



**CLA 2015 Committee Final Report
to Dean James A. Parente, Jr.**

College of Liberal Arts - University of Minnesota, Twin Cities
Gary Oehlert and Chris Uggen, co-chairs
November 8, 2010

COLLEGE of LIBERAL ARTS

UNIVERSITY OF MINNESOTA

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Executive Summary

This report is a call for renewal, collaboration, and partnership:

- The College of Liberal Arts must reorganize internally and become more efficient and more focused in order to provide better education for our students and better support for our faculty's path-breaking research.
- CLA must form collaborations and connections, not only within the college but also across the University and with communities and organizations outside the University.
- CLA must pursue these changes in partnership with central administration, whose support is needed to realize and sustain the vision of the college with adequate resources.

The College of Liberal Arts is not “just another college” at the University of Minnesota. With programs spanning the core subjects of liberal education and about half the students of the Twin Cities campus, CLA is the University's beating heart. The University and CLA are inextricably bound together so that success for one *requires success for the other*. The University of Minnesota aspires to become one of the top public research universities but can only do so with a strong College of Liberal Arts.

Even in the face of large budget cuts, CLA stands strong in its commitment to academic excellence—a bulwark against the slide into mediocrity. But the risk of this slide is very real. Another round of cuts of the magnitude of those taken in the past biennium will put an end to many of the graduate programs and much of the faculty scholarship that bring international renown to the college and University. If this distinction were eroded in the coming months and years, it would take decades to repair, if, indeed, it ever could be repaired.

We must work together to fortify the College and spur its transformation and renewal. This CLA 2015 Committee Final Report to the Dean presents 15 goals for the college and 62 recommendations for reaching them. In partnership with our own collegiate community, other colleges at the University, the University's central administration, and the people of Minnesota, we can move forward to fulfill the tripartite mission of a land grant university and set the college on course for a successful 21st century.

Part I: Re-create CLA for a New Century

FOCUS

Anticipating a future with fewer resources, the college must recreate and reorganize itself so that it is smaller, with fewer but better programs. We must focus more narrowly on pursuing excellence in areas of our greatest strength. This means thinking imaginatively and radically outside of the structure of traditional departments and degree programs, not simply to reduce costs, but also to create new, exciting, path-breaking programs that address questions that will become important in the future. This openness and orientation to 21st-century realities will help us be successful in making the curriculum more student-centric.

CONNECTION

The theme of a re-imagined CLA must be to make connections—between academic fields, with the Twin Cities community and beyond, among faculty, undergraduate and graduate students, and between what we do and teach with what students and the people of Minnesota need. Technology must be mined for its maximum capacity to connect with new knowledge, new teachers, and new learners. Why is connection essential? It is the appropriate response to what the 21st century will demand of us and our graduates: greater intellectual agility, competence in the face of increasing complexity, deeper understanding of differences, and improved ways of living in common. This is another effort that will help us center our educational activities on student needs.

STUDENT-CENTRICITY

While renewed curricular orientation—the focus and connection cited above—will contribute to student-centricity, so can administrative and structural changes. For example, decisions about what courses are offered and when they are offered should be made based on what is best for students.

DISTINCTION

CLA must offer *only* undergraduate and graduate programs of highest quality and distinction. Yet the college cannot simply become a lean teaching machine. *Distinction* in CLA means fostering the faculty research and creative activity that has distinguished the college for a century, and, quite literally, changed the world. A standard methodology must be developed to assess quality fairly and appropriately.

EFFICIENCY

CLA has one of the leanest administrations at the University, but we know we can become even more efficient. We can streamline certain administrative processes, construct a more efficient curriculum, use technology more fully, modify unit structures, and update collegiate policies.

REVENUE

We must seek new revenue through more external grants and fellowships, increased tuition from new degree programs that build on current offerings, summer classes, evening classes, e-classes for non-U of M students. In the light of reduced state support we must look to private philanthropy, especially among our alumni and friends. We must perfect and simplify the ways we describe to others who we are and what we do.

Part II: Renew Our Partnership with the University

We are prepared to act as a cohesive community in taking on the hard, even painful, work of rethinking, radically reorganizing, and shrinking the college. But *fully 70 percent of CLA's budget is off the table when considering reductions*: 40 percent is paid into University cost-pools set and controlled by central administration, and 30 percent is for core tenured faculty. Necessarily, budget cuts must be concentrated in the few remaining areas.

A careful review of the budget shows that the most vulnerable areas are non-faculty instruction (teaching assistants, teaching specialists, and lecturers), support for faculty research, and student services. Because we must maintain undergraduate tuition revenue (if we do not, the budget must be cut even further), the cuts must come mostly from graduate programs and support for faculty research. But cuts anywhere near the magnitude of those experienced in the last two years would decimate our graduate programs and research capacity and do harm to undergraduate education.

