. Each step in this process builds on the successes and attempts to overcome the weaknesses of the previous step. This process is characterized by the following important features:

- Planning is viewed as a line function and an important aspect of decision making by all line officers rather than an enterprise separate from routine decision making.
- Planning is not based on any pretended ability to predict the future but is a continuous process of making day-to-day decisions in the light of their probable impact on the future.
- Planning uses a variety of data bases but is not driven by any one set of data or singular piece of analysis.
- Planning must be done against a set of reasonable resource constraint assumptions.
- Faculty in the academic departments are the primary architects of collegiate and curriculum planning.
- Resource acquisition and allocation are important and integral components of planning. The same line and staff personnel are involved in both planning and budgeting.
- A complete cycle of planning consists of many discrete tasks rather than the production of one "master plan" for the entire institution.
- Planning is decision making.
- Planning facilitates communication, education, and socialization of all the participants.

This approach fits well with the decentralized, participatory tradition of the University of Minnesota. In its basic aspects it is 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 all academic units and service units.

Underlying the University's approach to planning is a belief in the importance of public discussion of major programmatic choices. The University is a key resource in Minnesota; the State has made a substantial investment in its university and has received a substantial return. 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 if the University's choices can be considered in the context of the choices confronting the entire state and with the broad participation by its various constituencies.

#### Initiating Formal Planning (1975-1979)

An integrated planning and decision making framework for the University has been under development for a number of years. The first step came in 1975 when the President developed a mission statement, defining the fundamental aims of the University. This mission statement was formally approved by the Board of Regents in 1975; and as part of the ongoing planning process, the statement was last revised in 1980.

A second important step was 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. This council, under the direction of the Vice President for Administration and Planning, initiated the first cycle of University-wide planning in 1979.

## Cycle I of University Planning (1979-1982)

Cycle I, the terminology used to describe the first round of planning, was initiated in spring 1979 and completed in spring 1982. In this first cycle, the President developed an institutional planning statement, outlining broad institutional goals. A detailed set of directions and assumptions were also prepared. All units then submitted their own goals and objectives for the decade of the 1980's, with the President reviewing these plans and responding to each.

As a first cycle, this round of planning was designed to arrive at a set of specific program priorities which the budgeting process could then follow. Although we did not anticipate the magnitude of the State's revenue shortfall in 1981-82, the unit plans served the University well during this period of retrenchment. Based on their plans, units were told to reallocate 10% of their resources: 5% would be taken back centrally to meet the necessary state retrenchment and 5% would be shifted from low to high priority needs within the unit. In so doing, deans and directors were asked to identify those programs of highest priority and those of lowest priority. Detailed program priority statements were written which specifically identified high and low priority programs in each college. (See Appendix D for a sample of these statements.) To guide these program decisions, six specific criteria were developed and continue to be used: quality, connectedness, integration, uniqueness, demand, and cost effectiveness. Complete definitions of these criteria are given in Table 6 in Section III of this report.

Thus, through its established governance mechanisms the University arrived at a detailed set of academic program priorities. Most importantly, differential rather than across-the-board decisions were made. Even with the largest retrenchment in its history, the University identified high priority programs and reallocated funds to them. For programs identified for elimination, reduction, or reorganization, a personnel policy was developed which permitted faculty to leave the University voluntarily. Thus, agreements for phased retirement, early retirement and separation have been negotiated with individual faculty, based on their own judgments of their best long-term career interests. To date, eighty-two such agreements have been executed.

In summary, in Cycle I the University moved away from "across the board cuts." Instead we carefully developed program priority statements and reallocated funds to selected units of top priority, even in the face of the most severe University retrenchment in history.

### Cycle II (1982-1984)

The second cycle of University planning, begun in fall 1982, had two distinct segments. The first focused on the operating units of the University and worked to integrate unit program priorities with budget targets. After careful consideration of unit plans and the needs of the State, retrenchment targets were specified for each academic unit. Units were then asked to come forward with program changes which would meet these retrenchment targets as well as move funds to high priority areas. (These retrenchment targets are summarized in Section III -Table 8.

The second segment of Cycle II focused on six, broad planning issues which cut across the University and will influence its overall direction. With each of these issues as a focal point, six all-University task forces were appointed to draft detailed recommendations. The six issues addressed were:

- Computation, communications, and information systems
- The vitality of the faculty
- Graduate education and research
- The University and the State economy
- International education
- The student experience.

These task forces developed over 250 recommendations which have been reviewed by central administration and are being incorporated into the planning and decision processes of the University.

In summary, Cycle II refined the development of program priorities by specifying budget targets linked to program changes. In addition, the University addressed a series of planning issues which would set institutional goals. Focusing on these six



"lateral planning issues," we empowered units to act independently on broad institutional issues that no single unit would have acted on. This thematic focus added something special to planning, for it communicated to the University community that broad issues which were central to the future of the University were equally as important as the detailed and often painful process of choosing amongst competing program alternatives.

### Cycle III (1984-1985)

Currently, the University is in the midst of its third cycle of planning. In Cycle III units have been requested to identify "strategies for quality" which will further implement the program priorities identified in Cycle II. This somewhat abbreviated cycle of planning builds on the recommendations of the six task forces noted above and asks units to specify the strategies they intend to pursue to continue to implement existing program priorities. This cycle will conclude in spring 1985 with an updated set of program priorities and an inventory of strategies which units are pursuing to improve their quality and respond to the planning initiatives laid out in the task force recommendations.

### Cycle IV (1985-1987)

Looking ahead, Cycle IV will be an extended period of University planning which will fundamentally reconsider the program priorities and mission of each unit. This cycle, much like the first cycle of University planning, will request that all units reexamine their mission in light of the significant developments of the past few years and the environmental conditions which will face the University throughout the remainder of the 1980's. Although the architecture of each cycle of planning is designed to be consistent with the current constraints facing the University, it is certain that this cycle of planning - like its predecessors - will be built on the dictum of choice amongst competing alternatives.

### III. THE MISSION OF THE UNIVERSITY OF MINNESOTA

The mission statement of the University of Minnesota is its cornerstone for planning. Overall the mission statement is a framework within which more specific planning takes place. It is less an expression of the moment than a more permanent general statement of the University's reasons for existing and its philosophy of operation. Only with a clear delineation of mission is an institution able to make the fundamental choices which are essential in arriving at a detailed plan of action.

Within the architecture of the University's strategic planning process, the mission statement is reviewed and updated on a five-year cycle. The most recent mission and policy statement for the University was adopted by the Board of Regents in July 1980 (See Appendix A). The statement is next scheduled for consideration and possible revision during 1985, preferably after a new president is appointed, so that it will be completed in time to initiate Cycle IV of University planning.

Although the mission of the University is complex and difficult to describe succinctly, the essential functions and purposes of the University are encompassed in the words enscribed above the entrance to Northrop Auditorium:

Founded in the faith that men are ennobled by understanding; dedicated to the advancement of learning and the search for truth; devoted to the instruction of youth and the welfare of the state.

While a contemporary version might speak to men and women alike and employ a broader definition of students than youth, these words capture the primary objective of the University: to serve the people of the state wherever they may be through teaching, research, and public service.

Although the three traditional functions of teaching, research, and service are the essential components of the University's mission, it is the integration of these functions which distinguishes the University of Minnesota from other postsecondary institutions. Certainly other organizations, both public and private, provide service to the state. Other organizations also conduct research; and the State's many other public and private institutions of postsecondary education provide

teaching. Yet it is only the University of Minnesota which has as its top priority the integration of these three functions. This characteristic has major implications for setting program priorities and allocating resources. Those activities which combine teaching and research with service to the society are those which receive the highest priority. Activities which focus on only one of these functions typically do not receive as high a priority in the allocation of resources.

Two other aspects of the University's mission require special emphasis: access and excellence. It is essential that citizens and agencies of the State of Minnesota must have broad access to the University's wide range of programs and services. To fulfill this aspect of the University's mission, access must be representative across the dimensions of geography, socioeconomic status, ethnic and racial makeup, and physical capabilities. Thus it is essential that the University of Minnesota programs are widely available to the citizens, agencies, and corporations of this state.

Yet at the same time the University must have a high level of excellence in all its endeavors. Whatever the University sets out to do, it seeks to do at the highest level of quality possible. This commitment implies that in all fields in which it offers programs, the University will assume a leading role in the development of knowledge and curricula.

In summary, the integration of teaching, research, and service while balancing access with excellence distinguishes the University of Minnesota. As the recently completed report from the Governor's Commission on Postsecondary Education states, a balance among these principles is essential. Neither the state nor its citizens are well served when an imbalance exists: access without quality produces inadequate education; quality without access is unfair.

## SECTION IV. THE DEVELOPMENT OF ACADEMIC PROGRAM PRIORITIES

With the mission statement as the cornerstone of planning, the University develops within each cycle of planning a specific set of academic program priorities. To be maximally effective, these priorities must be developed within the context of expected resources. A number of factors are examined in arriving at this context for planning.

### Setting the Context for Planning

First, enrollment projections are produced using a highly refined quantitative model which includes high school graduation rates, tuition levels, financial aid, and statistics on the Minnesota economy. Each year the weighting for these factors is refined to reflect the changing forces which influence enrollment. Over the past six years, the average annual error has been only 1.31%.

As shown in Table 1, the University expects the number of persons enrolled (not including Continuing Education and Extension) to decline from the fall 1984, level of 56,050 to 51,106 by fall 1988, a decline of 4,944 or -8.8% (see Table 1). Obviously, this decline will not be uniformly distributed across all campuses or programs on each campus. For example, enrollment on the Twin Cities campus is expected to decline by -8.9% with only a -1.8% decline projected for Waseca. Because student preferences for programs (i.e., choice of major) change rapidly, it is difficult to estimate enrollments in specific programs.

At the University we do not make enrollment projections beyond five years, given the number of unknowns in such an equation. However, for purposes of looking ten years ahead, we agree that the Higher Education Coordinating Board projections showing a decline of about 12.4% from fall 1988 to fall 1993 as accurate as one can hope to be. Thus, University planning is taking place within the context of an expected decline in enrollments.

In reviewing these enrollment projections, it must be understood that these numbers are based on the trends at work at this time. It is not possible to predict

- Table 1 -

**ENROLLMENT PROJECTIONS\***

(HEAD COUNT)

	<u>Fall 1984 Actual</u>	<u>Fall 1985 Projected</u>	<u>Fall 1986 Projected</u>	<u>Fall 1987 Projected</u>	<u>Fall 1988 Projected</u>	<u>Percent Change 1984-1988</u>
Crookston Campus	1,145	1,105	1,095	1,090	1,090	-4.8%
Duluth Campus	7,461	7,045	6,822	6,760	6,871	-7.9%
Morris Campus	1,665	1,621	1,580	1,482	1,350	-18.9%
Twin Cities Campus	44,659	43,656	42,259	41,284	40,695	-8.9%
Waseca Campus	1,120	1,143	1,127	1,110	1,100	-1.8%
System Totals	56,050	54,570	52,883	51,726	51,106	-8.8%

\* Shown are the midpoint projections for each year. The projections model provides a Low, Midpoint, and High figure which when taken together create a confidence interval.

the influence that "intervention strategies" will have on the number of students which enroll in any one program or any single campus. Hence, the enrollment projections shown on Table 1 must be regarded as only tentative. For example, we have already witnessed the significant impact that a new recruiting strategy has had on the Morris campus. In the last two years student enrollment at Morris has increased 5.2% with over 50 Presidential scholars on campus this fall; and consistent with the University's push to enroll more high ability students, an increasing number of South Dakota students with high school records of academic excellence have been recruited. Thus, for planning purposes we can only view these enrollment projections as indicators of the likely trends which would occur if no other actions took place over the predicted time period.

The second factor in setting resource constraints is a careful analysis of projected expenditures and projected income. This "financial flow model" is built on the current set of enrollment projections, a conservative set of assumptions (see Table 2), and a careful analysis of historical funding patterns for the University. For the most recently completed cycle of planning the financial flow model projected a 4.35% decline in REAL resources through FY87. This model will be updated during winter 1985, and the results extended through 1989. These newer projections will guide Cycle IV of University planning which will commence this spring.

With these general measures of enrollment and overall University finances, specific planning parameters are developed for each unit by examining selected key performance indicators across the past few years. These indicators include measures of teaching load (e.g., contact hours per faculty member, graduate degrees per faculty member) and research productivity (e.g., national standing in program quality, revenue dollars per faculty member). In addition, we examine the instructional expenditures for each college.

In summary and without going into great detail, our data show that with few exceptions instructional expenditures at the University have been falling for each college throughout the decade. Data for the Twin Cities and Duluth campuses are presented in Tables 3 and 4. A complete data set for all colleges and campuses is included in Appendix B. These data present the consistent and troubling pattern of

-Table 2-

UNIVERSITY OF MINNESOTA

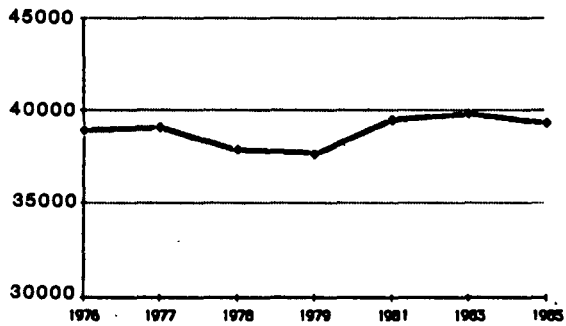
Assumptions Used in  
Base Model Third Run of Fiscal Planning Model

Overall Tuition Level in Real Terms	Constant.
Academic Salaries in Real Terms	Constant.
Civil Service Salaries in Real Terms	Constant.
Supplies, Expense, Equipment in Real Terms	1% annual loss.
Regular Enrollments	MPIS mean forecast based on these assumptions
Summer Enrollments	Vary with Undergrad Projection Model, mean, these assumptions.
Net 01XX Appropriation	Legislative preference equation based on these assumptions.
Consumer Price Index	Annual increases of 6%, 7%, 8%, 8%.
Tuition Differentiation	5% annual progress toward uniform percentage of cost.
Inloading	Additional annual inloading of 100FYE, 200FYE, 300FYE, 400FYE.
Faculty Flow/Civil Service Size and Composition	Constant.
Indirect Cost Recoveries in Real Terms	10% loss over 4 years.
Fringe Benefits in Real Terms	2.5% annual increase.
Fuel and Utilities in Real Terms	Constant.
Property and Liability Insurance in Real Terms	1.1% annual decline.

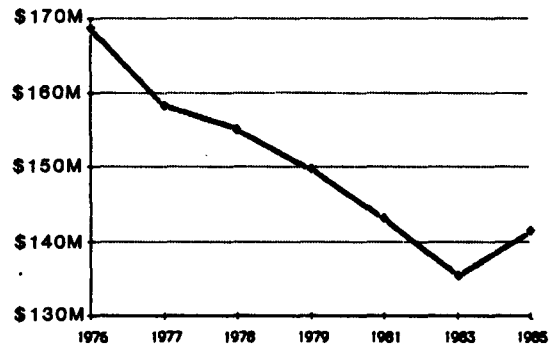
Table 3

## INSTRUCTIONAL EXPENDITURES TWIN CITIES CAMPUS

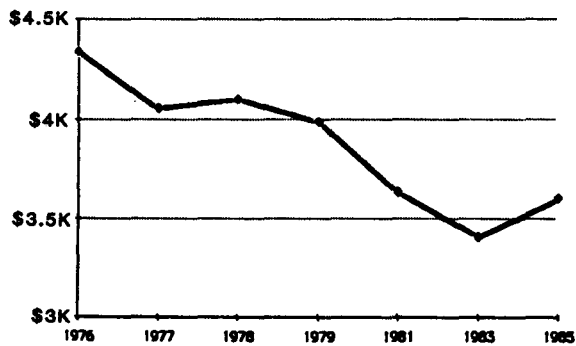
Full Year Equivalent Students



Direct Expenditures in 1984 Dollars



Constant 1984 Dollars/ FYE Student



Percent Change

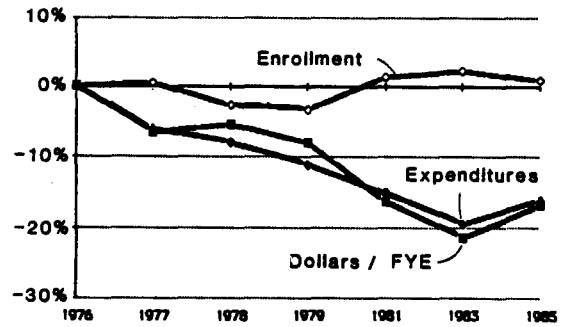
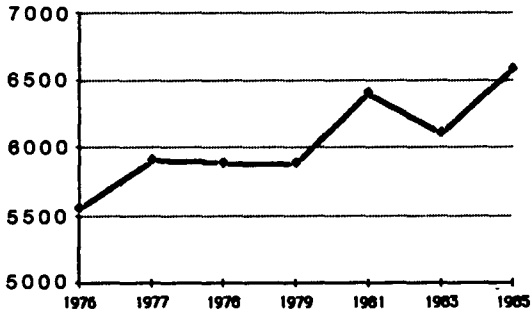




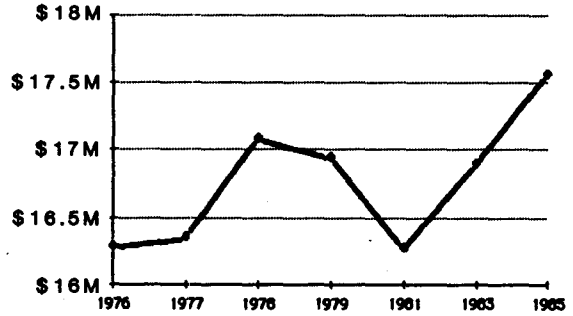
Table 4

## INSTRUCTIONAL EXPENDITURES DULUTH CAMPUS

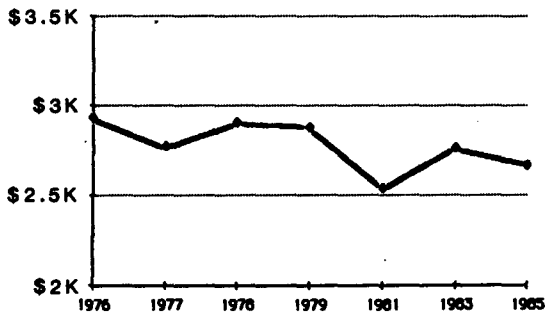
Full Year Equivalent Students



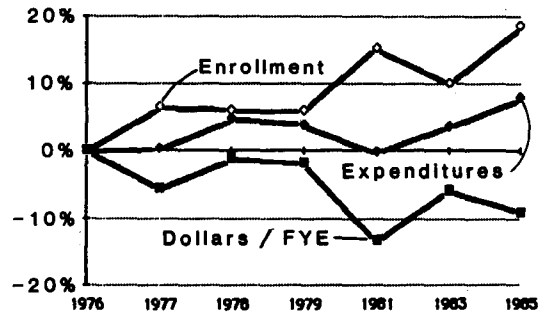
Direct Expenditures in 1984 Dollars



Constant 1984 Dollars / FYE Student



Percent Change



a University whose funding declined each year between 1976 and 1983. Only in the last biennium did this trend begin to turn around.

Prompted by these data, we have asked the relevant question of whether it is possible that the University was overfunded in 1976 and that this decrease has brought funding into line with other higher educational programs. To address this issue, the University conducted a careful analysis of funding in peer programs across eight public Big Ten institutions. These data, collected through the Association of American Universities Data Exchange, show that for expenditures on the Twin Cities campus for instructional equipment, the University ranks last or next to the last for one-half of the 26 disciplines. In only four or 15% of the discipline areas is the Twin Cities campus above the midpoint. Table 5 summarizes these data graphically across all disciplines.