We look to central administration to partner with us to maintain the integrity of the college. CLA was the *only* college to see a reduction in its controllable budget from FY 2008 to FY 2011. While cross-subsidies are natural in any university, starving your major tuition revenue source is a dubious long-term strategy.

Beyond the basic bottom line of budgets, there are specific issues in the interactions of colleges and central administration that should be addressed. For example:

- 1 Current budget procedures provide incentives for colleges to instruct in more and more areas for financial reasons rather than because of scholarly interest and expertise;
- 2 As implemented, the current cost pool model has few incentives for positive budget behavior (e.g., saving utility costs) or penalties for negative budget behavior (e.g., bringing new space online); and
- 3 As implemented, colleges have no consultative role in what is covered by the cost pools or their levels of funding.

We need budget systems that provide appropriate incentives and disincentives while still funding necessary central costs, academic policies that encourage each college to play to its strength rather than play the system, and an atmosphere where units at all levels work cooperatively for the common good.

Conclusion

The two central questions of this report are how CLA should reorganize for a better academic future and whether CLA will have the resources to continue as a major research institution.

Even in the absence of any budget problems, CLA can, should, and must embrace change in the cause of academic excellence. Knowing how profound that change must be, we commit wholly to fulfilling CLA's foundational and central role as the "beating heart" of the University of Minnesota. At the same time, we acknowledge the limits of our power to succeed, and we seek to renew our partnership with central administration for the good of the University and, especially, for the good of our students.

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Final Report

A college in the 21st century should be a college *of* the 21st century. The University's College of Liberal Arts must embrace a process of transformation and renewal to confront both the current budget crisis and, more importantly, to position ourselves to lead and to succeed in the new environment. Though the college must work tirelessly to maintain state support, tuition, and other revenue sources, the status quo is not sustainable, and the committee recommends fundamental internal changes, including a reduction in the number of programs. But CLA cannot do it alone. We propose to strengthen the partnership with central administration and with the State of Minnesota to ensure that the University's largest college builds upon its formidable strengths in research and creative activity, in teaching and learning, and in public engagement and outreach. Conversely, the University of Minnesota cannot reach its goal of becoming a top research university without a strong CLA. A failure to act strategically would jeopardize the very graduate programs and faculty scholarship that have distinguished the college and University for over a century. Change is coming to CLA, and we must ensure that this change is based on scholarly goals, not on accounting spreadsheets. In particular, changes should lead to signature undergraduate programs, graduate programs of distinction, and a vibrant research environment that involves students in knowledge creation. Wishing will not make it so, and setting goals does not make them happen. But bold steps taken by the college and its partners will enable the CLA of 2015 to be a strong and cohesive leader in liberal arts education.

The Charge to the CLA 2015 Committee

The CLA 2015 committee was constituted in fall semester 2009 by Dean Parente to provide recommendations for the following charges:

- Focus/narrow the college's mission
- Innovate toward distinction and success in teaching and research
- Increase interaction across faculty and student groups
- Promote creative service and public engagement
- Increase revenues
- Improve efficiency

In essence, the committee is charged with providing recommendations that will lead to a positive answer for the question, "In 2015, why would a student want to come from across the country to attend CLA? Why Minnesota instead of Michigan or Berkeley or North Carolina?" During committee discussions, we widened our charge to include consideration of important externalities that bear on our resource capacity, primarily regarding issues outside of CLA but within the University of Minnesota.

In this report, and in the discussions and research that generated it, the 30 members of the CLA 2015 committee worked to reconcile the material needs and structures of the college with its broader intellectual purpose and vision. We resisted a mechanical application of market logic to our task, but we embraced the challenge of developing a sustainable economic foundation that would better serve our students, our scholarship, and the broader needs of the state and University. And while few in CLA would embrace the direct commodification and privatization of public education, make no mistake: the college has an august history and a robust future in both an intellectual and a material sense, whether judged by towering academic achievements or by market principles of efficiency and productivity.

The report is structured in two parts. Part I addresses internal CLA issues, which, while pushed along by the changing budgets all across higher education, are primarily academic considerations. We begin with a general discussion of the liberal arts and CLA and then articulate a vision for CLA and a set of goals that will help realize that vision. We next offer a set of recommended actions that we believe will move CLA toward meeting the goals of the preceding section. Several of these recommendations are immediately actionable, but many will require further consideration and consultation before implementation. Part II addresses some important external issues that primarily concern the CLA budget in the context of the University of Minnesota.

Part I

CLA 2015 and the Liberal Arts

The liberal arts are the very core and essence of academic learning. From the academies of ancient Greece through the Trivium and Quadrivium of the medieval European university, the study of ethics, politics, rhetoric, logic, mathematics, religion, music, and the sciences defined education. These have formed the basis of education in western civilization for more than two millennia. William Watts Folwell, first president of the University of Minnesota, described them as “arts which enrich and emancipate communities.” Since Folwell’s time,

the liberal arts at the University of Minnesota have adapted to a global world, embracing new knowledge as well as non-western academic traditions. All great universities have strong programs in the liberal arts.

Justice and equality; belief and truth; the beauty or expressive power of the written word, a work of art, or a musical passage — these are how we find a life worth living and search for its meaning. These are the liberal arts in the 21st century.

The liberal arts *remain* essential subjects for a productive and participating citizen in modern society. They ask difficult questions that demand broad understanding and address some of the most important issues that confront our nation and the world. Examples are abundant. We need an understanding of history, culture, religion, and language to appreciate and navigate the shifting ground of diplomacy and politics; leaders who lack that understanding affect

war and peace around the world. We need to understand economics to survive in the current climate, and economics without ethics has led to a world-wide recession. Justice and equality; belief and truth; the beauty or expressive power of the written word, a work of art, or a

musical passage—these are how we find a life worth living and search for its meaning. These are the liberal arts in the 21st century.

At the University of Minnesota, the College of Liberal Arts encompasses the study of fine arts, language, literature, communication, thought, the human individual and our interactions with the physical, spiritual, and social worlds. At its core, the College of Liberal Arts studies the nature and meaning of life. Liberal arts students challenge accepted paradigms, create bold new ideas or artistic works, view issues from multiple perspectives, develop hypotheses and collect data, reason soundly about complex questions, and, above all, communicate clearly and ethically.

A liberal arts education is challenging. There are no pat answers to be found in the back of the book. Our students must create, critique, synthesize, and defend. A liberal arts education is a commitment to a self-motivated voyage of discovery, in which students step out of the familiar routines of daily life to experience a newer, broader, eye-opening world of knowledge and ideas. The liberal arts teach people to test themselves and know themselves from the standpoint of other times, people, and cultures. They make us less egocentric so we can live with one another.

A liberal arts education teaches fundamentally important life skills. Our current and future students may well lead nomadic lives of short-term jobs and multiple careers. Change is the watchword, and the paternalistic oversight of the one-job-for-life career is quickly disappearing. A flexible approach to problem solving, access to multiple and historical perspectives, adaptability to diverse contexts, tolerance for ambiguity, and excellent communication skills are needed to succeed in the liberal arts, and these are precisely the skills and attitudes needed for career and life success today and in the future. In fact, a just-released study from Utah¹ comments on the same issue:

A “talent force” consists of the people prepared to succeed in the 21st-century’s dynamic knowledge-based economy. That requires the know-how to perform essential functions, the ability to adapt to an ever-changing work environment, and the skill to think critically and communicate effectively in writing, speech, and through technology.

These skills are typically developed and refined through a liberal arts college experience.

Another recent report² used employer surveys to determine areas where employers felt students should receive more emphasis in higher education and skill sets that employers felt were most helpful for their employees. The vast majority of the most desired qualities were characteristics of a liberal arts education.

1 “HigherEd Utah2020” (2010) Utah System of Higher Education draft case statement, <http://www.higheredutah2020.org/case-statement>

2 “Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn” (2010) Hart Research Associates for the Association of American Colleges and Universities, http://www.aacu.org/leap/documents/2009_EmployerSurvey.pdf

Although the College of Liberal Arts teaches half of the undergraduates at the University of Minnesota, CLA is not simply a teaching institution. Research and creative production are fundamental to our activities and to our value to the University and the state. Political psychology offers deep understanding into how citizens view and participate in the democratic process; this moves immediately from the research lab to the classroom and from there into the culture and discourse of our society. The vigorous art of iron casting enriches our visual environment, and students and artists from across the state and nation flock to the Regis

Research without education is sterile, and education without research is stale; both are only vibrant in combination.

Center for Art to work with the master. CLA faculty have received the highest academic honors possible from the government of France and been knighted by the government of Spain for their penetrating insight and nuance into those cultures, insights which flow directly into their courses. Research without education is sterile, and education without research is stale; both are only vibrant in combination.

However, the sands are shifting around our feet. CLA's capacity to provide faculty, non-faculty instruction, student support at the undergraduate and graduate levels, graduate assistants, advising, supplies, technology, support staff, and program support has been decreasing over the past biennium. The next budget biennium for Minnesota is predicted to be as challenging as the current biennium, and if the policies pursued by the state and University administration do not change, CLA will again need to cut programs and activities by \$10-15 million per year. The next several years will see a college where investments in one area or program can only be accomplished via additional cuts to some other area. This becomes a question of relative priorities: more faculty or more graduate students, more lecturers or more advisors, more information technology support or more administrative support, and so on. Divining the sustainable size of CLA in 2015 based on incomplete information in 2010 is an inexact if not dubious undertaking, but the college will need processes to answer those questions.