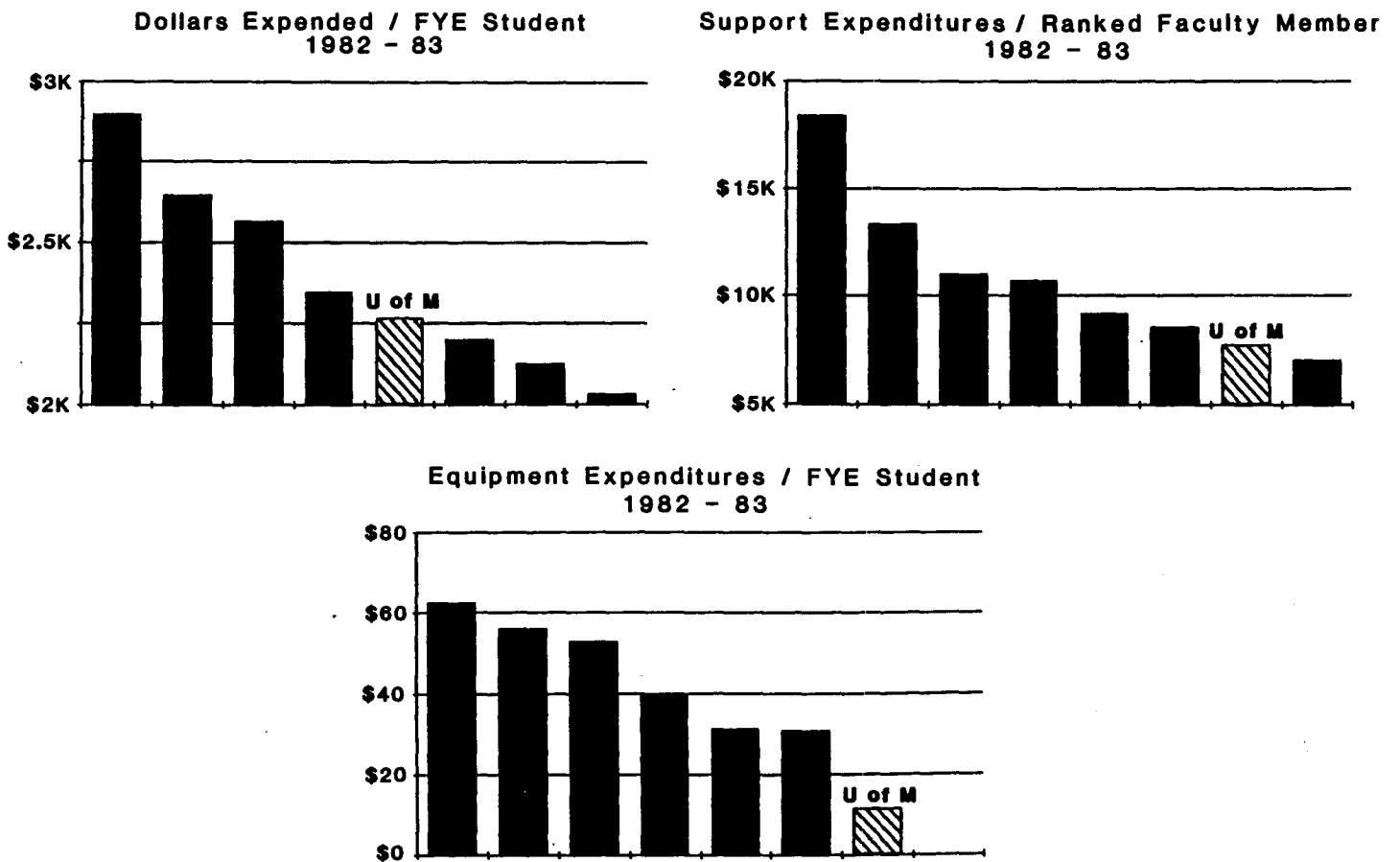
When all of the analysis noted above is integrated, it presents a picture of a severely constrained environment for planning. Specifically and in summary;

- Real resources levels at the University might be expected to decrease by approximately 5% per year unless some change in funding base is made.
- Relative to our peers, generally programs across the University are funded at a low level.
- With a tightly constrained resource base it is unrealistic to assume that further major internal shifts of funds can take place from low to high priority needs.
- Hence, funding shifts must occur gradually and at the margins; and if the University is to fulfill its mission properly, additional base funding must be received.
- The University must strive to increase the proportion of noncommitted ("flexible") funds so that they can go to build higher priority programs.

Table 5

## U of M vs. BIG TEN PUBLIC

TWIN CITIES CAMPUS



Within this context, two other assumptions will continue to guide planning. First, academic planning has been focused at the programmatic level rather than at the collegiate or campus level. Because instruction, research and service are delivered in terms of a specific program, it is at this level that the critical decisions are made with regard to what the University will and will not offer. Second, budgeting has been integrated with planning by consciously and carefully shifting resources from lower to higher priority programs. Within a tightly constrained budget, this has permitted the continual growth and emphasis of selected areas. These two assumptions will remain in place for the next two biennia and will be augmented by a third. The University will continue to reexamine the scope of programs which we offer with the intention of responding to the need for a refined, higher quality set of educational programs. This assumption is part of Cycle III planning and will be a driving force in Cycle IV.

In addition, the University recognizes and agrees with the fundamental governing policy put in place by the 1983 Legislature. Specifically, each system board is responsible for governing its particular system, and that responsibility includes fundamental decisions regarding program offerings and administrative structure. The Board of Regents accepts this responsibility and consistent with it has specified that for the purposes of planning the structure of the campuses and the colleges will remain the same across the next two biennia. Obviously, if circumstances warrant, this planning assumption will be reopened for reconsideration.

Within this context for planning, the University has progressed through two detailed cycles of planning and is currently in the midst of its third. In each cycle the fundamental building block is the academic program. Each college and campus works with its faculty to arrive at a set of academic program priorities within the constraints outlined above. These priorities are then proposed to the central administration so that agreement may be reached as to which programs will receive the highest priority and which are in lower priority areas.

The fundamental assumption underlying program planning at the University of Minnesota is that constrained resources dictate that program choices must be made. Within the context of an underfunded University, this process of choice is a

continual albeit gradual process of moving resources from lower priority areas to needs of highest priority.

### Developing Academic Program Priorities

To guide the development of academic program priorities the University has developed six specific criteria:

- quality
- connectedness
- integration
- uniqueness
- demand
- cost effectiveness

Table 6 presents a complete definition of these terms. Colleges are instructed to utilize these criteria in developing their program priorities. Similarly, central administration uses the same criteria in reviewing tradeoffs among the colleges. Different criteria receive different weights depending upon the nature of the program.

As shown in Table 7, academic program priorities are developed for each unit with the specification of those programs which will be emphasized and those selected for de-emphasis. The programs listed in the left column are those areas from which resources have been and are being taken and allocated to higher priority University needs. Programs in the right column indicate unit specific priorities which have received funds from either internal unit reallocation or central reallocation.

An integral component of an effective planning process is the link with annual budgeting. To be consistent with the fundamental resource constraints outlined above and to provide the necessary flexible funds for high priority needs, central administration has set a budget target for each academic unit. These targets, summarized in Table 8, have been used as general guideposts for planning

(Text resumes on page 32.)

## Criteria Utilized for Program Planning

- **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 contributions 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.
-

UNIT	PROGRAMMATIC ACTIONS IMPLEMENTED BETWEEN 1982 - 1985	
	Programs Reduced	Programs Emphasized
<b>IAPHE:</b>		
<b>AGRICULTURE</b>	<p>Reduced faculty in</p> <ul style="list-style-type: none"> <li>-- Neural physiology transferred to CBS</li> <li>-- Animal Science</li> <li>-- Agricultural Economics</li> <li>-- Plant Pathology</li> </ul> <p>Eliminated literature, listening and reading sections in Rhetoric</p> <p>Closed Instructional Development Lab</p> <p>Discontinued service by Communications Resources</p> <p>Eliminated mechanic position at Arboretum</p> <p>Fisheries/Wildlife moved to Forestry</p> <p>Eliminated civil service support in Ag Journalism</p> <p>Reduced SEE, civil service support, teaching assistants, and accounting capability across college</p> <p>Reduced staff support and teaching assistants in Plant Pathology</p> <p>Eliminated instruction in two areas and technical services in two courses in Horticulture and at Landscape Arboretum</p>	<p>Support for Soil Science</p> <p>Established Dept of Entomology</p>
<b>FORESTRY</b>	<p>Reduced maintenance and repair at Cloquet Forestry Center with reduction in one senior general mechanic position</p> <p>Reduced six tenured faculty appointments from 12 month to 9 month appointments (net savings will be principally in Ag Exp Sta funding)</p> <p>Reduced administrative staff in Dean's Office, SEE, and visiting lecture program</p>	<p>Fisheries/Wildlife (from Agric)</p> <p>B.S. in Urban Forestry</p>
<b>HOME ECONOMICS</b>	<p>Merged Textiles and Clothing and Design</p> <p>Reduced accounting staff, flexible teaching funds, SEE support</p> <p>Reduced faculty in</p> <ul style="list-style-type: none"> <li>-- Design</li> <li>-- Family Social Science</li> <li>-- Food Science and Nutrition</li> </ul> <p>Eliminated Associate Dean position</p> <p>Discontinued major in Hospitality and Food Services Management</p> <p>Reduced applied design courses</p>	<p>Added School of Social Work (from CLA) in cooperating relationship with Center for Youth Development and Research, and Family Social Science</p>
<b>BIOLOGICAL SCIENCES</b>	<p>Reorganized Biology Colloquium</p> <p>Reduced faculty in</p> <ul style="list-style-type: none"> <li>-- Resident Biologist in Itasca</li> <li>-- Bell Museum</li> <li>-- Nutritional Biochemistry</li> <li>-- Ecology &amp; Behavioral Biology</li> <li>-- Botany</li> <li>-- Genetics and Cell Biology</li> </ul> <p>Reduced SEE and civil service support</p>	<p>Added faculty support in</p> <ul style="list-style-type: none"> <li>-- Neural Physiology (from Agric)</li> <li>-- Molecular Biology</li> <li>-- Biochemistry</li> </ul> <p>Added support to</p> <ul style="list-style-type: none"> <li>-- Biochemistry for Teaching Assistants</li> </ul>
<b>COMPUTER SERVICES</b>	<ul style="list-style-type: none"> <li>-- Computer Assisted Instruction (UCC)</li> <li>-- Successful Computer Store transferred to University Book Center (UCC)</li> </ul>	<ul style="list-style-type: none"> <li>-- Instructional computing</li> <li>-- Microcomputing services</li> <li>-- Super Computing Facilities</li> <li>-- Telecommunications - Data Access</li> <li>-- Coordinate Campuses - Full Service by Upgrades and new systems</li> </ul>

PROGRAMMATIC ACTIONS IMPLEMENTED BETWEEN 1982 - 1985		
UNIT	Programs Reduced	Programs Emphasized
<b>CONTINUING EDUCATION AND EXTENSION</b>	Reduced -- KUOM Radio -- Older Adults and Peer Counseling Program -- Sea Grant -- Neighborhood Program -- Morris CEE Center -- UMR Film Production -- UMR Instructional Media -- UMR TV -- UMR Photo Lab -- AVLS Campus Service -- Juvenile Officers Institute (State Special) Eliminated -- Associate dean position -- Institutional Research Office -- World Affairs Center (as a University of Minnesota unit)	Expand CEE programming through Cable TV
<b>EDUCATION</b>	Integrating 9 month faculty into Summer Session teaching (in-loading) Reduced faculty in -- Physical Education -- Educational Administration -- Adult Education -- Curriculum & Instruction -- Music Education & Therapy -- Art Education Reduced support in administration and Student Affairs Eliminated undergraduate major and graduate program in School Health Eliminated undergraduate major in dance	Added faculty support in -- Math Education -- Learning and Cognition -- Computer Educ -- Hearing Impaired, Counseling -- Science Education Graduate Teaching Assistant support in -- Educ Psychology -- Curric & Instruc -- Voc & Tech Educ Additional support for -- Child Development -- Curriculum & Instruction computer lab
<b>GENERAL COLLEGE</b>	Phased out Paralegal Program Consolidated the Community Internship and the Human Services Generalist programs Reduced 3-level courses in Science, Business and Math; and in Arts, Communication and Philosophy Eliminated HELP Center Attorney and Baccalaureate Degree Program Advisor Reduced enrollment in Baccalaureate Program Reduced Teaching Assistant support	Upgraded Associate in Arts Degree Program -- Develop diagnostic testing materials -- Develop materials for "Science Anxiety" -- Faculty training on computer-related instruction -- Materials for Career Information Library Merged all student services into new Division of Student Services
<b>GRADUATE SCHOOL</b>	Reorganized Student Services	Reorganized Student Services
<b>HHH INSTITUTE</b>	None	
<b>LAW</b>	Reduced use of adjunct faculty Eliminated position in Delinquency Control	Clinical education Computer-assisted legal instruction and practice International programs and instructions in law



UNIT	PROGRAMMATIC ACTIONS IMPLEMENTED BETWEEN 1982 - 1985	
	Programs Reduced	Programs Emphasized
<b>LIBERAL ARTS</b>	Social Work moved to Home Economics Reduced faculty support in <ul style="list-style-type: none"> <li>-- South Asian Studies</li> <li>-- Middle Eastern Studies</li> </ul> Eliminated <ul style="list-style-type: none"> <li>-- Library School</li> <li>-- Criminal Justice Program</li> <li>-- Communications Program</li> </ul>	Added resource support in <ul style="list-style-type: none"> <li>-- Composition</li> <li>-- Creative Writing</li> <li>-- Comparative Literature</li> <li>-- Second Language Acquisition</li> <li>-- Communication Disorders</li> <li>-- English as Second Language</li> <li>-- Women's Studies</li> <li>-- Philosophy</li> <li>-- Statistics</li> <li>-- Political Science</li> <li>-- Economics</li> <li>-- Psychology</li> </ul> Added support to <ul style="list-style-type: none"> <li>-- International Programs</li> <li>-- Humanities Center</li> <li>-- Northwest European Area Studies Center</li> </ul> Programmatic Restructuring <ul style="list-style-type: none"> <li>-- International Studies</li> <li>-- Humanistic Studies</li> <li>-- Comparative Studies</li> <li>-- American Studies</li> <li>-- Ethnic Studies</li> </ul>
<b>LIBRARIES, TWIN CITIES</b>	Closed Wilson Library Union Card Catalog	Support for Automated on-line Catalog and computerization of Library acquisition and circulation
<b>MANAGEMENT</b>	Reduced support for <ul style="list-style-type: none"> <li>-- MBA elective courses</li> </ul>	Increased sections of undergraduate business policy Added non credit skills seminar for undergraduates Increased fellowships for Ph.D. students
<b>TECHNOLOGY (IT)</b>	Reduced faculty in <ul style="list-style-type: none"> <li>-- AeroE solid mechanics</li> <li>-- Chemistry</li> <li>-- CME surveying &amp; mining</li> <li>-- CSci non-research positions</li> <li>-- EE electrical science</li> <li>-- Math non-grad teaching areas</li> <li>-- MechE operations research/morphology</li> </ul>	Added faculty support in <ul style="list-style-type: none"> <li>-- AeroE mechanics of materials</li> <li>-- CSci software design</li> <li>-- EE communications</li> <li>-- Math numerical analysis</li> <li>-- MechE productivity/thermal sciences</li> <li>-- Phys/Astronomy condensed matter</li> </ul> Added support for Teaching Assts
<b>UNIVERSITY COLLEGE</b>	Eliminated Assistant Director position for Experimental Programs	
<b>VETERINARY MEDICINE</b>	Eliminated faculty positions in <ul style="list-style-type: none"> <li>-- Physiology</li> <li>-- Anatomic Pathology</li> </ul> Eliminated support positions in: <ul style="list-style-type: none"> <li>-- Veterinary Biology</li> <li>-- Veterinary Pathobiology</li> </ul>	Added support for Veterinary Medical Associates <ul style="list-style-type: none"> <li>-- Small Animal Clinical Sciences</li> <li>-- Veterinary Biology</li> <li>-- Large Animal Clinical Sciences</li> </ul> Added faculty support in <ul style="list-style-type: none"> <li>-- Immunobiology</li> <li>-- Veterinary Diagnostic Investigation (pending)</li> </ul> Added staff support <ul style="list-style-type: none"> <li>-- Small Animal Clinical Sciences</li> </ul>

UNIT	PROGRAMMATIC ACTIONS IMPLEMENTED BETWEEN 1982 - 1985	
	Programs Reduced	Programs Emphasized
<b>CROOKSTON</b>	<p>Eliminated positions in</p> <ul style="list-style-type: none"> <li>-- Mechanized Agriculture</li> <li>-- Interior Design</li> <li>-- Horticulture</li> <li>-- Home Economics</li> <li>-- Building and Grounds</li> <li>-- Maintenance</li> <li>-- Media Resources</li> </ul> <p>Combined Divisions of Home Economics and Hotel, Restaurant, and Institutional Management</p> <p>Reduced faculty or staff</p> <ul style="list-style-type: none"> <li>-- Business and Communications to nine-month contracts;</li> <li>-- summer technicians for Science Lab and Reading Center</li> <li>-- Admissions</li> <li>-- Clerical staff</li> </ul> <p>Eliminated programs</p> <ul style="list-style-type: none"> <li>-- Food Distribution Management</li> <li>-- Poultry Science</li> <li>-- Electrical Power Processing</li> <li>-- Credit Management</li> <li>-- Interior Design Technology</li> </ul>	<p>Added support in</p> <ul style="list-style-type: none"> <li>-- Instructional computing</li> <li>-- Health, Physical Education &amp; Recreation (HPER)</li> </ul>
<b>DULUTH</b>		
<b>BUSINESS and ECONOMICS</b>	<p>Eliminated department and program in office administration</p>	<p>Added faculty support in</p> <ul style="list-style-type: none"> <li>-- MIS Computer Applications</li> </ul>
<b>EDUCATION</b>	<p>Eliminated faculty positions:</p> <ul style="list-style-type: none"> <li>-- Health, Physical Education and Recreation</li> <li>-- Elementary Education</li> <li>-- Secondary Education &amp; Educational Administration</li> </ul> <p>Reduce clerical</p> <ul style="list-style-type: none"> <li>-- Secondary Education, Environmental Education and Education Administration</li> <li>-- Health, Physical Education and Recreation</li> <li>-- Home Economics</li> </ul> <p>Reduced</p> <ul style="list-style-type: none"> <li>-- Departmental and collegiate SEE</li> <li>-- Graduate Assistant support</li> <li>-- College administration</li> </ul> <p>Reorganized 7 departments into 5 departments</p>	
<b>FINE ARTS</b>	<p>Eliminated faculty positions:</p> <ul style="list-style-type: none"> <li>-- Cinema studies and Fine Arts</li> <li>-- Art Education, Liberal Education &amp; Design</li> <li>-- Choral &amp; Vocal</li> </ul> <p>Reduced</p> <ul style="list-style-type: none"> <li>-- Vocal-Choral programs &amp; Introduction to music</li> <li>-- TA programs in Art &amp; music</li> <li>-- Funding for Tweed Museum of Art</li> </ul>	
<b>LETTERS and SCIENCE</b>	<p>Eliminated faculty positions:</p> <ul style="list-style-type: none"> <li>-- History</li> <li>-- Geography</li> <li>-- English Literature</li> <li>-- Sociology</li> </ul> <p>Eliminated most all unassigned instruction</p> <p>Eliminated History M.A.</p>	
<b>SCHOOL OF SOCIAL DEVELOPMENT</b>	<p>Eliminated Structure and Administration</p>	

UNIT	PROGRAMMATIC ACTIONS IMPLEMENTED BETWEEN 1982 - 1985	
	Programs Reduced	Programs Emphasized
<b>MORRIS</b>	Eliminated <ul style="list-style-type: none"> <li>- Biology faculty position</li> <li>- Physical Education faculty position</li> <li>- Accounts Assistant and Stores Clerk Supervisor (½) in athletics</li> <li>- English composition faculty position</li> <li>- Secondary education faculty position</li> <li>- Direction of Financial Aids position</li> <li>- Physical Education major</li> <li>- 9 positions in Plant Services</li> <li>- 1½ positions in Police and Security</li> <li>- Office specialist in General Services</li> </ul> Reduced <ul style="list-style-type: none"> <li>- SEE in Provost office</li> <li>- Clerical and SEE in Plant Services</li> <li>- Assistant Director position in residential life unit</li> </ul>	Added faculty support in <ul style="list-style-type: none"> <li>- Speech Communication</li> <li>- Geology</li> </ul> Established <ul style="list-style-type: none"> <li>- Major in computer science</li> <li>- Freshman orientation budget</li> </ul>
<b>WASECA</b>	Eliminated positions <ul style="list-style-type: none"> <li>- Academic administration</li> <li>- Ag Business</li> <li>- Horticulture Technology</li> <li>- Student Services</li> <li>- Plant Services</li> </ul> Reduced faculty in <ul style="list-style-type: none"> <li>- Food Industry &amp; Technology</li> <li>- Ag Communications</li> <li>- Ag Research Technology</li> <li>- Rural Home Service</li> <li>- Rural Youth and Recreation</li> </ul> Reduced support in: <ul style="list-style-type: none"> <li>- Clerical</li> <li>- SEE</li> </ul>	Added support in <ul style="list-style-type: none"> <li>- Business Affairs</li> <li>- Computer technologies</li> </ul>