The University has set the aspirational goal of being one of the top three public research universities. That is a difficult feat to achieve and an easy one to lampoon, because there are few spots at the top, every other public research university is also vying for the laurels, and we are striving to increase our standing on a decreasing budget. Nevertheless, CLA shares that goal and must be a central part of that goal: the University *cannot* reach top three status unless CLA is strong. The top three goal may never be achieved, but the act of trying to achieve it guides us to make decisions that make the college stronger and to avoid decisions that are expedient or politically motivated. Put another way, and with apologies to the residents of Lake Wobegon, *pretty good is not good enough*. CLA does not accept mediocrity, or even pretty good; CLA aims for distinction in everything that we do: teaching and learning, research and discovery, outreach and service, and administrative operations to support the mission of the college. Many departments in CLA have long since achieved distinction in their innovative teaching and world-class research through the considerable efforts of their faculty, P/A instructional staff, and administrative support.

The important questions to ask when striving to be the best are “Best at what?” and “How do you assess quality/distinction?” Much of the controversy surrounding the top three goal arises because we do not all agree on the answers to those questions. Below we address a vision that provides one answer to “best at what” and provides a framework for “how to assess” quality and distinction.

Our students have diverse needs and interests, but they are generally less theoretical and more pragmatic about what they want. Interviews with undergraduate students reveal that they worry about debt load and time to degree, they want more access to and better interaction with faculty, and they need predictable choice in course offerings for planning their student careers. Graduate students are concerned about the amount and duration of support, time to degree, and quality of mentoring from their advisors.

The central conundrum and structural contradiction are plain to see: how can CLA achieve and maintain distinction in teaching, research, and public outreach and engagement while simultaneously cutting the budget? How can we improve academic programs with fewer faculty? How can we serve our students better with fewer advising staff? And how, in these challenging times, can we continue to make needed investments in the faculty research and creative activity that brings the world to our door? These and similar questions are so obvious that they practically ask themselves; unfortunately, the answers are not equally obvious.

How can CLA achieve and maintain distinction in teaching, research, and public outreach and engagement while simultaneously cutting the budget?

The easy political answer to such challenging questions—simply imposing across-the-board cuts to all of our operations—will almost certainly diminish the college in coming years. The CLA 2015 committee believes that both across-the-board cuts and gradually shrinking existing programs and departments within the current structure of the college are losing strategies. We can no longer suffer such cuts without compromising our core academic mission—and the committee and CLA community will not accept further cuts uncritically. Nevertheless, in the absence of unfeasibly large tuition increases, CLA will almost certainly be compelled to reduce costs in the next few years. This will lead inexorably to reducing the breadth and complexity of our offerings and structure and focusing resources on a reduced number of programs and/or departments to enable those that remain to thrive. The necessity of reducing the number of units reinforces the idea that the college must recreate itself in imaginative and inventive ways to be successful. If current departments and programs go into a “protect and preserve the status quo” mode, then the college is doomed to mediocrity or worse. While changes to programs are potentially divisive, attempts to preserve the status quo would just as surely lead to internecine war among units struggling over vanishing slices of a shrinking pie.

This reduced number of programs or administrative units need not be a strict subset of those that exist now. Indeed, we hope that new, exciting, and path-breaking programs will appear, perhaps combinations of existing programs or something entirely new. CLA must evolve and adapt or it will surely experience a steady decline into irrelevance; the sea change in public higher education would require this even if there were no immediate budget crisis. Thinking beyond the current structure of departments and degree programs, how should the college reorganize itself for the 21st century? What are the motivating and organizing questions for the *next* century, not the past century? What structures can we install so that faculty and staff from across the college can work together in ways that improve research and student outcomes, while reducing waste and bureaucratic inefficiency? How can we redeploy the tremendous assets already present in the college in ways that move us toward our goals in research, teaching, and outreach?

CLA does not operate in a vacuum. As one faculty member asked, are we a specialized zone of the University or its beating heart? We are part of the Twin Cities campus, which is part of the University of Minnesota, which exists in a state with other public educational institutions, all of which are affected by national and global trends. The state needs both the University and the Minnesota State Colleges and Universities System but neither the University nor MnSCU nor the state can afford duplication. One current example of this is the duplication of liberal education and, more generally, liberal arts curriculum across the colleges in the University of Minnesota. There must be coordination within and across institutions so that every entity has a well-defined mission and the needs of students and the state are met as effectively as possible. CLA has a strong and salient identity as the only Ph.D.-granting college of arts, humanities, and social sciences in the state of Minnesota, and CLA has been very successful in that niche. Mission and identity should guide the future of CLA.

Even though this report speaks of reduction and reorganization, it must be made perfectly clear that the CLA 2015 committee is committed to teaching, research, and service across the range of the liberal arts. In particular, this report contains no call to general retreat from the arts and humanities or from the study of diverse cultures and perspectives, but rather speaks directly to the importance of humanistic thinking and engagement with diverse communities in the 21st century.

The budget crisis is the proximate cause for rapid change in CLA, *but it cannot be the steering force!* The vision that we are building and the changes that we recommend must all be predicated on improving CLA. In planning for 2015 and beyond, the changes we make today must put CLA in a position of strength by that date. If we are going to change the face of CLA, then we owe it to our potential and current students, our alumni, our faculty, our staff, and the State of Minnesota to let them know now where we are heading, and we owe it to these stakeholders to begin planning immediately for the renewal and transformation of CLA.

A Vision for CLA

This section describes a vision for CLA that is informed by the discussions of the 2015 committee, a set of goals for the college, and the outcomes that we expect to improve by moving toward these goals. Many of these goals are general and could be applied to many schools. What will make things unique to CLA are the strategies that CLA will pursue to achieve these goals.

Vision

The study of the liberal arts is people thinking about people: language and literature, interactions and behaviors, history, communication, thought and belief, and the expressive power of art and performance. The College of Liberal Arts at the University of Minnesota sees study, growth, and practice in the liberal arts as a web of interconnections, between student and teacher, between researchers, between disciplines, between communities inside and outside the University, and between the things we study, the things we do, and the lives we all lead. We embrace Folwell's conception of "arts that enrich and emancipate communities" by pursuing

diversity of thought and experience; by striving for excellence in our teaching, research, and creative work; and by applying our teaching and our research to enriching and emancipating communities, both local and international, through engagement, service, and problem solving.

Goal 1 A 21st-Century College

CLA will evolve and adapt to provide an exemplary and contemporary education for our students and the greatest benefit for the people of Minnesota.

A college *in* the 21st century should be a college *of* the 21st century. Students are now more diverse in every sense, more likely to respond well to varied styles of learning, and more adept at technology and comfortable with its uses and consequences. Education in this century will be collaborative, interdisciplinary, international, multicultural, research based, communication intensive, technology enhanced, and characterized by close faculty/student interaction.

Anticipated Outcomes

More students with international experience, research experience with faculty, access to exciting collaborative programs, experience with technology in classes, and excellent oral and written communication skills.

Goal 2 Support and Sustain Diversity

CLA will support and sustain diversity among its students, faculty, and staff and will further understanding of diversity, difference, inequality, and sovereignty through its field-shaping research and academic and outreach missions.

Building upon the findings of the University of Minnesota’s Office for Equity and Diversity, (*Reimagining Equity and Diversity: A Framework for Transforming the University of Minnesota*, 2008), CLA considers diversity a “necessary condition for excellence [and] excellence is truly achievable only in an environment that fully supports engagement with diverse cultures and perspectives...one in which excellence and diversity are inextricably intertwined—not either-or, but both-and.” CLA must strive to be a place where equity and diversity are “woven into the work and the lives of every student, faculty, and staff member.” As core institutional values, equity and diversity should infuse and inform thinking, policies, and practices throughout the college. This is a critical time to engage these issues. Both the State of Minnesota and the United States as a whole are experiencing a new era of immigration, comparable to the early 20th century. In Minnesota today, one of every seven state residents age 19 and younger is the child of an immigrant. CLA already has programs, departments, and centers with great expertise researching and teaching about issues of diversity, difference, inequality, and sovereignty. By virtue of their histories and mission, these units take the social responsibilities of their outreach and engagement activities especially seriously and take particular pains to ensure that communities benefit from our engagement activities. However, they are also among the most vulnerable because of their small size. CLA must strongly support their efforts to maintain the vitality of research on these issues, to support undergraduate and graduate curricula, and to engage with our local communities. Research

and teaching on topics of diversity, difference, inequality, and sovereignty should not be under-resourced, but supported by the college at a level appropriate to a core value. The world is diverse, and travel, migration, and globalization make that diversity increasingly apparent and important. The best way to understand diversity is to experience diversity, and CLA can launch students in that experience.

Anticipated Outcomes

Strengthened programs and curriculum dealing with diversity, difference, inequality, and sovereignty; increased recruitment and retention of students from diverse backgrounds (including first generation students, and low/middle income students); increased recruitment and retention of diverse faculty and staff; greater awareness of diversity across, among, and between diverse groups; increased international connections and experiences.

Goal 3 Signature Undergraduate Programs

CLA will offer *only* signature undergraduate programs.

A signature undergraduate program, by its quality and distinctiveness, draws students from across the country and around the world. Signature undergraduate programs have a strong learning environment as defined by, among other things, student/faculty interaction, excellent instruction and advising, opportunities for research-based study as well as service and experiential learning, community among the students, student quality and diversity, retention, and positive outcomes that include strong graduation rates. Signature programs provide access to meaningful scholarly experiences for students in the classroom and laboratory, in the field and in creative practice, and in public engagement and service outside the University. These programs produce satisfied graduates who go on to employment in desirable careers and maintain a connection to the college in terms of continued engagement and support. Signature programs evolve in ways that advance the discipline, foster cross-disciplinary work, and improve pedagogy in exciting new ways.