PROGRAMMATIC ACTIONS IMPLEMENTED BETWEEN 1982 - 1985		
UNIT	Programs Reduced	Programs Emphasized
<b>DENTISTRY</b>	<p>Eliminated Dental Assisting program Reduced</p> <ul style="list-style-type: none"> <li>-- Dental Hygiene</li> <li>-- D.D.S. entering class size</li> </ul>	<p>Broadened research base, particularly in periodontics and biomaterials Initiated new system to improve patient care Added expertise in craniofacial pain area Increased focus on ethics and professional responsibility in the D.D.S. curriculum Participated in University-wide human genetics program development</p>
<b>MEDICAL SCHOOL Twin Cities</b>	<p>Reduced support for</p> <ul style="list-style-type: none"> <li>-- Family Practice</li> <li>-- Medical Technology</li> <li>-- Physical Medicine and Rehabilitation including occupational and therapy programs</li> <li>-- History of Medicine</li> <li>-- Curriculum and Evaluation staff</li> </ul>	<p>Added support to</p> <ul style="list-style-type: none"> <li>-- Development of the Human Genetics Program</li> <li>-- Basic Sciences particularly in microbiology and neurosciences</li> </ul>
<b>MEDICINE Duluth</b>	<p>Eliminated departmental technician support Reduced administrative services</p>	<p>Added support to Behavioral Science and Microbiology</p>
<b>NURSING</b>	<p>Reduced Baccalaureate nursing program Eliminated External Masters degree offering at one site Eliminated Emergency Room Nursing Program</p>	<p>Added support for graduate programs, particularly Teaching Assistants and research support Recruitment of senior faculty with research focus</p>
<b>PHARMACY</b>	<p>Merged clinical externship program into Pharmacy Practice Dept Eliminated</p> <ul style="list-style-type: none"> <li>-- Community-University Health Care Center education service program</li> <li>-- College educational development services</li> </ul>	<p>Added support to Pharmacy Practice program Initiated plans to strengthen Pharmaceutics and Administrative Pharmacy Developed computer applications in pharmacy practice for undergraduates</p>
<b>PUBLIC HEALTH</b>	<p>Merged programs of Epidemiology and Laboratory of Physiological Hygiene Reorganized 7 programs into a Division of Community Health Eliminated Health Psychology and Nurse Practitioner programs for a reduction of focus on 1:1 provider/patient relationships</p>	<p>Participation in Bio-Medical Ethics Program Increased educational focus on community-based populations Initiated development of core curriculum</p>

SUMMARY OF PLANNING AND BUDGETING FOR 1983-85

1

UNIT	A. 1982-83 Base	B. Initial Goal 1983-85 Retrenchment	C. <u>Returned to Central Administration</u>		D. <u>Returned to Central Administration</u>		E. Returned to Central Administration Total 1983-85 (C. + D.)	F. % of Original Goal (E. ÷ B.)	G. <u>1983-85 Total \$</u> Within Unit	H. <u>\$ Reallocated</u> Centrally and Within Unit (E. + G.)
			1983-84	1984-85	1983-84	1984-85				
IAFHE:										
Agriculture	\$ 4,944,922 (omits 0190)	\$ 551,741 12.0%	\$ 217,797 4.4%	} \$ 175,000# --						
Forestry	1,016,000 (omits 0190)	101,400 9.0% *	34,121 3.4%				\$ 508,656	58.1%	\$ 100,000	\$ 608,656
Home Economics	2,043,453 (omits 0190)	222,183 9.0% *	81,738 4.0%							
BIOLOGICAL SCIENCES	4,638,195	596,242 12.0% *	139,145 3.0%	30,000 0.6%		169,145	28.4%	80,000	249,145	
DENTISTRY	6,872,312	720,000 10.5%	427,200 6.2%	68,000 1.0%		495,200	69.0%	85,000	580,200	
EDUCATION	9,284,047	1,110,572 12.0%	293,900 3.2%	150,000 1.6%		443,900	39.9%	46,000	489,900	
GENERAL COLLEGE	2,816,930	226,180 9.0% *	144,028 5.1%	25,000 0.9%		169,028	74.7%	20,000	189,028	
H H H INSTITUTE	452,422	40,718 9.0%	27,449 6.1%	0 0%		27,449	67.4%	0	27,449	
LAW SCHOOL (Inc. Law Library)	3,262,282	195,736 6.0%	47,868 1.5%	25,000 0.8%		72,868	37.2%	25,000	97,868	
LIBERAL ARTS	25,011,395	2,251,025 9.0%	616,000 2.5%	175,000 0.8%		791,000	35.1%	90,395	881,395	

\* Note: Actual retrenchments shown deviated somewhat from these percentage goals.

# Note: Plans for Agriculture, Forestry, and Home Economics are coordinated through the Deputy Vice President of the Institute; and amounts are combined for these units.

SUMMARY OF PLANNING AND BUDGETING FOR 1983-85

UNIT	A.	B.	C.		D.		E.	F.	G.	H.
	1982-83 Base	Initial Goal 1983-85 Retrenchment	Returned to Central Administration		Returned to Central Administration		Total 1983-85 (C. + D.)	% of Original Goal (E. ÷ B.)	1983-85 Total \$ Within Unit	\$ Reallocated Centrally and Within Unit (E. + G.)
			1983-84	1984-85						
MANAGEMENT	\$ 4,104,548	\$ 125,000 3.0% (internal realloc.)	0 0%	0 0%	0	N.A.	\$ 80,000 **	\$ 80,000		
MEDICAL SCHOOL Twin Cities	21,888,693	2,060,000 9.4%	\$ 702,000 3.2%	\$ 231,000 1.1%	\$ 933,000	46.0%	380,000	1,313,000		
MEDICINE, UMD	2,261,002	146,000 6.5%	47,000 2.1%	25,000 1.1%	72,000	49.0%	20,220	92,220		
NURSING	1,691,546	154,000 9.1%	58,783 3.5%	0 0%	58,783	39.0%	89,767	148,550		
PHARMACY	1,670,598	159,000 9.4%	59,018 3.5%	0 0%	59,018	37.0%	0	59,018		
PUBLIC HEALTH	1,994,693	59,840 3.0%	0 0%	0 0%	0	N.A.	59,840 **	59,840		
TECHNOLOGY (IT)	18,853,008	575,000 3.0% (internal realloc.)	0 0%	0 0%	0	N.A.	575,000 **	575,000		
UNIVERSITY COLLEGE	265,023	32,000 12.0%	10,600 4.0%	0 0%	10,600	33.1%	15,000	25,600		
VETERINARY MEDICINE	4,395,786	131,950 3.0% (internal realloc.)	0 0%	0 0%	0	N.A.	131,950 **	131,950		

\*\* Note: Does not include funds reallocated to unit from Central Administration. These include:

(I.T. internal reallocation to be achieved over next few years.)

UNIT	FY84	FY85
Management	150,000	0
Public Health	200,000	100,000
Technology	250,000	650,000
Vet Medicine	250,000	456,356

SUMMARY OF PLANNING AND BUDGETING FOR 1983-85

3

UNIT	A.	B.	C.		D.	E.	F.	G.	H.
	1982-83 Base	Initial Goal 1983-85 Retrenchment	Returned to Central Administration 1983-84		1984-85	Returned to Central Administration Total 1983-85 (C. + D.)	% of Original Goal (E. ÷ B.)	1983-85 Total \$ Within Unit	\$ Reallocated Centrally and Within Unit (E. + G.)

COORDINATE CAMPUSES:

DULUTH (Inc. Physical Plant)	\$17,585,013	\$879,250 6.0%	\$496,000 2.8%	\$75,000 0.4%	\$571,000	64.9%	\$200,000##	\$771,000
MORRIS (Inc. Physical Plant)	5,551,314	333,000 6.0%	139,600 2.5%	53,000 1.0%	192,600	57.8%	0	192,600
CROOKSTON (Inc. Physical Plant)	3,911,116	352,000 9.0%	137,000 3.5%	0 0%	137,000	38.9%	78,000	215,000
WASECA (Inc. Physical Plant)	3,575,332	321,780 9.0%	130,000 3.6%	0 0%	130,000	40.4%	120,000	250,000

## Note: For Duluth, \$200,000 for 1984-85 and an additional internal reallocation for 1983-84.

-30-

**SUMMARY OF PLANNING AND BUDGETING FOR 1983-85**

4

UNIT	A.	B.		C.		D.		E.		F.		G.		H.	
	1982-83 Base	Initial Goal 1983-85 Retrenchment		Returned to Central Administration 1983-84		Returned to Central Administration 1984-85		Returned to Central Administration Total 1983-85 (C. + D.)		% of Original Goal (E. ÷ B.)		1983-85 Total \$ Reallocated Within Unit		Centrally and Within Unit (E. + G.)	

**ACADEMIC SUPPORT:**

COMPUTER SERVICES	2,766,785	none set	N.A.	0	0%	0	0%	0	N.A.	0	0
CEE	21,085,945 (inc. income)	500,000	2.4%	250,000	1.2%	100,000	0.5%	350,000	70.0%	50,000	400,000
GRADUATE SCHOOL (Inc. Grants)	1,198,222	none set	N.A.	29,394	2.5%	20,000	1.7%	49,394	N.A.	0	49,394
LIBRARIES, TWIN CITIES (omits Law Library and book acquisition)	7,333,458	none set	N.A.	207,317	2.8	0	0%	207,317	N.A.	250,000	457,317
ACADEMIC SUPPORT UNITS	3,801,416 (adj. base)	122,562	3.2%	122,562	3.2%	0	0%	122,562	100.0%	0	122,562
<b>UNIVERSITY TOTALS:</b>	<b>\$184,275,456</b>	<b>\$11,967,249</b>	<b>6.5%</b>	<b>\$4,418,520</b>	<b>2.4%</b>	<b>\$1,152,000</b>	<b>0.6%</b>	<b>\$5,570,520</b>	<b>46.5%</b>	<b>\$2,496,172</b>	<b>\$8,066,692</b>



rather than as specific budgets. They serve as an indicator of the different level of resources each college is expected to identify and reallocate. The right portion of the table indicates the actual central retrenchment and reallocation which has taken place as a proportion of these budget targets. Note that even during the period of severe financial constraint, the University singled out four units of high priority need which received increased funding: The Institute of Technology, School of Management, College of Veterinary Medicine, and the School of Public Health.

Consistent with all University priorities and at the request of the Legislature, the Institute of Technology is undergoing a special "Master Planning" process. This special planning cycle is examining program needs across the next decade and charting the space implications resulting from these program needs. A separate report will be completed by the end of the calendar year and submitted to the Regents and the 1985 Legislature.

The specification of detailed program priorities and budget targets for each academic unit represent a significant step in the evolution of University planning. With the specification of academic priorities, each resource allocation decision can be made in light of the high priority needs of each unit.

As noted above, the primary tenet of the University's planning process is in moving resources, both financial and human, from lower priority programs to higher priority areas. Also as noted above, ONE of the criteria utilized in arriving at a set of program priorities is the DEMAND for each program. Hence, we agree in spirit with the study undertaken this past year by HECB which examined the trends in the number of graduates from each postsecondary program ("A Review of Trends in the Number of Graduates From Existing Minnesota Post-Secondary Instructional Programs"). Moreover, as stated in an HECB discussion of this report, we are operating under the assumption that fewer high quality programs are preferable to a wide array of poorly subscribed ones.

The University has reviewed the list of programs prepared by HECB which have low or declining numbers of graduates. In some cases we have found errors in data collection and nomenclature which explains some of the items. For example, in some cases the program noted is not offered on the campus specified. In other

cases, we have decided that the continuation of a small, specialized program is in the best interest of the State and the University. Frequently we also find that by grouping existing courses from different disciplines or specialties, we can offer a wider variety of programs or satisfy licensing requirements that heretofore had gone unmet. Because this is done entirely within the existing curriculum, the only additional resources consumed are perhaps the printing of a brochure and some minimal time for advising.

As part of Cycle III of planning, the University is undertaking a thorough review of each program noted in this HECB study. During spring 1985 we shall make a complete report to HECB on the programs listed so that the program files may be brought up-to-date and, when appropriate, we can provide a rationale for the existence of selected programs with low enrollment. For programs with low enrollment that cannot be defended on the basis of programmatic rationale, we shall initiate program discontinuance procedures through HECB, as we have done with the programs that have been discontinued over the past three years.

University planning would be incomplete if it also failed to recognize the broader, all-institutional issues facing the University. To address these issues, six institutional task forces were appointed to address fundamental planning issues.

Task forces focused on:

- Computation, Communications and Information Systems
- International Education
- The University and the Relationship to the State Economy
- The Student Experience
- Improving the Vitality of University Faculties
- Graduate Education and Research

These six task forces produced over 250 recommendations aimed at improving the quality of the University and enhancing its comparative advantage. Central administration is now completing a detailed report outlining its reaction to each of the recommendations.

The outcomes and recommendations of these planning task forces led to many of the all-University items included in the Appropriations request for the 1985-87 biennium. For example, the Task Force on Graduate Education and Research noted the urgency for establishing a broader based program of graduate fellowships if the University was to remain competitive with peer institutions. The Task Force on the University and the Relationship to the State's Economy noted that it was in the best long-term interest of the State if the University set out to attract a higher proportion of the academically talented students in Minnesota. The Task Force on Faculty Vitality noted the need for enhanced faculty development opportunities as well as an aggressive salary program for retaining our best scholars. As a result, through internal reallocation the University has set aside \$300,000 to augment the ongoing sabbatical program. In addition, aided by the Legislature, a salary retention program has been put into place.

These thorough Task Force reports ensure that the University is not losing sight of the broad institutional challenges which it faces. Yet planning at the University would be incomplete if it also did not fold in an assessment of the University's physical facilities. Thus, during the 1984-85 academic year and with the aid of the Minnesota Facilities Model, the University is undertaking a careful, qualitative assessment of all buildings on the Twin Cities Campus. This survey will provide data which will assist us in knitting together academic program priorities with our capital request.

Finally, an important aspect of planning is potential cooperation with neighboring states and other postsecondary institutions in Minnesota. The variety of cooperative relationships in which the University is involved are too numerous to list here. However, a few examples should provide insight into our progress in this area.

At the state level, Governor Perpich and Governor Earl have indicated their desire to have our higher educational institutions cooperate such that unnecessary program duplication does not occur. We feel that to date our record is rather one-sided. In 1982 the University made a careful decision to phase out our Library School. Although there was a large service component in this program, it was evident that the program offered at the University of Wisconsin at Madison exceeded ours

in quality and there was not evidence to indicate that this region needed two doctoral level programs. Similarly, we eliminated the School of Social Development at Duluth in part because there was a similar program at the University of Wisconsin, Superior. Agricultural Journalism on the Twin Cities campus is being phased out, with the knowledge that there is a strong program at the University of Wisconsin, Madison.

At approximately the same time the University established the first doctoral program in nursing in the region. This was done with the expectation that Wisconsin would see fit to utilize Minnesota's program for the training of its researchers and nursing faculty. Such has not been the case, with Wisconsin recently deciding to establish its own nursing Ph.D. program as well.

Within the state we can point to a number of consortia and cooperative efforts spanning postsecondary systems. For example, the Southwest West Central Minnesota Consortium involving the University of Minnesota Morris, Southwest State University, Worthington Community College, Wilmar Community College and five AVTIs established Project INFORM through which students needing occupational recertification can go to a single site to learn about recertification regulations. Similarly, WESMINN (Western Minnesota Consortium) involves Moorhead State University, the University of Minnesota Morris, Fergus Falls Community College, Concordia College of Moorhead, Detroit Lakes AVTI, Moorhead AVTI and the Alexandria AVTI. Through this consortium a "women's mobile campus" in the form of a van traveled throughout the area to assist primarily women in relating education to their career goals. These cooperative organizations permit coordination of program offerings and communication across system boundaries.

Recently under the leadership of the dean of the Institute of Technology, each of the schools from the University and the State University System, which are now scheduled to offer engineering programs, have formed a Council of Engineering Deans. This group meets monthly to discuss the development of their respective programs. Moreover, the recently completed Institute of Technology master plan is based on the assumption that other institutions in Minnesota will also be placing students in the market place. Thus the final program plans are a more conservative

estimate than otherwise might be the case, based on the production of graduates by other postsecondary institutions.

In southern Minnesota, the Waseca campus has worked closely with the community colleges and Mankato State University. For example, each quarter Waseca faculty offer some of their courses at Rochester Community College. These courses are cross-listed in the RCC bulletin and have taken the place of RCC and the Rochester AVTI hiring faculty in the ag-related areas. Also, Austin Community College and neighboring AVTIs are eliminating agricultural programs with the specific intent of encouraging their students to attend UMW. If Waseca needs additional faculty to teach its course offerings, an agreement is in place whereby faculty from Mankato State University will teach at the UMW campus with these courses being computed in faculty load as any course taught at Mankato.

Overall, we wish that the evidence of cooperative program planning with our Wisconsin neighbors was stronger, yet we feel that within the state we continue to forge stronger linkages with other postsecondary systems.

In summary, planning at the University is viewed as a process of gradual yet steady change. This evolutionary approach recognizes the inherent strengths of the University AND the soundness of the array of existing programs. Yet an important characteristic of this process is the recognition of the necessity for change. The immediate future for postsecondary education and the University will bring forth many challenges. We believe that we have institutionalized an effective planning and budgeting process. As has been demonstrated across the last two biennia, through this process we are capable of making difficult program choices among competing, high priority alternatives.

#### The Current Cycle of University Planning

The current cycle of University planning (Cycle III) is one of consolidation. Existing academic priorities are not expected to change markedly. Instead, units are being asked to specify the "Strategies for Quality" which they intend to pursue to implement further the program priorities previously agreed upon. In so doing,

units have been asked to take into account the recommendations of the Task Forces. Those programs which are consistent with Task Force recommendations are likely to receive a higher funding priority. Planning conferences are being held with each unit in December and January of the current year. As the concluding step in Cycle III, the University will reexamine the array of programs which it offers to ensure that they are consistent with the long-term needs of the state and the objectives of the University. These objectives--as explained in the next section--include a higher quality, more focused University of Minnesota.

To put University planning in its broadest context, Cycle IV will be initiated in summer 1985 and conclude in spring 1986. It is envisioned that this cycle of planning will be a comprehensive examination of each unit's mission and program priorities which have been in place since 1980. It is expected that this comprehensive cycle will set the priorities for the 1987-89 and 1989-91 biennia.

## V. THE APPROACHING YEARS: A PERIOD OF CONSOLIDATION

By its very nature the responsibilities and obligations of the University are broad. Meeting the diverse needs of the State has required that the University be comprehensive and excellent in a wide variety of fields. Yet the resource constraints facing the University and the economic challenges facing the State call for a period of focus. During this period the University must of necessity make difficult program choices. These program choices should be guided by those aspects of the University's mission which make it unique among the State's institutions of higher learning. Specifically, there are three characteristics which define the University of Minnesota:

- An international research university
- A land grant university
- A metropolitan university.

Each of these characteristics is important in its own right, but only when taken together do they define a University that is arguably unique in the United States.

First, the University of Minnesota is an international research university and among the top fifty universities in the United States which perform more than 80% of all of the federally funded research in the country. Because the quality of American universities is so high, any university of our stature is automatically an institution of international prominence. Thus, we are cast into an international role and as a consequence our faculty have strong connections to the international community. Second, the University of Minnesota is a twentieth century, land grant institution which must be sensitive and responsive to the needs of the people in its region. As a result, we have an obligation to be concerned about the health, economic well-being, and stability of our state. In this respect, our coordinate campuses play a particularly important role. Third, by virtue of our location the University of Minnesota is a metropolitan university with special challenges and obligations. We must serve a large proportion of commuting students and a large proportion of part-time and extension students while meeting the educational needs of minority groups. The University of Minnesota cannot overlook the fact that it is the largest port of entry to higher education within this state. This fact distinguishes us from nearly all of our peer, land grant institutions in other states.

These characteristics not only describe the University but provide guidance in planning and choosing direction. Although nearly every program represents some aspect of one these three basic tenets, our period of consolidation will require that those programs which integrate all of these characteristics receive the highest priority. Where we have special purpose programs of extraordinary quality, we can and should continue them. However in most circumstances we must give somewhat higher priority and act selectively to support those programs and activities which advance all three aspects of our integrated mission.

In the recent National Research Council Survey of the quality of graduate programs, the University had six programs rated in the top ten and thirteen in the top 15%. Consistent with the need to provide the State with an increasing level of quality, the University is proposing that we establish a planning objective to double the number of programs rated in the top ten by the end of this century. Hence, the twenty-first century should witness a University of Minnesota which is a higher quality, more focused institution reaching out to meet the needs of the State in support of economic development, job creation, and support for the humanities and performing arts.



## I. HISTORICAL PERSPECTIVE

### The University and the State

The University of Minnesota was founded in 1851 by the Legislative Assembly of the Territory of Minnesota. Six years later, in 1857, as Minnesota prepared to enter the Union, the University's charter and the authority of the Board of Regents were incorporated into the state constitution.

The establishment of a university was an optimistic action by a young territory. It was not until 1869, eighteen years after its founding, that the University enrolled its first class of collegiate students—some three hundred of them. In the years since, the University has come to rank among the largest and most prestigious in the nation.

Throughout its history, the University has proved to be among Minnesota's wisest investments. In its teaching, research, and service it has touched the lives of virtually all citizens of the state. At the same time, its faculty and its graduates have made major contributions to the well-being and advancement of peoples of the nation and the world. To a large extent the University's past and potential accomplishments stem from its tradition as a land-grant institution, created to serve the people of Minnesota. The initial land-grant legislation emphasized the role of the University as an "agricultural and mechanic arts" institution. At the same time, the Morrill Act called upon the University to promote "liberal and practical education." Today the University's land-grant mission encompasses an even broader set of responsibilities based upon the notion of applying the University's unique resources to the needs of the people of the state as well as the nation and the world.

Through its concept of a "statewide campus," the University of Minnesota has provided formal and informal educational opportunities in all reaches of the state. Through research and development it has served private enterprise and public bodies. In its classrooms, from its lecture platforms, and through its publications, art collections, and exhibitions, it has provided forums for discussing and analyzing the past, the present, and the future.

### Mission and Policies

From its earliest days, the University's "mission" has been expressed in many different ways: through statements and actions of the Board of Regents, through the



## A MISSION AND POLICY STATEMENT FOR THE UNIVERSITY OF MINNESOTA

Adopted by the Board of Regents

July 11, 1980

programs of administrations and faculties, through the interests and activities of students, through views expressed by alumni and members of the public, and through the deliberations and actions of legislatures. These manifestations of the University's mission have been widely accepted and understood. Two notable examples of specific statements emerging from the Board of Regents in the early 1970s are the "Mission of the Health Sciences" (July 10, 1970) and the "Regents' Statement on Higher Education in Minnesota" (December 14, 1973). In this second document, the board examined the role of the University vis-à-vis the state's other postsecondary education systems and the Higher Education Coordinating Board. It addressed especially the size, location, and primary objectives of postsecondary education in Minnesota.

In July 1975, the Board of Regents drew up a "Statement of Mission and Policy" for the University. This document reflected the realistic aspirations of the University. It also recognized that some specific elements of the University's mission are described in the constitutions of collegial units and that these constitutional statements of mission, as they are approved by the regents, form a part of the total mission of the University. The same is true of such regents-approved statements as the "Mission of the Health Sciences." All such statements are understood to remain in force to the extent that they are consistent with the overall University "Statement of Mission and Policy."

The present "Statement of Mission and Policy" reflects developments within and outside the University since 1975. It is offered as a framework within which more specific planning can be done. It assumes that the University's recent planning initiatives will be successfully completed, and that the immediate and specific aspirations of the University are expressed in the "Institutional Planning Statement" and the planning statements of each of the University's major units. The regents' "Statement of Mission and Policy" is, therefore, less an expression of the moment than a more permanent general statement of the University's reasons for existing and its philosophy of operation.

## II. STATEMENT OF MISSION

Deeply rooted in the history of the University are the words inscribed above the entrance to Northrop Memorial Auditorium: "Founded in the Faith that Men are Ennobled by Understanding; Dedicated to the Advancement of Learning and the Search for Truth; Devoted to the Instruction of Youth and the Welfare of the State."

While a contemporary version might speak to "Men and Women" alike, and employ a broader definition of students than "Youth," the words embrace the essential functions and purposes of the University and reflect the objectives first expressed in the Territorial Laws of 1851.

The mission of the University is to serve the people of the state, wherever they may be, through teaching, research, and public service. It also has an additional obligation—to contribute as fully as resources permit to the meeting of national and international needs.

Within this general charge, however, the history of Minnesota and of its chief educational institution has helped to focus and define more precisely the unique role of the University. Three aspects of this role need special emphasis: *integration*, *access*, and *excellence*. First, the University is committed to the integration of all uses of knowledge: research, teaching, and service are inseparable. Second, citizens and agencies of the state must have broad access to the University's wide range of programs and services. This requirement implies that programs will be widely available throughout the state, that tuition will be kept as low as possible, that financial aid will be given to those in need, that admissions policies will be flexible, that it should be reasonably easy to transfer within, from, or to this institution, and that there should be extensive reciprocity agreements with other states. It implies, further, that physical barriers to attendance should be reduced as much as possible and barriers of sex, culture, and race eliminated. Third, the University is committed to a high level of excellence in all its endeavors. This commitment implies that in all the fields in which it offers programs the University will assume a leading role in the development of knowledge and curricula.

Implicit in the above expression of mission is the understanding that the strength of a university resides in its faculty. With this in mind, the University of Minnesota must maintain an outstanding and vital faculty dedicated to the "Advancement of Learning and the Search for Truth."

## Teaching

The teaching mission of the University is a broad one, involving students of widely different ages, cultures, and purposes. Certainly those students enrolled in the regular academic programs of the several campuses must be central to the University's teaching work. But formal and informal offerings of continuing education and extension, and county extension programs, have come to be increasingly important. The University must also be involved in research into teaching-learning processes, and in the preparation of teachers for all levels of education.

Traditionally, the University has played a leading role in the state's teaching efforts and should continue to do so, developing further its specialized undergraduate programs and those connected with graduate and professional education and research. If it is to serve the people of Minnesota effectively, its teaching mission requires it to respond to needs and opportunities as they develop and are identified. The University must also continue to provide high quality in the core programs of liberal education since they are both essential in their own right and provide a basic liberal foundation for other areas of study.

At the same time, its mission must be tempered by the need to coordinate the University's efforts with those of other units of the state's educational systems, particularly at the postsecondary level. Each system is designed to meet particular needs. But the state is best served by a policy that encourages these systems to cooperate wherever they can appropriately do so: to coordinate their teaching efforts, to combine resources, and to provide alternative programs of education that make the most efficient use of the state's resources to meet the educational needs of its people.

## Research

Pure and applied research are functions especially appropriate to this institution. Moreover, they are basic to both the teaching and the service missions of the University. Under its general research responsibility, the University also includes furthering creative work in the musical, visual, literary, and performing arts.

A scholarly community is one in which truth is pursued through research. When such a community functions within a university, it is essential that insights, ideas, and facts developed through research should be communicated to students. Good teaching and good learning depend ultimately on research, whether it be original research by faculty or students, or the disciplined ability and willingness to make informed use of the research of others.

Research is similarly essential to the University's ability to serve society. It is through research that the University's resources can best be brought to bear on public issues that require objective, systematic study.

As compared with that of other state educational institutions, the University's support of research is unique in two respects: first, in the extent to which the research focuses on advanced rather than elementary aspects of science and scholarship, and in the depth and intensity with which it does this; second, in the atmosphere that encourages the pursuit of knowledge also in situations where there is no immediate prospect of practical payoff.

Faculty members have in the past made significant contributions to a variety of fields in the health sciences, agriculture, engineering, the physical and biological sciences, the social sciences, the arts, and the humanities; as a result of these achievements, the University of Minnesota now holds an enviable position as a nationally and internationally recognized research institution. Its research efforts have also in many ways directly improved the economy of the state and the quality of its people's life.

These achievements have been possible because the University has traditionally provided a setting conducive to scholarly research. This setting must be preserved through continuing commitments to academic freedom; it must also be strengthened through policies supportive of research and through funding that is equal to the needs.

## Service

As a land-grant institution, the University of Minnesota has a lasting obligation to serve society by extending its teaching and research beyond the campus, applying its knowledge to the solution of problems—problems of people, of public bodies, and of industry and agriculture—wherever its help is needed and can be useful. The University fully recognizes its obligation here, whether such services are solely the responsibility of the University or are shared with other institutions or agencies.

Meeting this service obligation is, however, more than a reflection of the land-grant tradition. In recent years it has become very clear that research functions can be well served in addressing the increasingly complex problems of the state and nation in such areas as health, energy, environmental protection, and economic policy. Similarly, teaching activities, especially clinical programs in the professional areas, are directly enhanced by the University's involvement in service activities.

### III. STRUCTURE OF THE UNIVERSITY: ROLE OF THE CAMPUSES

#### Structure

To meet the University's responsibility to provide broad access to its programs, units of the University have been established throughout the state. These units range from research institutes and experiment stations, affiliated private educational programs, and education and extension centers to the five major campuses of the University. These five campuses—Twin Cities, Duluth, Morris, Crookston, and Waseca—are the University's principal centers of research, teaching, and service. Each campus shares uniquely in the overall mission of the University.

A single Board of Regents is the governing body of all elements of the University. The Board of Regents elects the president of the University as the chief executive officer of the institution and representative of the faculties and the University Senate to the Board of Regents. In turn, the president appoints vice presidents to assist with the responsibilities of administering the University. On the Twin Cities campus, the administrative officers of the University also act as administrative officers for the campus. Each of the other campuses has a provost, who is appointed by the president and is responsible to the president for the administration of the campus.

The University Senate is the voice of the statewide University faculty and student body. It has such authority over educational matters as has been delegated to it by the Board of Regents: This authority extends to matters concerning the University as a whole, but does not include the internal affairs of any individual college, institute, or school, except where these overlap or materially affect the interests of other units or of the broader University. The University Senate in turn delegates authority and responsibility in educational matters concerning but one campus of the University to campus assemblies.

#### Role of the Campuses

Operating within the above governance structure, each campus makes a special contribution to the overall mission of the University. Each campus has a distinctive role and atmosphere. The mission of each is, in most cases,

determined by the history of the region in which it is located, its geographical location, the current needs of the population it serves, and reference to the original purpose for establishing the campus.

#### *University of Minnesota, Twin Cities*

The Twin Cities campus is the initial location of the University. From its modest beginnings in the mid-1800s, the campus has come to comprise the largest concentration of educational resources and scholarly staff in the state of Minnesota. With these advantages, it attempts to anticipate and respond to a broad variety of educational, research, and service functions. By far the largest degree-granting institution in the seven-county metropolitan area, it serves to introduce many of that area's postsecondary students to collegiate programs. The welfare of the entire University system is inextricably bound to the vitality of the Twin Cities campus. Hence, it is continually in the interest of all units in the University to strengthen the Twin Cities campus and to develop there a setting for the fruitful interaction of broad undergraduate, graduate, and professional programs.

On the Twin Cities campus, research and public service are closely tied to instructional programs, an arrangement that provides both for the creation and discovery of knowledge and for its dissemination. It follows that one essential research and teaching component of the University of Minnesota system is the continuing commitment to provide the support services and libraries, computers, and other instructional technology essential to the best instruction and research.

The Twin Cities campus has been the traditional home of most of the graduate work within the University of Minnesota, and it is appropriate that this role should continue. The Twin Cities campus should continually be considering the addition of new or different graduate-level degree offerings that are responsive to the ever-changing needs of society and are consonant with postgraduate scholarship and training. Furthermore, the review of existing graduate programs should be uniformly pursued on all campuses where graduate work is offered. Weak programs of low priority should be terminated. This does not rule out smaller graduate programs that are adequately staffed by graduate faculty and supported by the necessary equipment, libraries, and adjunct services.

At the undergraduate level, the Twin Cities campus must continue to provide access for students to a broad range of disciplines. New or different degree offerings should be considered at this level also. As with the graduate programs, the undergraduate-level offerings should be continually reviewed, and where programs of

low priority are identified they should be terminated. In considering its undergraduate programs, the Twin Cities campus should emphasize programs that are characterized by one or more of the following: (1) serving as a model for comparable programs at other campuses or institutions, (2) providing access to programs that would otherwise be unavailable, and (3) attracting students who can benefit substantially from interaction with a graduate research faculty and the special environment of the Twin Cities campus.

Programs for part-time students and adult learners have grown dramatically. The Twin Cities campus must continue to provide access to educational programs for nontraditional students. In doing so, the campus should emphasize areas where its capability to contribute is unique within the state's higher education system.

### *The University of Minnesota, Duluth*

When it became a campus of the University of Minnesota in 1947, the Duluth campus already had a long history of service to the state and region as the Duluth State Teachers College. Since then, it has broadened its undergraduate offerings and added master's programs in a number of disciplines. In addition, it has responded to various regional concerns and has become a cultural center for northeastern Minnesota through its museum and performing arts activities.

To some degree, especially in its graduate education and research work, UMD has followed a university pattern. Although this is not its main mission, the efforts to generate new knowledge are important to the faculty and community at large and have indirectly contributed to the strength of undergraduate programs by making higher level course work available to students in their junior and senior years. These graduate efforts have also stimulated faculty development through individual scholarship, to the benefit of the entire teaching program.

The University of Minnesota, Duluth, should continue to develop and strengthen its undergraduate offerings. This must be its primary goal, and it is essential that appropriate resources be provided for these activities.

The University's ongoing program of review of its graduate degree programs is also applicable to UMD. Those graduate programs that have not developed because of difficulties in recruiting qualified graduate students, or because of higher-priority diversion of funds into other areas at UMD, should be phased out. But new program development at the master's level may be considered, especially in areas where UMD has unique interests because of its location in northeastern Minnesota. Furthermore, to enhance the vitality of the faculty at

Duluth, cooperative graduate work should be arranged with graduate departments in the Twin Cities as well as with those already in Duluth.

In the planning of new master's programs of special interest to the northeast Minnesota region, careful consideration must be given to the recurring commitment of University funds for capital investment, to operational costs, and to whether any expansion of campus-wide resources (such as libraries or computer support) would be required. As with all University programs, any proposed expansion at UMD must depend on whether appropriate resources can be provided to support the program adequately.

At Duluth, the University will continue to support the two-year basic medical sciences program, with an emphasis on the introductory medical education of students who wish to practice in nonmetropolitan areas. Moreover, the University will cooperate with hospitals in northeastern Minnesota in supporting the residency program in family practice. Further program expansion in the medical area is unlikely.

### *The University of Minnesota, Morris*

In 1959, the Board of Regents authorized college-level instruction at what had been an agricultural school and experiment station. Now the University of Minnesota, Morris, is an undergraduate, residential liberal arts college. In its role as a public and autonomous liberal arts campus within the University of Minnesota system, UMM is distinctive. It offers the intellectual quality and academic reputation of the University of Minnesota along with the special atmosphere of a small and intimate college where opportunities exist for personalized education.

The primary purpose of the college is undergraduate liberal education leading to the baccalaureate degree in liberal arts disciplines, preprofessional education, and preparation for teaching in elementary and secondary education. By its location, UMM demonstrates the University's commitment to its statewide mission of teaching, research, and public service. The college serves undergraduate students from the entire state and provides an educational resource and cultural center for citizens of west central Minnesota. At the beginning of its third decade as a campus of the University, UMM strives to achieve its place among the best undergraduate liberal arts colleges in Minnesota through its academic excellence, the richness of its extracurricular program and services, its physical facilities, and its institutional climate.

### *The University of Minnesota Technical Colleges at Crookston and Waseca*

In 1965, the University of Minnesota Technical College at Crookston was established at what had been an agricultural school and experiment station. The same action was taken at Waseca in 1971. These two campuses now provide postsecondary education emphasizing the acquisition of technical skills and management abilities, generally in a two-year program of study leading to employment at the mid-management and semiprofessional levels in agriculture and agriculturally related business, as well as in service to rural homes and communities.

Both colleges use citizen-industry advisory boards to seek ways in which the instructional programs can be responsive to the economic and societal needs of agriculture and industry. Both colleges are materially strengthened by their relationship to the adjacent agricultural experiment stations, and continuing efforts should be made to find out ways of using these resources to enrich the instructional activities.

Both colleges should concentrate any efforts to develop new programs on those related to their food and fiber mission and avoid creation of general education programs that are available at other postsecondary institutions in their regions. The University's responses to continuing education and extension requests in these geographic areas should not dilute the commitment to high-quality food- and fiber-related curricula.

## IV. POLICIES OF THE UNIVERSITY

The Board of Regents has determined that the activities of the University will be guided by a number of operating policies. These policies are important expressions of how the University intends to behave in various situations. The major examples of these policies are summarized briefly below.

- 1.\* Academic freedom and academic responsibility are desirable in themselves and they also serve a public need. Both will be preserved and nourished at the University. Academic freedom includes freedom of inquiry and freedom of dissemination. Academic responsibility obliges the scholar to strive for a level of excellence and integrity worthy of the vocation; it also requires dedication to the pursuit of knowledge and the cultivation of an atmosphere that stimulates learning.
- 2.\* It is the policy of the University to provide equal educational access and opportunity to persons of every race and ethnic heritage, of both sexes, and of all religions and creeds, and to treat fairly all individuals who are competing for educational opportunity. Furthermore, the University will maintain affirmative action admission programs that (a) promote an ethnic and cultural diversity that will enrich the University's campus environment and educational programs, and (b) increase the representation of minority groups at the highest professional levels.
- 3.\* The provision of equal rights for persons of every race and ethnic heritage, sex, religion, and creed is an important concern of the University and must be reflected in its personnel policies and employment practices related to both academic and civil service positions. The University will follow affirmative action procedures to promote equal opportunity in employment, both academic and nonacademic, for women and members of minority groups. In addition, all contractors with the University, including its suppliers of goods and services, will be required to be equal opportunity employers.

---

\*The regents have adopted a more detailed statement of University policy on this topic.

4. In the furtherance of improved government service to the people of Minnesota, the University will cooperate with governmental bodies to facilitate their access to the University's faculty, programs, and facilities.
5. The University will continually strive to reduce or eliminate hazards that adversely affect the health and safety of faculty, staff, students, patients, and the visiting public while they are on the University's premises.
- 6.\* The University of Minnesota is committed to safeguarding fully the rights and welfare of individuals who are involved as human subjects in research. In general, all subjects of research must give informed consent to their participation in any research project. Further, investigators must design research procedures to avoid disclosure of confidential information and exposure of subjects to any abnormal physical or psychological or social risk.
- 7.\* The University does not accept support for secret research. In general, the University must be free to disclose the existence of a research project, its sponsor, and the purposes and scope of the project, and to provide prompt public dissemination of the project's results.
- 8.\* Students may make the justifiable assumption that the University, as custodian of student education records, will preserve their private nature. In requiring or requesting information for student records, the University gives assurance that the information will be protected against improper disclosure. Similarly, all employees share the same assurance regarding their personnel records.
- 9.\* In order to foster excellence and efficiency, the University will continually review its programs. Weak programs will be eliminated or revitalized. A major aim of the review process should be the elimination of needless duplication of programs within the state's entire system of postsecondary education.
- 10.\* Keeping in mind all economic factors and educational responsibilities, the University will seek to conserve energy and natural resources by modifying its facilities and adopting appropriate operating procedures.

---

\*The regents have adopted a more detailed statement of University policy on this topic.

11. The University will be efficient in meeting its objectives. Specifically, the institution will encourage efficiency by offering proper incentives to its faculty and staff, by using its resources flexibly, by making appropriate use of efficient new technologies, and by attending closely to the reallocation of resources within and among programs of the University.