Anticipated Outcomes

Increased retention and four year graduation rates, more applications from beyond Minnesota, improved job placement for graduates, improved placement in graduate and professional education, improved student satisfaction.

Goal 4 Graduate Programs of Distinction

CLA will offer *only* graduate programs of distinction. CLA will reconfigure the size, structure, and administration of graduate programs to support students through timely completion of degree and position them for success in the job market.

The University of Minnesota is a large, distinguished, comprehensive research university, and the College of Liberal Arts is fully committed to and engaged in the research and graduate education missions. For over a century, many of CLA's graduate programs have been nationally ranked at the very pinnacle of their fields. A graduate program of distinction is taught by a diverse, active, and nationally- and internationally-renowned faculty; its success is reflected by funding for and impact of research, scholarship, and creative endeavors. These

programs attract diverse, high-quality applicants and matriculate strong incoming graduate classes who are productive scholars and collaborators during their training, complete their training in a timely manner, and become satisfied graduates employed in desirable careers that build upon their graduate training. Through their research and training activities, programs of distinction evolve in ways that shape disciplinary and interdisciplinary fields. Graduate students should learn the art of excellent teaching and have opportunities to acquire teaching experience. Graduate education in the college and University must evolve to address systemic problems: low completion rates, lengthy time to degree, and the consistent oversupply of graduates in some fields. Graduate students should be properly supported, well mentored, enrolled in programs that bring most students to completion in a timely manner, and well positioned to obtain jobs that will be available.

Anticipated Outcomes

Improved national rankings, improved placement of graduate students, increased grant support.

Goal 5 Excellence in Research and Creative Activity

CLA will advance its leadership in research and artistic production.

CLA is already a leader in many disciplines, with a history and future of internationally recognized high-impact research and creative activity. College faculty include Nobel prize winners, American Academy of Arts and Sciences Fellows, and Regents Professors recognized for their field-shaping scholarship. Leadership in research means breaking new ground, finding the next important idea or area of study, and setting the agenda that others in the field follow. But academic leadership is a fragile and ephemeral quality that will evanesce if not continually nurtured. CLA must strive to hire, foster, promote, and retain faculty of the highest caliber, and it must provide opportunities and support so that they flourish and express that high caliber in their research and artistic production.

Anticipated Outcomes

Improved national rankings, more sponsored research, more prestigious awards, improved faculty satisfaction and retention.

The first five goals are general and aspirational. Success in these goals will require success in some more concrete and operational goals.

Goal 6 Improve Support for Degree Programs

CLA will provide its degree programs with the human, physical, and social capital necessary to cultivate and sustain signature undergraduate programs and graduate programs of distinction. This includes improving levels of and support for faculty, graduate students, technology, administrative operations, SEE, and other requirements.

The only realistic way to ensure that all programs meet the high standards of goals 3 and 4 and obtain their benefits is to provide them with improved support, and the only realistic way to make sure that all programs have improved support is to have fewer programs. A corollary

to this is that some programs may need to narrow their emphasis to a few foci rather than maintaining broader and more exhaustive coverage in the field. This is a painful but necessary step. It is important to note that “improved support” means better support than would have been received had CLA not reduced the number of programs; actual increases in support are unlikely. To be successful with fewer programs requires innovation and invention; we must get out of our silos, interact with one another, and leverage research, teaching, and advising resources in new configurations. The college needs not just fewer programs from its current portfolio, but also new programs that address the questions that will become important and the advising resources to help them navigate these opportunities. The current organization of the college into departments and academic programs within departments is a legacy of the 20th century. The college must not be burdened by legacy structures, but instead be organized in a fashion that promotes student-centric academic programs and faculty research and creative activity as practiced in the 21st century. A successful future will arise from cooperation in creative ways that forms a new critical mass and new value for the college and our students.

Anticipated Outcomes

Improved student satisfaction, increased national applications, reduced administrative costs, greater nimbleness in adapting to new opportunities.

Goal 7 Assessment of Distinction

CLA will devise a process to better and more consistently assess the status and quality of its academic and research programs.

Attaining the goals of cultivating and sustaining signature undergraduate programs, graduate programs of distinction, and excellence in research requires a means of assessment to determine whether we are meeting the goals or what changes may be needed to meet the goals. Any process must be transparent, invoke both qualitative and quantitative assessments, and provide a level playing field across the broad diversity of programs in CLA. The process should help the college assemble the information needed to advance our case to external audiences, while also facilitating self-examination and comparison over time and across departments.

Anticipated Outcomes

Improved accountability, improved planning, progress toward shared goals.

Goal 8 Education for a Digital World

Degree programs in CLA will take advantage of digital technology in ways that embrace boundary crossing, interdisciplinarity, social networking, and global connections as well as provide consideration of the impact of technology on society.