## V. CONCLUSION

For more than a hundred years, the University of Minnesota has offered to people of many different backgrounds the opportunity to gain an excellent education. Graduates of the University serve with energy and distinction in every field of endeavor, both public and private, throughout the state, across the nation, and in many other countries. Scholarly work and service carried on by the University community have significantly bettered the lives of people throughout the world.

To the people of Minnesota, this is their University. Yet, in the broadest sense, it is an institution of worldwide responsibility, scope, and impact—one that Minnesotans share unselfishly with others.

The public welfare is related in complex ways to the institutions of our society. The University of Minnesota plays a major role among those institutions that have continually produced the broadest range of services and benefits, both cultural and economic. No one can precisely calculate the effect of this dynamic institution on the history of social and political achievement that has produced the Minnesota of today. But certainly it has been extensive and profound. If this definition of mission and policy serves as a guide for more effective service to the state of Minnesota and its people, then it will have met the highest purposes of those responsible for the University and its founding.

Direct Instructional (Collegiate) Expenditures  
State Instructional Funds  
Deflated to Constant Dollars per Higher Education Price Index  
FY 1976 Through FY 1985

	FY 1976 1.957	FY 1977 1.838	FY 1978 1.722	FY 1979 1.599	FY 1981 1.314	FY 1983 1.123	FY 1985 1.000
<b>Liberal Arts</b>							
Direct Expenditures-Actual	\$ 20,103,281	\$ 20,988,593	\$ 21,674,183	\$ 22,437,400	\$ 25,550,600	\$ 28,244,887	\$ 32,980,560
-Constant	\$ 39,342,970	\$ 38,569,950	\$ 37,328,800	\$ 35,885,440	\$ 33,586,110	\$ 31,726,510	\$ 32,974,500
Percent Change from FY1976	0.0%	-2.0%	-5.1%	-8.8%	-14.6%	-19.4%	-16.2%
FYE Students	14,012	13,814	12,808	12,714	13,169	12,993	12,307
Percent Change from FY1976	0.0%	-1.4%	-8.6%	-9.3%	-6.0%	-7.3%	-12.2%
Constant \$ per FYE Student	\$ 2,808	\$ 2,792	\$ 2,914	\$ 2,823	\$ 2,550	\$ 2,442	\$ 2,679
Percent Change from FY1976	-0.0%	-0.6%	3.8%	0.5%	-9.2%	-13.0%	-4.6%
<b>Technology</b>							
Direct Expenditures-Actual	\$ 13,199,377	\$ 12,918,162	\$ 13,920,481	\$ 14,847,000	\$ 17,019,800	\$ 18,928,421	\$ 23,884,070
-Constant	\$ 25,831,740	\$ 23,739,220	\$ 23,974,830	\$ 23,745,670	\$ 22,372,420	\$ 21,261,640	\$ 23,879,680
Percent Change from FY1976	0.0%	-8.1%	-7.2%	-8.1%	-13.4%	-17.7%	-7.6%
FYE Students	6,656	6,925	6,942	7,048	7,908	8,669	8,385
Percent Change from FY1976	0.0%	4.0%	4.3%	5.9%	18.8%	30.2%	26.0%
Constant \$ per FYE Student	\$ 3,881	\$ 3,428	\$ 3,454	\$ 3,369	\$ 2,829	\$ 2,453	\$ 2,848
Percent Change from FY1976	-0.0%	-11.7%	-11.0%	-13.2%	-27.1%	-36.8%	-26.6%
<b>Agriculture (*)</b>							
Direct Expenditures-Actual	\$ 3,913,832	\$ 3,434,334	\$ 3,692,140	\$ 3,926,900	\$ 4,226,000	\$ 5,133,843	\$ 5,601,249
-Constant	\$ 7,659,534	\$ 6,311,147	\$ 6,358,863	\$ 6,280,519	\$ 5,555,051	\$ 5,766,669	\$ 5,600,220
Percent Change from FY1976	0.0%	-17.6%	-17.0%	-18.0%	-27.5%	-24.7%	-26.9%
FYE Students	1,542	1,623	1,545	1,553	1,433	1,262	1,058
Percent Change from FY1976	0.0%	5.3%	0.2%	0.7%	-7.1%	-18.2%	-31.4%
Constant \$ per FYE Student	\$ 4,967	\$ 3,889	\$ 4,116	\$ 4,044	\$ 3,877	\$ 4,569	\$ 5,293
Percent Change from FY1976	-0.0%	-21.7%	-17.1%	-18.6%	-22.0%	-8.0%	6.6%
<b>Forestry (*)</b>							
Direct Expenditures-Actual	\$ 760,710	\$ 638,974	\$ 675,688	\$ 646,200	\$ 759,300	\$ 718,722	\$ 1,065,201
-Constant	\$ 1,488,741	\$ 1,174,219	\$ 1,163,717	\$ 1,033,505	\$ 998,095	\$ 807,315	\$ 1,065,005
Percent Change from FY1976	0.0%	-21.1%	-21.8%	-30.6%	-33.0%	-45.8%	-28.5%
FYE Students	321	254	231	222	172	149	161
Percent Change from FY1976	0.0%	-20.9%	-28.0%	-30.8%	-46.4%	-53.6%	-49.8%
Constant \$ per FYE Student	\$ 4,638	\$ 4,623	\$ 5,038	\$ 4,655	\$ 5,803	\$ 5,418	\$ 6,615
Percent Change from FY1976	-0.0%	-0.3%	8.6%	0.4%	25.1%	16.8%	42.6%
<b>Home Economics (*)</b>							
Direct Expenditures-Actual	\$ 1,180,670	\$ 1,321,865	\$ 1,622,833	\$ 1,790,700	\$ 1,956,800	\$ 2,253,636	\$ 2,630,669
-Constant	\$ 2,310,621	\$ 2,429,142	\$ 2,794,957	\$ 2,863,971	\$ 2,572,202	\$ 2,531,432	\$ 2,630,186
Percent Change from FY1976	0.0%	5.1%	21.0%	23.9%	11.3%	9.6%	13.8%
FYE Students	724	758	773	768	705	618	955
Percent Change from FY1976	0.0%	4.7%	6.8%	6.1%	-2.6%	-14.6%	31.9%
Constant \$ per FYE Student	\$ 3,191	\$ 3,205	\$ 3,616	\$ 3,729	\$ 3,649	\$ 4,096	\$ 2,754
Percent Change from FY1976	-0.0%	0.4%	13.3%	16.8%	14.3%	28.3%	-13.7%
<b>Medical School</b>							
Direct Expenditures-Actual	\$ 17,359,974	\$ 15,764,216	\$ 14,579,093	\$ 15,624,900	\$ 18,217,800	\$ 20,687,013	\$ 24,121,130
-Constant	\$ 33,974,200	\$ 28,969,310	\$ 25,109,140	\$ 24,989,810	\$ 23,947,190	\$ 23,237,010	\$ 24,116,700
Percent Change from FY1976	0.0%	-14.7%	-26.1%	-26.4%	-29.5%	-31.6%	-29.0%
FYE Students	4,083	4,362	4,444	4,332	4,319	4,046	4,133
Percent Change from FY1976	0.0%	6.8%	8.8%	6.1%	5.8%	-0.9%	1.2%
Constant \$ per FYE Student	\$ 8,321	\$ 6,641	\$ 5,650	\$ 5,769	\$ 5,545	\$ 5,743	\$ 5,835
Percent Change from FY1976	-0.0%	-20.2%	-32.1%	-30.7%	-33.4%	-31.0%	-29.9%



Direct Instructional (Collegiate) Expenditures  
 State Instructional Funds  
 Deflated to Constant Dollars per Higher Education Price Index  
 FY 1976 Through FY 1985

	FY 1976 1.957	FY 1977 1.838	FY 1978 1.722	FY 1979 1.599	FY 1981 1.314	FY 1983 1.123	FY 1985 1.000
<b>Public Health</b>							
Direct Expenditures-Actual	\$ 1,208,622	\$ 1,528,982	\$ 1,519,468	\$ 1,609,100	\$ 1,749,900	\$ 2,093,717	\$ 2,132,029
-Constant	\$ 2,365,324	\$ 2,809,753	\$ 2,616,935	\$ 2,573,527	\$ 2,300,233	\$ 2,351,800	\$ 2,131,637
Percent Change from FY1976	0.0%	18.8%	10.6%	8.8%	-2.8%	-0.6%	-9.9%
FYE Students	571	606	678	647	644	842	804
Percent Change from FY1976	0.0%	6.1%	18.7%	13.3%	12.8%	47.5%	40.8%
Constant \$ per FYE Student	\$ 4,142	\$ 4,637	\$ 3,860	\$ 3,978	\$ 3,572	\$ 2,793	\$ 2,651
Percent Change from FY1976	-0.0%	11.9%	-6.8%	-4.0%	-13.8%	-32.6%	-36.0%
<b>Pharmacy</b>							
Direct Expenditures-Actual	\$ 1,164,864	\$ 1,272,443	\$ 1,462,403	\$ 1,631,100	\$ 1,797,800	\$ 1,385,557	\$ 1,595,035
-Constant	\$ 2,279,688	\$ 2,338,321	\$ 2,518,653	\$ 2,608,713	\$ 2,363,197	\$ 1,556,348	\$ 1,594,742
Percent Change from FY1976	0.0%	2.6%	10.5%	14.4%	3.7%	-31.7%	-30.0%
FYE Students	336	319	289	318	308	321	329
Percent Change from FY1976	0.0%	-5.1%	-14.0%	-5.4%	-8.3%	-4.5%	-2.1%
Constant \$ per FYE Student	\$ 6,785	\$ 7,330	\$ 8,715	\$ 8,203	\$ 7,673	\$ 4,848	\$ 4,847
Percent Change from FY1976	-0.0%	8.0%	28.4%	20.9%	13.1%	-28.5%	-28.6%
<b>Nursing</b>							
Direct Expenditures-Actual	\$ 1,022,342	\$ 1,116,839	\$ 1,345,654	\$ 1,366,000	\$ 1,958,300	\$ 2,094,175	\$ 2,362,998
-Constant	\$ 2,000,766	\$ 2,052,373	\$ 2,317,580	\$ 2,184,723	\$ 2,574,173	\$ 2,352,315	\$ 2,362,564
Percent Change from FY1976	0.0%	2.6%	15.8%	9.2%	28.7%	17.6%	18.1%
FYE Students	214	219	237	267	306	307	295
Percent Change from FY1976	0.0%	2.3%	10.7%	24.8%	43.0%	43.5%	37.9%
Constant \$ per FYE Student	\$ 9,349	\$ 9,372	\$ 9,779	\$ 8,182	\$ 8,412	\$ 7,662	\$ 8,009
Percent Change from FY1976	-0.0%	0.2%	4.6%	-12.5%	-10.0%	-18.0%	-14.3%
<b>Dentistry</b>							
Direct Expenditures-Actual	\$ 4,987,934	\$ 5,634,753	\$ 6,860,696	\$ 6,796,100	\$ 8,809,500	\$ 7,350,558	\$ 8,263,925
-Constant	\$ 9,761,596	\$ 10,354,770	\$ 11,815,970	\$ 10,869,400	\$ 11,580,030	\$ 8,256,628	\$ 8,262,406
Percent Change from FY1976	0.0%	6.1%	21.0%	11.3%	18.6%	-15.4%	-15.4%
FYE Students	912	932	904	831	814	814	673
Percent Change from FY1976	0.0%	2.2%	-0.9%	-8.9%	-10.7%	-10.7%	-26.2%
Constant \$ per FYE Student	\$ 10,703	\$ 11,110	\$ 13,071	\$ 13,080	\$ 14,226	\$ 10,143	\$ 12,277
Percent Change from FY1976	-0.0%	3.8%	22.1%	22.2%	32.9%	-5.2%	14.7%
<b>Mortuary Science</b>							
Direct Expenditures-Actual	\$ 125,797	\$ 143,031	\$ 157,697	\$ 167,400	\$ 192,800	\$ 221,523	\$ 262,430
-Constant	\$ 246,190	\$ 262,843	\$ 271,597	\$ 267,733	\$ 253,434	\$ 248,829	\$ 262,381
Percent Change from FY1976	0.0%	6.8%	10.3%	8.8%	2.9%	1.1%	6.6%
FYE Students	58	65	63	51	51	64	67
Percent Change from FY1976	0.0%	12.1%	8.6%	-12.1%	-12.1%	10.3%	15.5%
Constant \$ per FYE Student	\$ 4,245	\$ 4,044	\$ 4,311	\$ 5,250	\$ 4,969	\$ 3,888	\$ 3,916
Percent Change from FY1976	-0.0%	-4.7%	1.6%	23.7%	17.1%	-8.4%	-7.7%
<b>Biological Sciences</b>							
Direct Expenditures-Actual	\$ 3,097,077	\$ 2,965,865	\$ 3,078,293	\$ 3,200,000	\$ 3,007,200	\$ 3,457,522	\$ 3,953,436
-Constant	\$ 6,061,110	\$ 5,450,259	\$ 5,301,653	\$ 5,117,946	\$ 3,952,946	\$ 3,883,715	\$ 3,952,710
Percent Change from FY1976	0.0%	-10.1%	-12.5%	-15.6%	-34.8%	-35.9%	-34.8%
FYE Students	1,435	1,377	1,330	1,327	1,206	1,256	1,182
Percent Change from FY1976	0.0%	-4.0%	-7.3%	-7.5%	-16.0%	-12.5%	-17.6%
Constant \$ per FYE Student	\$ 4,224	\$ 3,958	\$ 3,986	\$ 3,857	\$ 3,278	\$ 3,092	\$ 3,344
Percent Change from FY1976	-0.0%	-6.3%	-5.6%	-8.7%	-22.4%	-26.8%	-20.8%

Direct Instructional (Collegiate) Expenditures  
 State Instructional Funds  
 Deflated to Constant Dollars per Higher Education Price Index  
 FY 1976 Through FY 1985

	FY 1976 1.957	FY 1977 1.838	FY 1978 1.722	FY 1979 1.599	FY 1981 1.314	FY 1983 1.123	FY 1985 1.000
<b>Veterinary Medicine</b>							
Direct Expenditures-Actual	\$ 3,417,471	\$ 3,438,596	\$ 3,882,807	\$ 3,513,900	\$ 4,137,700	\$ 5,374,093	\$ 6,696,095
-Constant	\$ 6,688,134	\$ 6,318,979	\$ 6,687,243	\$ 5,619,984	\$ 5,438,981	\$ 6,036,533	\$ 6,694,865
Percent Change from FY1976	0.0%	-5.5%	-0.0%	-16.0%	-18.7%	-9.7%	0.1%
FYE Students	476	471	484	496	467	489	517
Percent Change from FY1976	0.0%	-1.1%	1.7%	4.2%	-1.9%	2.7%	8.6%
Constant \$ per FYE Student	\$ 14,051	\$ 13,416	\$ 13,817	\$ 11,331	\$ 11,647	\$ 12,345	\$ 12,949
Percent Change from FY1976	-0.0%	-4.5%	-1.7%	-19.4%	-17.1%	-12.1%	-7.8%
<b>Law School</b>							
Direct Expenditures-Actual	\$ 2,111,372	\$ 1,632,361	\$ 1,845,266	\$ 2,053,200	\$ 2,564,000	\$ 2,922,152	\$ 3,612,855
-Constant	\$ 4,132,044	\$ 2,999,728	\$ 3,178,047	\$ 3,283,802	\$ 3,370,362	\$ 3,282,352	\$ 3,612,191
Percent Change from FY1976	0.0%	-27.4%	-23.1%	-20.5%	-18.4%	-20.6%	-12.6%
FYE Students	719	693	700	707	718	758	751
Percent Change from FY1976	0.0%	-3.6%	-2.6%	-1.7%	-0.1%	5.4%	4.5%
Constant \$ per FYE Student	\$ 5,747	\$ 4,329	\$ 4,540	\$ 4,645	\$ 4,694	\$ 4,330	\$ 4,810
Percent Change from FY1976	-0.0%	-24.7%	-21.0%	-19.2%	-18.3%	-24.7%	-16.3%
<b>Education</b>							
Direct Expenditures-Actual	\$ 7,535,575	\$ 7,836,654	\$ 7,883,419	\$ 7,793,900	\$ 8,469,100	\$ 10,028,663	\$ 10,925,190
-Constant	\$ 14,747,440	\$ 14,401,120	\$ 13,577,380	\$ 12,465,240	\$ 11,132,580	\$ 11,264,850	\$ 10,923,180
Percent Change from FY1976	0.0%	-2.3%	-7.9%	-15.5%	-24.5%	-23.6%	-25.9%
FYE Students	2,577	2,553	2,480	2,347	2,321	2,293	2,476
Percent Change from FY1976	0.0%	-0.9%	-3.8%	-8.9%	-9.9%	-11.0%	-3.9%
Constant \$ per FYE Student	\$ 5,723	\$ 5,641	\$ 5,475	\$ 5,311	\$ 4,796	\$ 4,913	\$ 4,412
Percent Change from FY1976	-0.0%	-1.4%	-4.3%	-7.2%	-16.2%	-14.2%	-22.9%
<b>Management</b>							
Direct Expenditures-Actual	\$ 2,770,613	\$ 2,860,625	\$ 3,151,242	\$ 3,434,000	\$ 4,488,500	\$ 5,557,932	\$ 6,690,236
-Constant	\$ 5,422,206	\$ 5,256,863	\$ 5,427,290	\$ 5,492,196	\$ 5,900,106	\$ 6,243,033	\$ 6,689,007
Percent Change from FY1976	0.0%	-3.0%	0.1%	1.3%	8.8%	15.1%	23.4%
FYE Students	2,042	1,929	1,949	2,059	2,350	2,492	2,830
Percent Change from FY1976	0.0%	-5.5%	-4.6%	0.8%	15.1%	22.0%	38.6%
Constant \$ per FYE Student	\$ 2,655	\$ 2,725	\$ 2,785	\$ 2,667	\$ 2,511	\$ 2,505	\$ 2,364
Percent Change from FY1976	-0.0%	2.6%	4.9%	0.5%	-5.4%	-5.7%	-11.0%
<b>General College</b>							
Direct Expenditures-Actual	\$ 2,131,690	\$ 2,511,846	\$ 2,566,558	\$ 2,679,100	\$ 3,290,000	\$ 3,575,073	\$ 4,062,145
-Constant	\$ 4,171,807	\$ 4,615,925	\$ 4,420,307	\$ 4,284,840	\$ 4,324,685	\$ 4,015,756	\$ 4,061,399
Percent Change from FY1976	0.0%	10.6%	6.0%	2.7%	3.7%	-3.7%	-2.6%
FYE Students	2,194	2,159	1,931	1,880	2,410	2,324	2,263
Percent Change from FY1976	0.0%	-1.6%	-12.0%	-14.3%	9.8%	5.9%	3.1%
Constant \$ per FYE Student	\$ 1,901	\$ 2,138	\$ 2,289	\$ 2,279	\$ 1,794	\$ 1,728	\$ 1,795
Percent Change from FY1976	-0.0%	12.4%	20.4%	19.9%	-5.6%	-9.1%	-5.6%
<b>Humphrey Institute</b>							
Direct Expenditures-Actual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 515,800	\$ 523,793	\$ 548,837
-Constant	\$ 0	\$ 0	\$ 0	\$ 0	\$ 678,016	\$ 588,358	\$ 548,736
Percent Change from FY1976	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%
FYE Students	0	0	0	0	123	87	78
Percent Change from FY1976	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%	x 1.701412E+38%
Constant \$ per FYE Student	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,512	\$ 6,763	\$ 7,035
Percent Change from FY1976	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%

W

Direct Instructional (Collegiate) Expenditures  
 State Instructional Funds  
 Deflated to Constant Dollars per Higher Education Price Index  
 FY 1976 Through FY 1985

	FY 1976 1.957	FY 1977 1.838	FY 1978 1.722	FY 1979 1.599	FY 1981 1.314	FY 1983 1.123	FY 1985 1.000
<b>Duluth-Medicine</b>							
Direct Expenditures-Actual	\$ 1,293,845	\$ 1,537,926	\$ 1,794,037	\$ 2,045,900	\$ 2,184,500	\$ 2,612,688	\$ 2,823,186
-Constant	\$ 2,532,109	\$ 2,826,189	\$ 3,089,817	\$ 3,272,127	\$ 2,871,512	\$ 2,934,742	\$ 2,822,667
Percent Change from FY1976	0.0%	11.6%	22.0%	29.2%	13.4%	15.9%	11.5%
FYE Students	142	148	162	182	224	237	242
Percent Change from FY1976	0.0%	4.2%	14.1%	28.2%	57.7%	66.9%	70.4%
Constant \$ per FYE Student	\$ 17,832	\$ 19,096	\$ 19,073	\$ 17,979	\$ 12,819	\$ 12,383	\$ 11,664
Percent Change from FY1976	-0.0%	7.1%	7.0%	0.8%	-28.1%	-30.6%	-34.6%
<b>Duluth-Supportive Services</b>							
Direct Expenditures-Actual	\$ 102,248	\$ 128,246	\$ 139,499	\$ 152,130	\$ 194,388	\$ 244,322	\$ 286,893
-Constant	\$ 200,104	\$ 235,673	\$ 240,255	\$ 243,310	\$ 255,522	\$ 274,438	\$ 286,840
Percent Change from FY1976	0.0%	17.8%	20.1%	21.6%	27.7%	37.1%	43.3%
FYE Students	90	116	103	110	126	82	96
Percent Change from FY1976	0.0%	28.9%	14.4%	22.2%	40.0%	-8.9%	6.7%
Constant \$ per FYE Student	\$ 2,223	\$ 2,032	\$ 2,333	\$ 2,212	\$ 2,028	\$ 3,347	\$ 2,988
Percent Change from FY1976	-0.0%	-8.6%	4.9%	-0.5%	-8.8%	50.5%	34.4%
<b>Duluth-Social Development</b>							
Direct Expenditures-Actual	\$ 363,625	\$ 389,339	\$ 398,178	\$ 434,300	\$ 488,300	\$ 498,546	\$ 384,203
-Constant	\$ 711,629	\$ 715,474	\$ 685,770	\$ 694,601	\$ 641,867	\$ 559,999	\$ 384,133
Percent Change from FY1976	0.0%	0.5%	-3.6%	-2.4%	-9.8%	-21.3%	-46.0%
FYE Students	85	99	113	140	144	86	55
Percent Change from FY1976	0.0%	16.5%	32.9%	64.7%	69.4%	1.2%	-35.3%
Constant \$ per FYE Student	\$ 8,372	\$ 7,227	\$ 6,069	\$ 4,961	\$ 4,457	\$ 6,512	\$ 6,984
Percent Change from FY1976	-0.0%	-13.7%	-27.5%	-40.7%	-46.8%	-22.2%	-16.6%
<b>Duluth-Education</b>							
Direct Expenditures-Actual	\$ 1,764,929	\$ 1,840,047	\$ 1,970,290	\$ 2,042,700	\$ 2,286,900	\$ 2,770,153	\$ 2,744,326
-Constant	\$ 3,454,040	\$ 3,381,385	\$ 3,393,372	\$ 3,267,009	\$ 3,006,116	\$ 3,111,617	\$ 2,743,822
Percent Change from FY1976	0.0%	-2.1%	-1.8%	-5.4%	-13.0%	-9.9%	-20.6%
FYE Students	1,215	1,239	1,277	1,282	1,429	1,194	1,326
Percent Change from FY1976	0.0%	2.0%	5.1%	5.5%	17.6%	-1.7%	9.1%
Constant \$ per FYE Student	\$ 2,843	\$ 2,729	\$ 2,657	\$ 2,548	\$ 2,104	\$ 2,606	\$ 2,069
Percent Change from FY1976	-0.0%	-4.0%	-6.5%	-10.4%	-26.0%	-8.3%	-27.2%
<b>Duluth-Letters &amp; Science</b>							
Direct Expenditures-Actual	\$ 3,392,584	\$ 3,536,976	\$ 3,900,834	\$ 4,009,900	\$ 4,835,500	\$ 6,078,916	\$ 8,223,338
-Constant	\$ 6,639,430	\$ 6,499,768	\$ 6,718,290	\$ 6,413,266	\$ 6,356,235	\$ 6,828,236	\$ 8,221,827
Percent Change from FY1976	-0.0%	-2.1%	1.2%	-3.4%	-4.3%	2.8%	23.8%
FYE Students	2,977	3,227	3,038	2,947	3,140	3,307	3,589
Percent Change from FY1976	0.0%	8.4%	2.0%	-1.0%	5.5%	11.1%	20.6%
Constant \$ per FYE Student	\$ 2,230	\$ 2,014	\$ 2,211	\$ 2,176	\$ 2,024	\$ 2,065	\$ 2,291
Percent Change from FY1976	-0.0%	-9.7%	-0.8%	-2.4%	-9.2%	-7.4%	2.7%
<b>Duluth-Fine Arts</b>							
Direct Expenditures-Actual	\$ 753,900	\$ 785,987	\$ 852,208	\$ 932,800	\$ 1,109,700	\$ 1,295,705	\$ 1,347,099
-Constant	\$ 1,475,414	\$ 1,444,379	\$ 1,467,732	\$ 1,491,881	\$ 1,458,694	\$ 1,455,421	\$ 1,346,851
Percent Change from FY1976	0.0%	-2.1%	-0.5%	1.1%	-1.1%	-1.4%	-8.7%
FYE Students	470	486	508	478	538	514	542
Percent Change from FY1976	0.0%	3.4%	8.1%	1.7%	14.5%	9.4%	15.3%
Constant \$ per FYE Student	\$ 3,139	\$ 2,972	\$ 2,889	\$ 3,121	\$ 2,711	\$ 2,832	\$ 2,485
Percent Change from FY1976	-0.0%	-5.3%	-8.0%	-0.6%	-13.6%	-9.8%	-20.8%

Direct Instructional (Collegiate) Expenditures  
 State Instructional Funds  
 Deflated to Constant Dollars per Higher Education Price Index  
 FY 1976 Through FY 1985

	FY 1976 1.957	FY 1977 1.838	FY 1978 1.722	FY 1979 1.599	FY 1981 1.314	FY 1983 1.123	FY 1985 1.000
<b>Duluth-Business &amp; Economics</b>							
Direct Expenditures-Actual	\$ 650,936	\$ 678,641	\$ 866,257	\$ 976,500	\$ 1,280,100	\$ 1,540,001	\$ 1,761,851
-Constant	\$ 1,273,909	\$ 1,247,113	\$ 1,491,929	\$ 1,561,773	\$ 1,682,684	\$ 1,729,830	\$ 1,761,527
Percent Change from FY1976	0.0%	-2.1%	17.1%	22.6%	32.1%	35.8%	38.3%
FYE Students	575	593	690	750	805	694	739
Percent Change from FY1976	0.0%	3.1%	20.0%	30.4%	40.0%	20.7%	28.5%
Constant \$ per FYE Student	\$ 2,215	\$ 2,103	\$ 2,162	\$ 2,082	\$ 2,090	\$ 2,493	\$ 2,384
Percent Change from FY1976	-0.0%	-5.1%	-2.4%	-6.0%	-5.7%	12.5%	7.6%
<b>Morris</b>							
Direct Expenditures-Actual	\$ 3,092,411	\$ 2,791,807	\$ 3,029,215	\$ 2,547,320	\$ 2,742,860	\$ 2,906,705	\$ 3,303,822
-Constant	\$ 6,051,978	\$ 5,130,399	\$ 5,217,127	\$ 4,074,077	\$ 3,605,473	\$ 3,265,001	\$ 3,303,215
Percent Change from FY1976	0.0%	-15.2%	-13.8%	-32.7%	-40.4%	-46.1%	-45.4%
FYE Students	1,667	1,634	1,560	1,426	1,588	1,554	1,636
Percent Change from FY1976	0.0%	-2.0%	-6.4%	-14.5%	-4.7%	-6.8%	-1.9%
Constant \$ per FYE Student	\$ 3,630	\$ 3,140	\$ 3,344	\$ 2,857	\$ 2,270	\$ 2,101	\$ 2,019
Percent Change from FY1976	-0.0%	-13.5%	-7.9%	-21.3%	-37.5%	-42.1%	-44.4%
<b>Crookston</b>							
Direct Expenditures-Actual	\$ 2,044,031	\$ 1,688,735	\$ 1,550,829	\$ 1,685,640	\$ 1,884,273	\$ 2,149,116	\$ 2,444,671
-Constant	\$ 4,000,255	\$ 3,103,325	\$ 2,670,947	\$ 2,695,942	\$ 2,476,865	\$ 2,414,028	\$ 2,444,222
Percent Change from FY1976	0.0%	-22.4%	-33.2%	-32.6%	-38.1%	-39.7%	-38.9%
FYE Students	895	954	949	966	1,106	982	972
Percent Change from FY1976	0.0%	6.6%	6.0%	7.9%	23.6%	9.7%	8.6%
Constant \$ per FYE Student	\$ 4,470	\$ 3,253	\$ 2,814	\$ 2,791	\$ 2,239	\$ 2,458	\$ 2,515
Percent Change from FY1976	-0.0%	-27.2%	-37.0%	-37.6%	-49.9%	-45.0%	-43.7%
<b>Waseca</b>							
Direct Expenditures-Actual	\$ 1,661,385	\$ 1,482,910	\$ 1,291,332	\$ 1,485,023	\$ 1,772,682	\$ 1,863,594	\$ 1,839,226
-Constant	\$ 3,251,400	\$ 2,725,088	\$ 2,224,023	\$ 2,375,084	\$ 2,330,180	\$ 2,093,311	\$ 1,838,888
Percent Change from FY1976	0.0%	-16.2%	-31.6%	-27.0%	-28.3%	-35.6%	-43.4%
FYE Students	797	912	927	1,004	1,009	879	861
Percent Change from FY1976	0.0%	14.4%	16.3%	26.0%	26.6%	10.3%	8.0%
Constant \$ per FYE Student	\$ 4,080	\$ 2,988	\$ 2,399	\$ 2,366	\$ 2,309	\$ 2,381	\$ 2,136
Percent Change from FY1976	-0.0%	-26.8%	-41.2%	-42.0%	-43.4%	-41.6%	-47.6%

Direct Instructional (Collegiate) Expenditures  
 State Instructional Funds  
 Deflated to Constant Dollars per Higher Education Price Index  
 FY 1976 Through FY 1985

	FY 1976 1.957	FY 1977 1.838	FY 1978 1.722	FY 1979 1.599	FY 1981 1.314	FY 1983 1.123	FY 1985 1.000
<b>Twin Cities Campuses</b>							
Direct Expenditures-Actual	\$ 86,091,201	\$ 86,008,139	\$ 89,917,921	\$ 93,516,900	\$ 108,710,900	\$ 120,551,280	\$ 141,388,090
-Constant	\$ 168,484,095	\$ 158,053,920	\$ 154,862,954	\$ 149,567,004	\$ 142,899,807	\$ 135,411,085	\$ 141,362,105
Percent Change from FY1976	0.0%	-6.2%	-8.1%	-11.2%	-15.2%	-19.6%	-16.1%
FYE Students	38,872	39,059	37,788	37,567	39,424	39,784	39,264
Percent Change from FY1976	0.0%	0.5%	-2.8%	-3.4%	1.4%	2.3%	1.0%
Constant \$ per FYE Student	\$ 4,334	\$ 4,047	\$ 4,098	\$ 3,981	\$ 3,625	\$ 3,404	\$ 3,600
Percent Change from FY1976	0.0%	-6.6%	-5.4%	-8.1%	-16.4%	-21.5%	-16.9%
<b>Health Sciences</b>							
Direct Expenditures-Actual	\$ 25,869,533	\$ 25,460,264	\$ 25,925,011	\$ 27,194,600	\$ 32,726,100	\$ 33,832,543	\$ 38,737,547
-Constant	\$ 50,627,762	\$ 46,787,369	\$ 44,649,873	\$ 43,493,901	\$ 43,018,257	\$ 38,002,926	\$ 38,730,427
Percent Change from FY1976	0.0%	-7.6%	-11.8%	-14.1%	-15.0%	-24.9%	-23.5%
FYE Students	6,174	6,503	6,615	6,446	6,442	6,394	6,301
Percent Change from FY1976	0.0%	5.3%	7.1%	4.4%	4.3%	3.6%	2.1%
Constant \$ per FYE Student	\$ 8,200	\$ 7,195	\$ 6,750	\$ 6,747	\$ 6,678	\$ 5,944	\$ 6,147
Percent Change from FY1976	0.0%	-12.3%	-17.7%	-17.7%	-18.6%	-27.5%	-25.0%
<b>T.C. Non Health Sciences</b>							
Direct Expenditures-Actual	\$ 60,221,668	\$ 60,547,875	\$ 63,992,910	\$ 66,322,300	\$ 75,984,800	\$ 86,718,736	\$ 102,650,543
-Constant	\$ 117,856,333	\$ 111,266,551	\$ 110,213,081	\$ 106,073,102	\$ 99,881,551	\$ 97,408,159	\$ 102,631,677
Percent Change from FY1976	0.0%	-5.6%	-6.5%	-10.0%	-15.3%	-17.4%	-12.9%
FYE Students	32,698	32,556	31,173	31,121	32,982	33,390	32,963
Percent Change from FY1976	0.0%	-0.4%	-4.7%	-4.8%	0.9%	2.1%	0.8%
Constant \$ per FYE Student	\$ 3,604	\$ 3,418	\$ 3,536	\$ 3,408	\$ 3,028	\$ 2,917	\$ 3,114
Percent Change from FY1976	0.0%	-5.2%	-1.9%	-5.4%	-16.0%	-19.1%	-13.6%
<b>Duluth Campus</b>							
Direct Expenditures-Actual	\$ 8,322,067	\$ 8,897,162	\$ 9,921,303	\$ 10,594,230	\$ 12,379,388	\$ 15,040,331	\$ 17,570,896
-Constant	\$ 16,286,635	\$ 16,349,980	\$ 17,087,164	\$ 16,943,967	\$ 16,272,629	\$ 16,894,284	\$ 17,567,667
Percent Change from FY1976	0.0%	0.4%	4.9%	4.0%	-0.1%	3.7%	7.9%
FYE Students	5,554	5,908	5,891	5,889	6,406	6,114	6,589
Percent Change from FY1976	0.0%	6.4%	6.1%	6.0%	15.3%	10.1%	18.6%
Constant \$ per FYE Student	\$ 2,932	\$ 2,767	\$ 2,901	\$ 2,877	\$ 2,540	\$ 2,763	\$ 2,666
Percent Change from FY1976	0.0%	-5.6%	-1.1%	-1.9%	-13.4%	-5.8%	-9.1%
<b>System Total</b>							
Direct Expenditures-Actual	\$ 101,211,095	\$ 100,868,753	\$ 105,710,600	\$ 109,829,113	\$ 127,490,103	\$ 142,511,025	\$ 166,546,705
-Constant	\$ 198,074,362	\$ 185,362,711	\$ 182,062,215	\$ 175,656,072	\$ 167,584,954	\$ 160,077,708	\$ 166,516,096
Percent Change from FY1976	0.0%	-6.4%	-8.1%	-11.3%	-15.4%	-19.2%	-15.9%
FYE Students	47,785	48,467	47,115	46,852	49,533	49,313	49,322
Percent Change from FY1976	0.0%	1.4%	-1.4%	-2.0%	3.7%	3.2%	3.2%
Constant \$ per FYE Student	\$ 4,145	\$ 3,825	\$ 3,864	\$ 3,749	\$ 3,383	\$ 3,246	\$ 3,376
Percent Change from FY1976	0.0%	-7.7%	-6.8%	-9.6%	-18.4%	-21.7%	-18.6%
<b>FYE Student Reconciliation</b>							
University College	126	103	81	62	46	26	0
System Total	47,785	48,467	47,115	46,852	49,533	49,313	49,322
Grand Total	47,911	48,570	47,196	46,914	49,579	49,339	49,322

(\*) Excludes 0190 supported expenditures  
 Ok

**University of Minnesota**  
**vs.**  
**Big Ten Public Universities**



**Program Support and Expenditures**  
**1982 - 83**

## ASSOCIATION OF AMERICAN UNIVERSITIES DATA EXCHANGE

For the past decade, the University of Minnesota has participated in a data exchange with other members of the Association of American Universities (AAU). The universities have worked together to develop common definitions on a wide variety of measures. With refinements in the definitions, it is now possible to gain a more detailed understanding of the University's level of funding than ever before.

Charts on the following pages compare direct departmental expenditures at the University of Minnesota with those at other Big Ten public universities. Bar graphs compare the University with the other schools for eight clusters of disciplines (engineering, computer sciences, physical sciences, life sciences, agricultural sciences, letters, social sciences, and health sciences) and for the entire institution.

In each graph, the University of Minnesota is identified but other Big Ten schools are not. Universities in the AAU participate in the data exchange with the agreement that each school is free to make public its own information but will not identify the schools with which it is compared. One of the Big Ten public universities did not participate in the exchange and is not included in the charts. (Northwestern University, a private school, is also not included.)

Three measures are represented in the charts: total expenditures per full-year-equivalent (FYE) student, total institutional support per ranked faculty member (faculty member at the rank of instructor or above), and spending on equipment per FYE student. Minnesota's most favorable ranking is in total expenditures per FYE student, where it is slightly below the midpoint. More than half of all expenditures included in this total are faculty salaries, and the University is about average in the Big Ten in faculty salaries.

A more dramatic picture emerges in the other two measures. Minnesota is seventh out of eight in support per ranked faculty, a computation that is made by subtracting faculty salaries from the money spent by academic departments and dividing by the number of ranked faculty. Expenditures included are salaries for secretaries and teaching assistants, office supplies, and other direct expenses incurred in operating an academic department. At Minnesota the amount spent per ranked faculty member is \$7,651, compared to the \$18,368 spent by the top school in the Big Ten and the \$13,379 spent by the next school. This measure reflects the top priority that the University has assigned faculty salaries while the environment of support for those faculty members (and their students) has been impoverished.

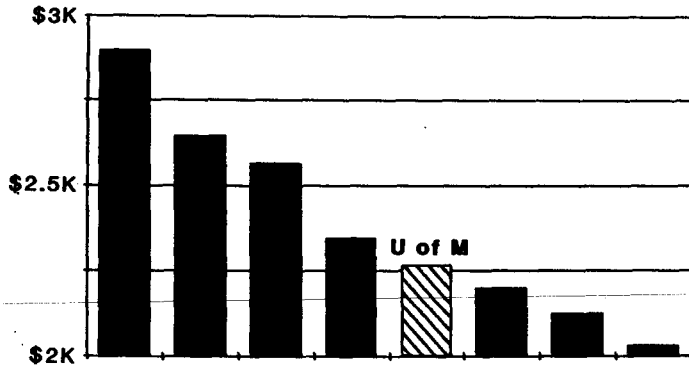
Even worse is the University's ranking on expenditures for instructional equipment. On this measure, the University's expenditure of \$11.67 per FYE student is at the bottom. The next-to-the-bottom school spends almost three times that much, \$30.93. The three highest schools all spend more than \$50 on equipment per FYE student.

All of the information is from fiscal year 1983, the 1982-83 academic year. Another study released simultaneously with this one shows the funding patterns over a decade at the University of Minnesota.