Our students are online, doing more research, writing, visual communication, and networking than students of even five years ago. Nevertheless, students’ immersion in networked, connected activity is not enough; CLA must help these students understand and develop the tools and the critical literacies they need to be ethical, savvy, and critical users

of these technologies. Furthermore, the college must help students to understand that the movement of ideas, information, and intellectual property into the cloud has legal, political, and social implications as it alters the fundamental ways in which we control, own, and interact with information. CLA must collaborate with other institutions to form virtual classes and programs that could not be sustained by a single institution. CLA must also embrace and extend technology enhanced learning, incorporating it however and wherever it effectively and affordably improves student outcomes. To take but one successful example, CLA staff developed ChimeIn, a web-based student response system as part of Dr. Kay Reyerson's "Twitter project" in spring 2010. ChimeIn provides a modern, fun, and flexible application for polling students, by leveraging the devices students are already carrying - laptops, netbooks, smart phones, and cell phones.

Anticipated Outcomes

Increased use of e-learning, increased digital literacy, improved communication skills, more frequent interdisciplinary and international experiences, more efficient use of information.

Goal 9 Improve Efficiency

CLA will examine structures and processes and make modifications that will improve efficiency and responsiveness while also improving equity for our staff.

Efficiency is a critical component of ensuring high-quality administrative operations in the college. With resources shrinking, the college must do all it can to minimize waste and to maximize the time, effort, and skill of the CLA community by using those resources it has efficiently. This includes changing, where necessary, administrative processes, unit structures, and collegiate structures and policies.

Anticipated Outcomes

Savings in time and money, balanced and equitable workloads.

Goal 10 Requirements

CLA will examine college and university requirements, both for admission and for graduation, and will work to make modifications that improve the overall academic program.

Undergraduate and graduate students in CLA face a broad range of college and university requirements. These requirements were enacted for sound academic reasons, but some of these requirements may no longer serve our students, particularly in times of declining budgets. That is, requirements may constrain both students and the college and lead to academic offerings that are less optimal overall. Drawing on the knowledge of our experienced advising staff, the college must rethink requirements holistically across the range of student experiences and academic, international, and engagement opportunities.

Anticipated Outcomes

Improved student satisfaction, improved time to degree, improved completion rates.

Goal 11 Grow Revenue

CLA will increase its revenues, while advocating for the value and necessity of the liberal arts.

The college must not submit meekly to declining budgets. Instead, we must seek out new revenue through more external grants and fellowships, from increased tuition from new academic programs, and from private philanthropy. More than 42,000 CLA alumni give generously to the college and we must work closely to nurture our ties with these supporters and stakeholders. We must also seek to preserve state support and enhance development opportunities through outreach on the essential nature and value of liberal arts education.

Anticipated Outcomes

Increased external grants, new revenue-generating programs, increased student credit hours, greater private giving for fellowships and scholarships.

Goal 12 Twin Cities Connection

CLA degree programs will maximize engagement and service with the Twin Cities and the State of Minnesota, while keeping an international and global scope and orientation.

The University of Minnesota occupies a distinctive niche as the most *comprehensive* land grant research university in a major metropolitan area. With 64,715 known CLA alumni living in the Twin Cities and still more spread throughout Minnesota, we have tremendous opportunities to expand our outreach and engagement. We exist among a diverse community, superb arts organizations, and world-class corporate, scientific, and financial entities that bring the world to the University's doorstep. The comparative advantages of this proximity must be exploited by embedding opportunities for locally-based internships and broader engagement activities in our programs.

Anticipated Outcomes

Increased outreach and engagement events, increased community service learning, increased local internships, increased local placement of graduates.

Goal 13 Community

CLA will become a community of scholars, students, staff, and alumni who work collaboratively and across disciplines and professions to promote learning, research, outreach, civic engagement, service, culture, and collegiality.

A college experience, whether for students or faculty or staff, is not simply classes, research, and administration. It is also the social relationships that make up community and nourish its development. In a large institution such as ours, community must be constructed, nurtured, and refreshed. CLA will persevere through a rough patch over the next few years but must remain united in our belief and identity.

Anticipated Outcomes

Increased collegiality, increased satisfaction, improved scholarship, stronger network ties within and outside the college.

Goal 14 Leave the Ivory Tower

CLA will promote the connections between theory, applications, and the core skills essential to career success.

The liberal arts are embedded in the world, and not removed from the world. We should embrace our worldliness as a social responsibility that is central to producing successful graduates, and we should ensure that our students grasp the linkages between theory, application, and skills needed in their communities and in the modern workplace.

Anticipated Outcomes

Increased job placement, increased internship placement, increased service placement (e.g., Teach for America).

Goal 15 Cut Red Tape

CLA will revise its structures and procedures to facilitate change, adaptability, and nimbleness. It will work with the University to remove the impediments that restrict collaboration between colleges.