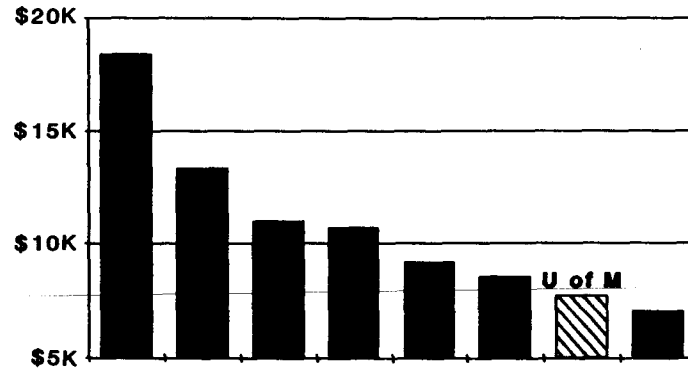
# U of M vs. BIG TEN PUBLIC

TWIN CITIES CAMPUS

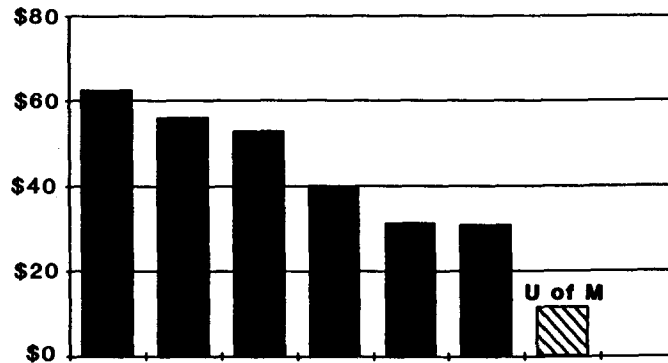
Dollars Expended / FYE Student  
1982 - 83



Support Expenditures / Ranked Faculty Member  
1982 - 83



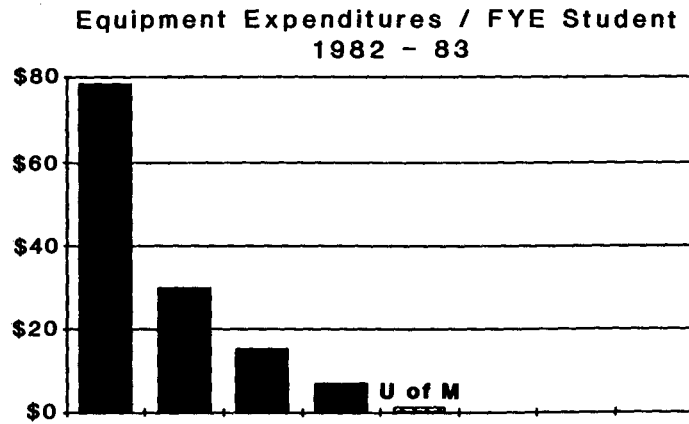
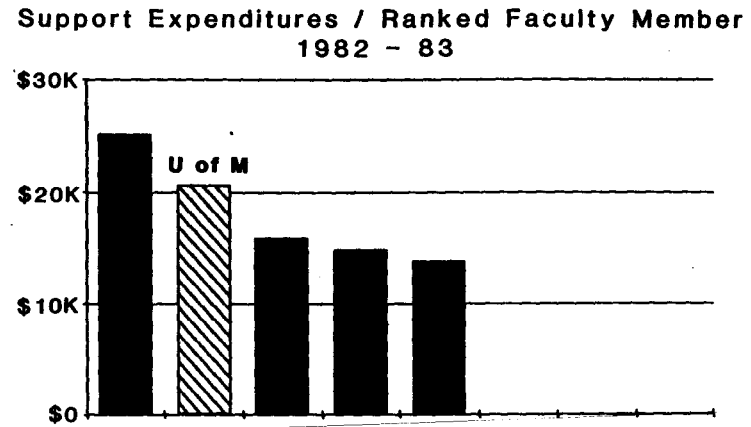
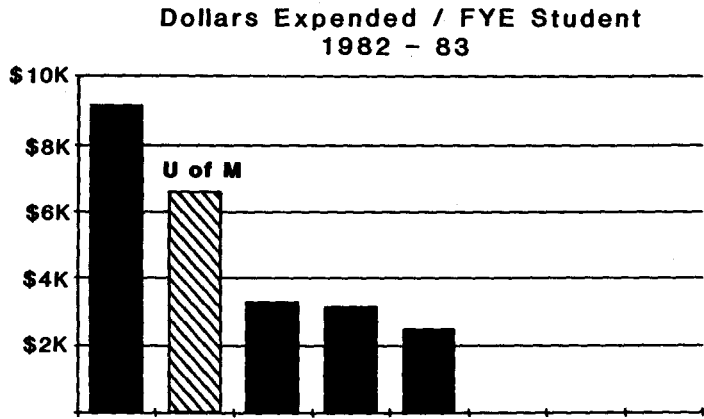
Equipment Expenditures / FYE Student  
1982 - 83





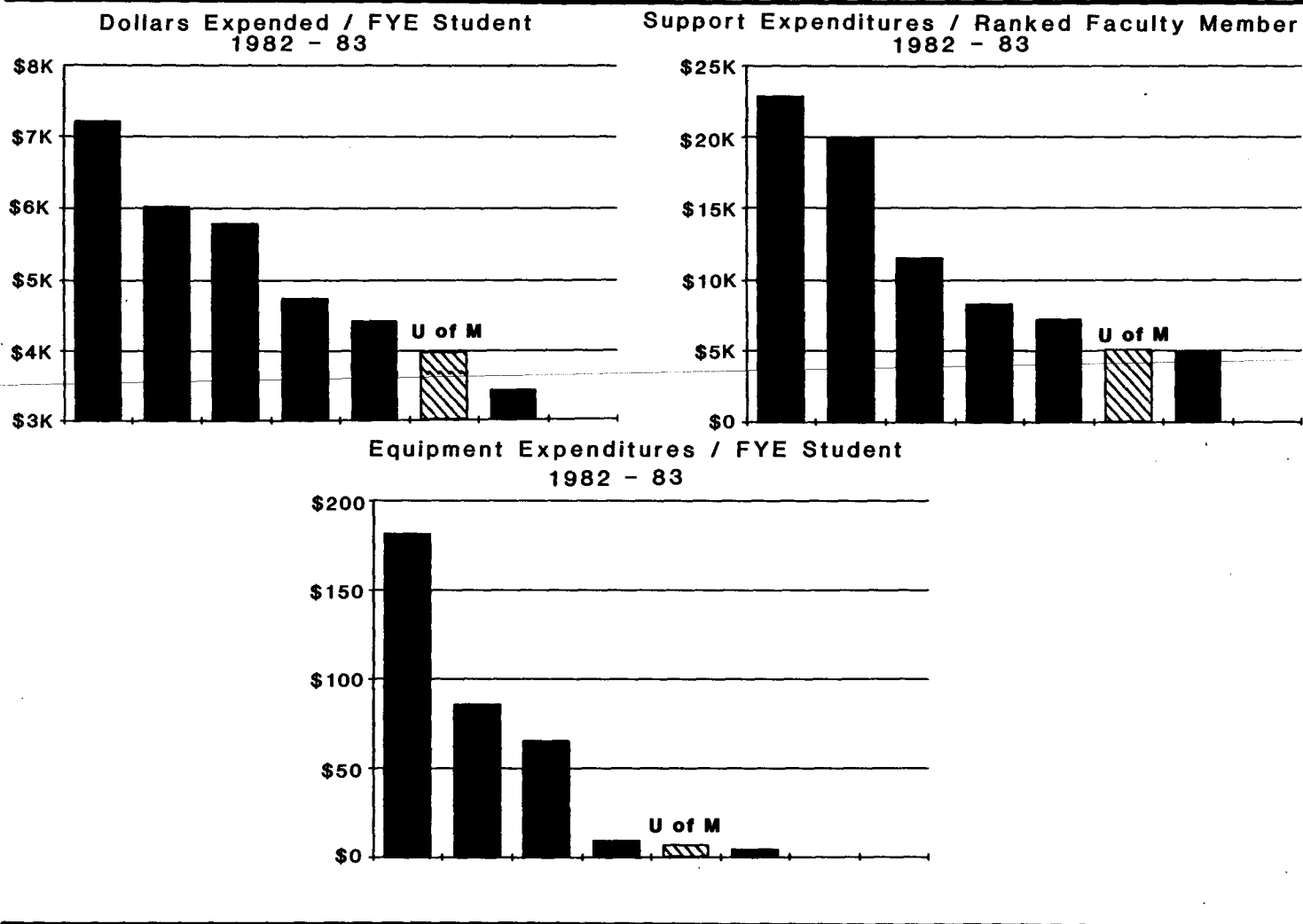
# U of M vs. BIG TEN PUBLIC

## AGRICULTURAL SCIENCES



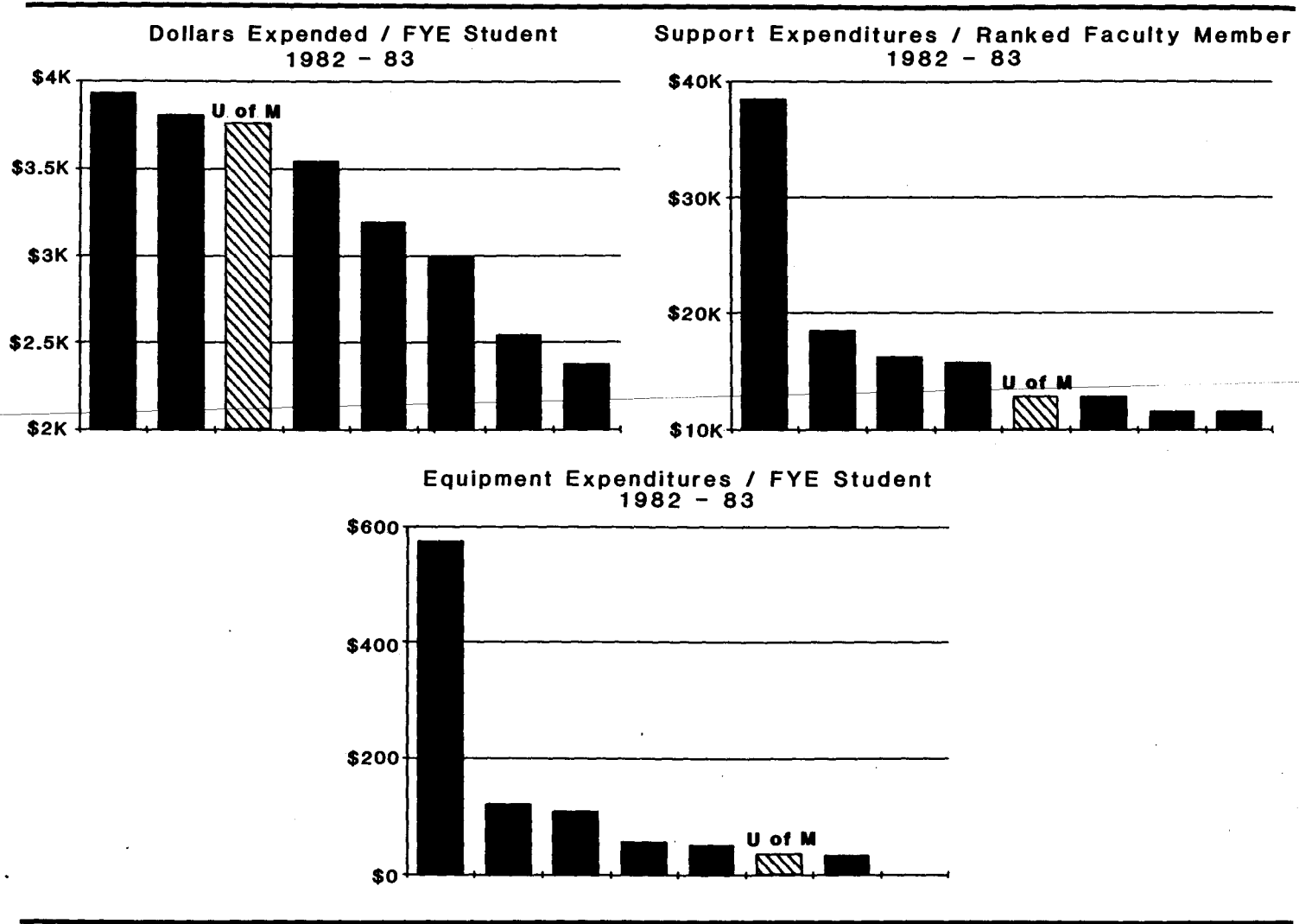
# U of M vs. BIG TEN PUBLIC

## HEALTH SCIENCES

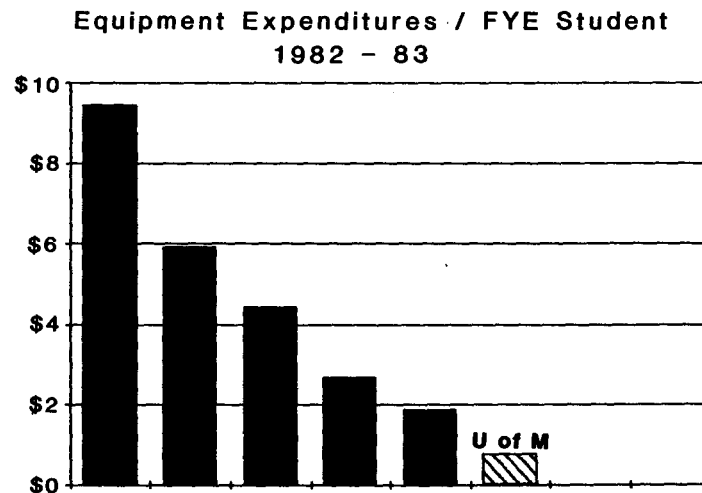
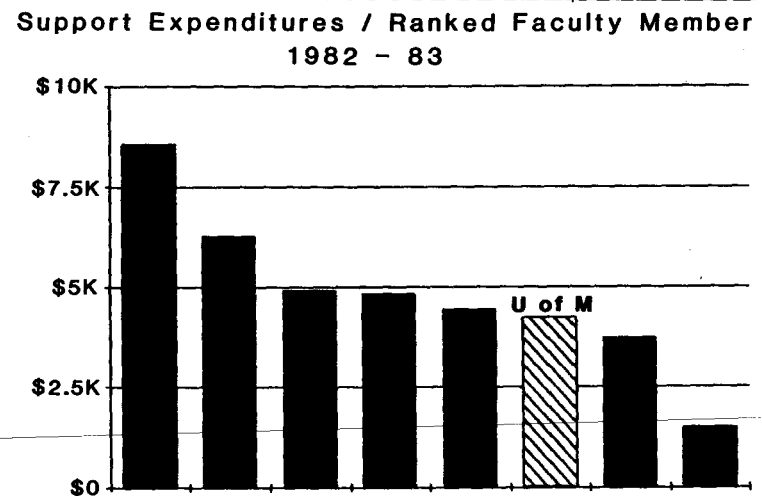
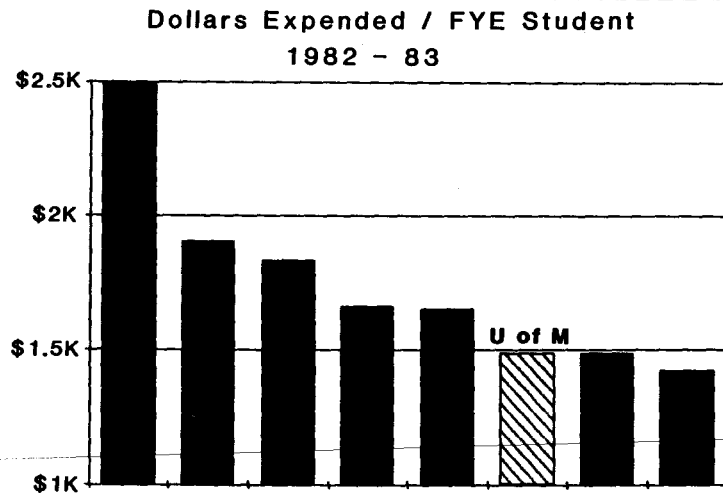


# U of M vs. BIG TEN PUBLIC

## LIFE SCIENCES

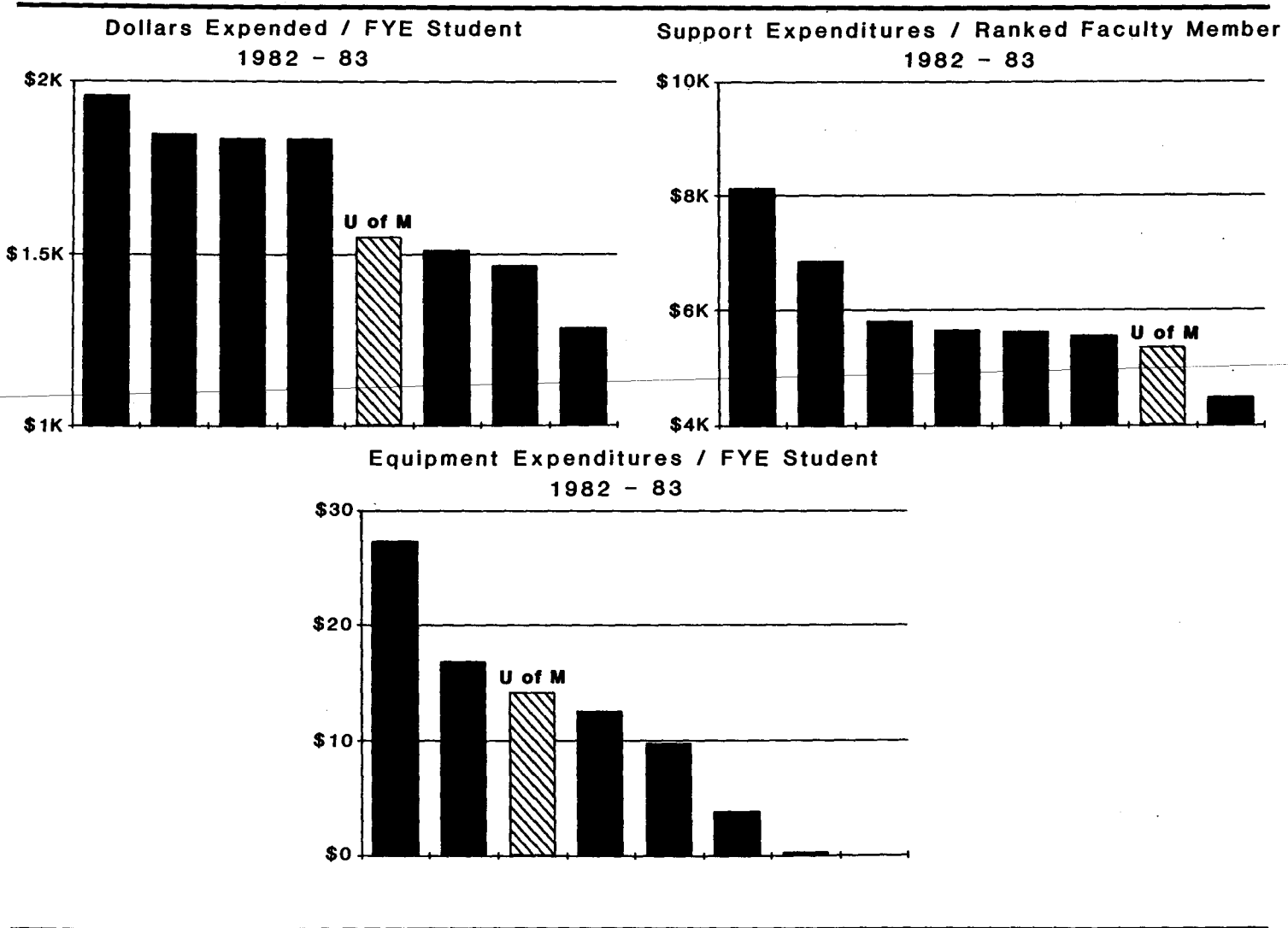


## U of M vs. BIG TEN PUBLIC LETTERS



# U of M vs. BIG TEN PUBLIC

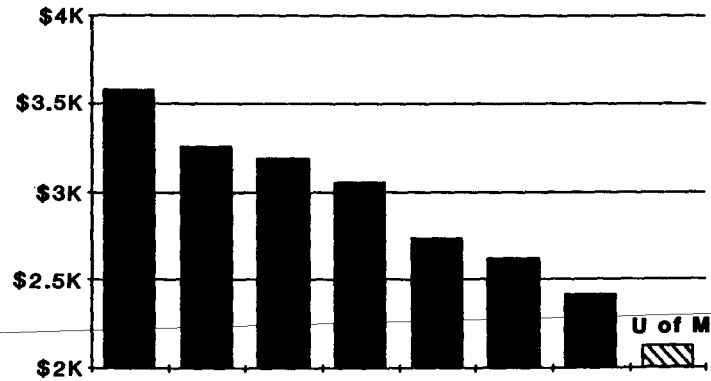
## SOCIAL SCIENCES



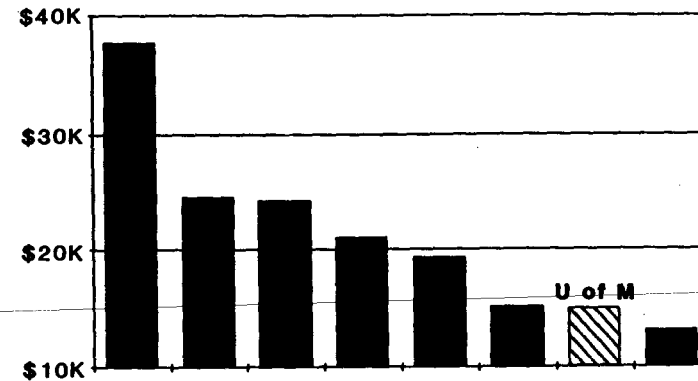
# U of M vs. BIG TEN PUBLIC

## PHYSICAL SCIENCES

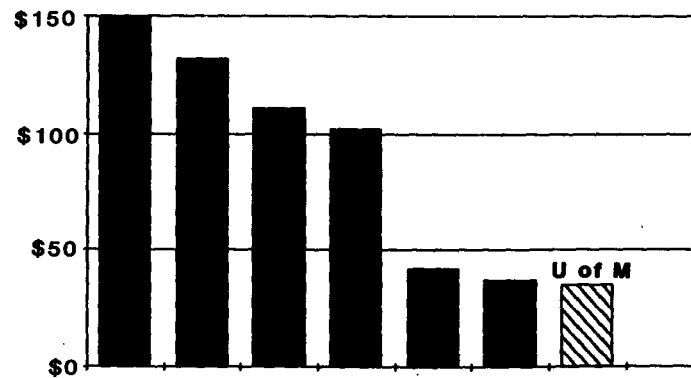
Dollars Expended / FYE Student  
1982 - 83



Support Expenditures / Ranked Faculty Member  
1982 - 83

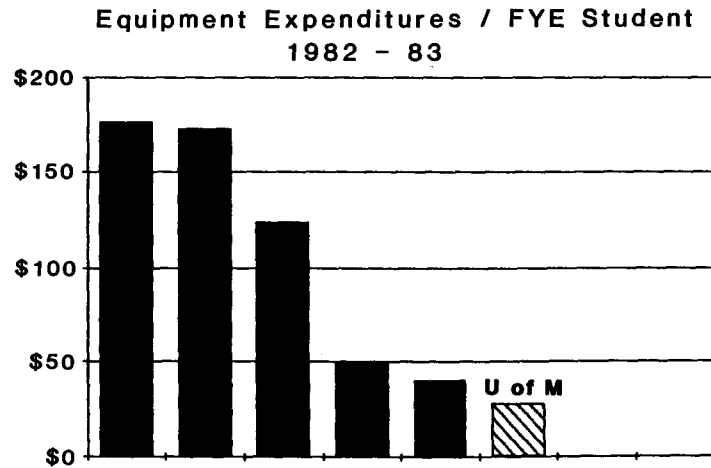
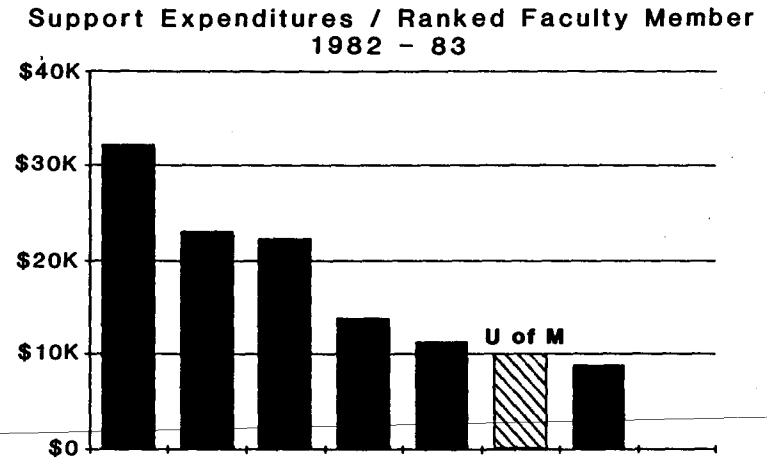
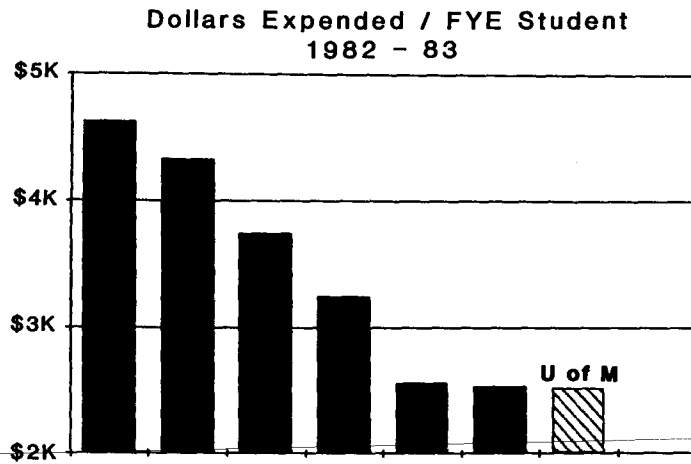


Equipment Expenditures / FYE Student  
1982 - 83



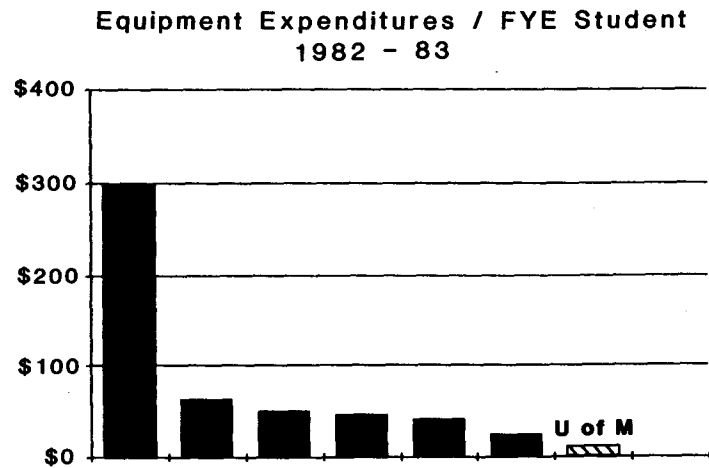
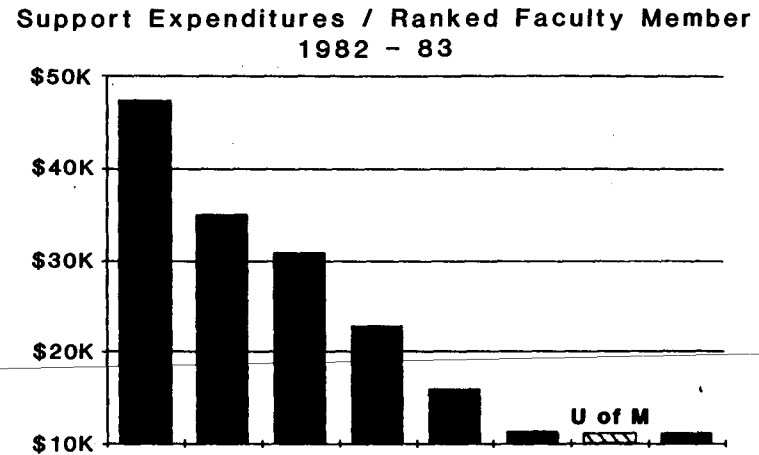
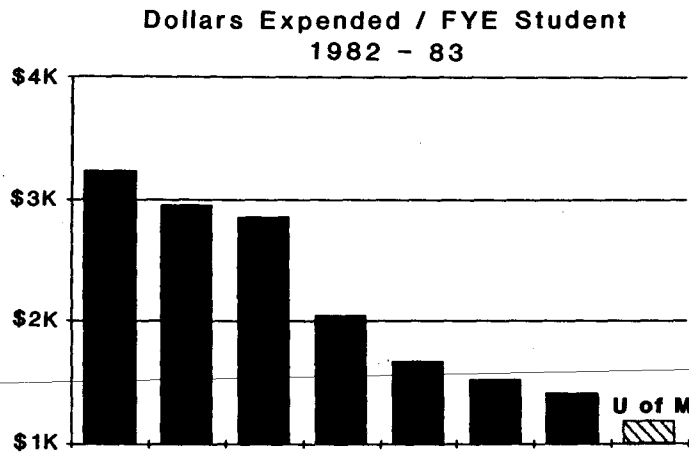
# U of M vs. BIG TEN PUBLIC

## ENGINEERING



# U of M vs. BIG TEN PUBLIC

## COMPUTER SCIENCE





## APPENDIX D

May 4, 1982

### COLLEGE OF BIOLOGICAL SCIENCES Program Priorities Statement

Through sound management and comprehensive collegiate planning with extensive faculty involvement, the College of Biological Sciences has clearly delineated its program priorities. These program choices will continue the development of the quality of the College and should enhance its position as one of the most active research units at the University.

It is recommended that the following program shifts occur in CBS. Within the botany program, the fields of plant physiology, plant molecular biology, and plant biomass should continue to be emphasized. Classical taxonomy should be cut back concomitant with a shift in emphasis toward modern systematics. These changes are suggested by the evolution of scholarly interests in the fields to be emphasized and the imbalance between resources devoted to systematics and the current level of scholarly activity in the area. Research in plant physiology, plant molecular biology and biomass appear to be areas in which the University can develop real distinction both because they are important and because a talented core of faculty is available to provide the essential focus.

Within the field of ecology and behavioral biology, the recently attained optimal strength in population ecology should be complemented by further developments in behavioral biology as opportunities allow. This effort must involve a number of colleges to be effective. Within the Department of Ecology and Behavioral Biology (EBB), resources for the growth of behavior can be recovered in part by the elimination of one or two positions in vertebrate biology in conjunction with reorganization of curatorial responsibilities in the Bell Museum. EBB should continue with its plans to assume a greater share of the responsibility for teaching general biology. Also, it is recommended that the University seek funds to construct adequate facilities for the EBB department on the St. Paul campus rather than renovate the existing space in Minneapolis. This new facility would contain adequate space to house the herbarium, thereby making available additional laboratory space in existing St. Paul facilities. In addition, if feasible, the Bell Museum research collections and curators would be provided space. This move will join most of the College in one location and free-up space on the crowded

Minneapolis site for other uses. When taken together, these changes should lead to marked increases in teaching and research productivity for the EBB program.

The Bell Museum has long been recognized for the important service and educational role it plays within the state, particularly for primary and secondary school youth. These functions must be maintained; yet it does not appear that its level of research and teaching is sufficient to warrant the size of its staff. It is recommended that one or more curatorial specializations be eliminated where existing faculty are adequate to provide for care and growth of the associated research collection.

The department of Genetics and Cell Biology has been successful in the generation of research support, and it has also recently added several promising young faculty. It therefore appears that the department has in place the necessary elements for sustaining high quality programs in Genetics, Cell Biology, and Developmental Biology. However, the department does appear to have been operating at less than peak effectiveness in terms of their overall efforts in teaching and research. Thus, it is recommended that the college and the department review the activities of the department with an eye toward contraction by not replacing resignations and retirements, if noticeable improvement in productivity is not forthcoming.

The Department of Biochemistry is a particularly strong one in the College in terms of its research productivity and support. The department will not undergo long-term expansion and the position occupied by the Northwest Area Assistant Professor will be compensated by a retirement anticipated in the near future. It is recognized, however, that a faculty member will be needed in biomolecular crystallography if the proposed state special to establish a center for biomolecular structure determination is successful. In view of the fact that several departments are now engaged in biochemistry research and teaching activities, it appears valuable and necessary to form a task force to determine how best to organize our efforts and distribute our resources to support current and future activities in this area.

Two research efforts are singled out for development. The University gives total support to the interdisciplinary, on-going effort to develop the Dight Institute for Human Genetics. It is proposed that the funds for this important work be raised from private sources and that the University consider this as one of its high priority, research fund raising efforts. Second, central administration is willing to consider a proposed state special appropriation to establish a center for biomolecular structure determination.

It is noteworthy that CBS faculty are heavily involved in intercollegiate program areas such as field biology, plant physiology, plant molecular biology, fresh water biology, biotechnology, biomass utilization, and human genetics. The College should continue to emphasize these and other kinds of interdepartment and intercollegiate involvements in an effort to assure the most effective possible use of the talents of the many biologists in the University.

In planning meetings, the possibility of in-loading the Itasca summer programs was discussed. In principle we support this change and recommend that CBS begin discussions with the Summer Session to develop a specific proposal which would accomplish this switch.

Overall, programmatic shifts within CBS will orient the college's activities toward those research and graduate areas which have the most potential for the future. At the same time, conversion of General Biology from TV to live lectures will improve basic instruction, involve a broader cross-section of the faculty, and somewhat raise teaching loads. Although teaching loads in the College appear low relative to other University units, they are in line with national norms in biochemistry and biology. However, since faculty in comparable programs often pay some of their salaries from research grants, it appears reasonable that CBS continue its policy of requesting about 10% of academic year salaries from external sources. Those faculty less highly involved in research should assume a larger responsibility for teaching and maintaining the core curriculum.

## INITIATION OF PLANNING

Fall, 1975 - Spring, 1979

- Fall, 1975 Planning Council appointed by Dr. C. Peter Magrath to be advisory to President and to work in close consultation with University Senate Committees.
- Fall, 1977 Planning Council submits seven issue/action papers on organization and staffing of planning.
- Fall, 1978 Planning Council proposes architecture for all-University planning process. University report on Outreach completed.
- Spring, 1979 Planning process initiated by President.

## CHARACTERISTICS

- o Planning Council is advisory to President.
- o Comprised of faculty, deans, students, and administrators.
- o Work limited to architecture of planning and budgeting.
- o Informal relationship with University Senate.

## CYCLE I: THE PRESIDENT'S WORKING GROUP

Spring, 1979 - Summer, 1981

- Spring, 1979 All units requested to submit plans (mission, goals, and objectives).  
Brown Committee Report issued proposing Budget Executive.  
First draft of Institutional Planning Statement circulated.
- Summer, 1979 President's Working Group reviews plans and submits critique to President.
- Fall, 1979 President and VP meet with each unit.  
President issues draft planning memoranda.  
Institutional Planning Statement revised.  
Budget Executive appointed.
- Summer, 1980 University Mission Statement revised and updated.
- Winter, 1980 Colleges revise plans.  
President responds with budget targets.
- Summer, 1981 Colleges submit final plans.

### CHARACTERISTICS

- o Mission, goals, and objectives.
- o ad hoc faculty-administrative group reviews plans.
- o Planning viewed as an all-institutional function.
- o All units treated congruently.
- o Budgetary targets based on enrollment forecasts and funding assumptions.
- o Formal representation from Planning Committee of the Senate to the Planning Council.

## CYCLE I-A: RETRENCHMENT

Fall, 1981 - Summer, 1982

- Fall, 1981 State projects deficit, requests UM to submit plans for 8%, 10%, 12% cuts.  
Joint Administrative-Senate Task Force on Faculty Vitality appointed.
- Winter, 1982 Program Priority Statements developed for each collegiate unit.  
Task Forces appointed on Intercollegiate Planning Issues.
- Spring, 1982 Budget cuts for FY82 and FY83 specified.  
Program Priority Statements finalized.
- Summer, 1982 Biennial Request items drawn from Program Priorities.

### CHARACTERISTICS

- o Planning and resource allocation knitted together.
- o Consultation directly with Senate leadership to develop criteria for program priorities:
  - Quality
  - Uniqueness
  - Connectedness
  - Integration
  - Demand
  - Cost-effectiveness
- o Specific program priorities for all academic programs.
- o Program planning guides resource allocation.
- o Biennial Request flows from program planning.
- o Planning based almost exclusively on information about the University (i.e., "internal" data).

## **CYCLE II: THEMATIC PLANNING**

**Fall, 1982 - Winter, 1984**

- Fall, 1982      University community considers 5 themes for planning.
- Winter, 1983      Cycle II initiated with formal announcement of 5 themes and accompanying task forces:
- Quality of graduate education
  - Economy of the state
  - Student experience
  - International character
  - Computer technology
- Colleges and support units asked to meet retrenchment targets based on Program Priorities.
- Spring, 1983      Two-year program budget packages agreed upon. Biennial Request received and average cost-funding approved.
- Summer, 1983      First task force report submitted.
- Fall, 1983      Formal consultation with Senate Planning Committee.  
Comprehensive assessment of implementation of Program Priorities.
- Fall, 1984      President reacts to Task Force recommendations. Biennial Request submission for 1985-87 completed.

### **CHARACTERISTICS**

- o Planning focused on issues which span units.
- o Planning utilizes previously agreed upon program priorities.
- o Planning assumptions expanded to include legislative preference model.
- o Budget is built from program priorities with funds being reallocated across units from lower to higher program priorities.
- o Advising role of Planning Council is taken over by Planning Committee of Senate.

## CYCLE III: THE UNIVERSITY RE-EXAMINED

Spring, 1984 - Spring, 1985

Summer, 1984    The President initiates Cycle III.  
Nov/Dec, 1984    Planning conferences with units.  
Winter, 1984     Mission Statement revised  
Spring, 1985     1985-87 Biennial Requested reviewed.  
                  1985-86 Budget completed.

### CHARACTERISTICS

- o    A continuation of Cycle II.
- o    Primary focus on program priorities.
- o    Planning conferences will address:
  - Program priorities.
  - Program priorities and internal resource commitments.
  - Program priorities and broad University themes.
- o    Funding for program priorities, in nearly all cases, from internal reallocation.
- o    Limited central funds may be reallocated where:
  - Unit priority consistent with all-University priority.
  - Unit commits own internal resources to priority.



**CYCLE IV**

**Spring, 1985 - Spring, 1986**

**Spring, 1985**

**President initiates Cycle IV.**

**Spring, 1986**

**Units have plans ready to influence 1987-89  
Biennial Request.**

**CHARACTERISTICS**

**[To Be Determined]**

PLANNING AND BUDGETING CALENDAR: 1984 - 1986  
University of Minnesota

DATE	INSTITUTIONAL PLANNING	ANNUAL BUDGETING	APPROPRIATIONS REQUEST	CAPITAL REQUEST	NORTH CENTRAL ACCREDITATION	DATE
1984:		1984-85 BUDGET				1984
March	CYCLE III of PLANNING	3/9: Budget Plan to Rgnts - Info				March
April	4/1: Draft Instit. Statant Issued	4/13: Budget Plan to Rgnts - Act. 4/16: Allotment Letter to Units				April
May		5/20: Budgets Due From Units	1985-87 APPROPRIATN. 5/15: Units Asked for Proposals			May
June	6/15: Revised Inst Statant Issued 6/20: Cycle III Instruct. Issued			1985 LEG. SESSION 6/1: Begin Prep of Capital Request		June
July		7/13: Final Budget to Rgnts - Act.			DECENNIAL ACCREDITATION	July
August			8/10: Request to Rgnts - Info	8/10: Request to Rgnts - Info	8/24: Request Filed with No. Cntrl	August
Septabr			9/14: Request to Rgnts - Act.	9/14: Request to Rgnts - Act.	9/15: Self-Study Comm. Appted	Septabr
October	10/30: Units Return Draft Plans					October
Novabr	Planning Conf. with VPs		11/1: Request to State Dpt Finance	11/1: Request to State Dpt Finance	11/1: Committee Reviews '76 Items	November
1985:						1985
Jan	1/23: BE Notifies Units of Decisions		Legislative Hearings	Legislative Hearings		January
Feb	2/15: Draft Prgram Prio. Stant Issued		↓	↓		February
March	3/8: Prgm. Prio. to Rgnts - Info.				3/1: Program Prio. to Comm for Info.	March
		1985-86 BUDGET*				
May	CYCLE IV of PLANNING 5/17: Cycle IV Instruct. Issued	5/10: Budget Plan to Rgnts - Info	5/15: Legislature Acts on Request	5/15: Legislature Acts on Request		May
June		6/14: Budget Plan to Rgnts - Act.			6/1: Draft of Self-Study Completed	June
July		7/12: Budgets Due from Units				July
August		8/9: Final Budget to Rgnts - Act.				August
Septabr						Septabr
October					10/11: Submission of Instit. Report	October
1986:						1986
March	3/15: Units Return Cycle IV Plans					March
April	BE Reviews Cycle IV Plans				4/10: Accreditation Team Visits UMN	April

\* Assumes Budget to Take Effect - 9/1/85