The University and the college are large, complex, highly bureaucratized organizations. Budget models produce disincentives for cooperation across colleges, while multiple levels of review, overlapping fields of responsibility, competition, and bottlenecks constrain our actions and impede our progress. The world is changing at an accelerating rate, and the college must become more nimble to keep up, if not to lead in this new environment.

Anticipated Outcomes

Less spent on administration in CLA and the University, fewer structural barriers to innovation.

Strategic Steps and Recommendations

There are two themes to our recommendations. The first theme is making connections: connections between academic fields; connections to the outside community; connections among institutions; connections across networks; connections among faculty, graduate students, and undergraduate students; and the connection of what we do, value, and teach with the needs of our students and the citizens of Minnesota. We believe that proper visibility for and utilization of these connections will advance the college and its partners.

CLA must embrace, in more comprehensive ways than ever before, the importance and necessity of joint collaboration on public problems. Not simply collaboration across academic departments within CLA—which even today is more challenging than it should be—but collaboration across collegiate boundaries, across disciplines, across our geographically local community and region, across peer institutions, and across national boundaries.

For example, faculty in the School of Journalism and Mass Communication are working with newspapers to reassess the way news and advertising is delivered in an increasingly Internet-based industry. We must become far more responsive, nimble, and fundamentally empowered to try new things, to span bureaucracies, to take risks, and to seed the evolution of a new University culture. What will distinguish the College of Liberal Arts and the broader University in coming years will be the organization of our research into spheres oriented toward describing, evaluating, problematizing, and imagining new ways of living in common.

Let us illustrate connections by beginning at the undergraduate level. More and more, students and their parents are seeking out education directed toward a specific vocation (e.g., nurse, mechanical engineer, accountant, K-12 teacher). Many of these students and families believe that liberal arts education is poor preparation for the labor market, because they do not see the specific job at graduation. While their education may not set them on a path toward a particular job, liberal arts graduates have learned skills and practices that are directly connected with workplace success. Our alumni tell us that the skills learned in a liberal arts degree were not what won them their first job, but were instead what won them the promotion into their second or third job. We need to emphasize those connections with the workplace and make them explicit to our students and their parents, while celebrating the remarkable success of generations of CLA graduates. We are already teaching many of the necessary skills and habits of mind, we simply need to make the connections.

Our connections cannot stop at linking critical thinking, clear writing, persuasive speaking, cultural awareness, and substantive knowledge learned in our classes with job success. We must also build connections between and among academic programs, departments, and colleges. Students (and faculty) need to experience the value of approaching a single topic from multiple perspectives. They need to see, for example, how the culture reflected in art also appears in relations between societies and is linked to an indigenous philosophy. They need to learn how that philosophy affects issues of public health or environmental ethics. We all need, in other words, to come out of our comfortable disciplinary cocoons and interact at the boundaries ... and beyond. As U.S. Census Director Robert Groves remarked at the opening of our new campus Research Data Center, “Our problems do not come with neat disciplinary labels on them.” We need research collaborations that span the college and the University to foster constructive exploration and create arenas of intersecting ideas. This is connection that asks whether we need departments as they currently exist. The Institute for Global Studies offers one successful example of these kinds of connections, but we need mechanisms and processes that make these connections administratively simple and financially workable for all involved. We must be able to build these connections quickly when they are needed and let them slip away when they have served their purpose. This culture of constant structural evolution will require some conceptual realignment with respect to our home disciplines, but it is the culture that will help us succeed in the future.

Connections cannot end at University, Cleveland, or Riverside Avenues: the college needs more dense and numerous connections to our community. We must expand our community engagement, service, and outreach and take care that we are providing the sort of “help” that actually benefits our communities and publics. We must become and be recognized as an indispensable partner in problem solving across the Twin Cities, Minnesota, and

internationally. Our research and our teaching and our service must demonstrate their value beyond the campus; it is not sufficient simply to talk about it. Our students, faculty, and staff must engage and help put the “public” into the public research university.

We need connections among faculty, staff, graduate students, and undergraduate students to foster community within CLA. Powerful ideas arise in such social interactions, and people must find time and space to form connections outside the library or the lab. Students learn much when they interact with faculty outside of the classroom environment, so long as they are genuinely interacting. Finally, the university experience is more than simply going to class and taking tests; it also involves building relationships with peers and with others outside one’s peer group. Such social ties are difficult to build in a huge institution full of busy, overworked people, but we must effect a culture where these connections are valued along with research papers and conference talks. We don’t need leather arm chairs and sherry, but we do need the agora.

Finally, we need greater fluency and facility with virtual as well as physical connections. Technology-enhanced learning is expanding at a phenomenal rate and it is here to stay. CLA needs to embrace such developments and to do it well. Faculty must become experimenters and entrepreneurs with these new technologies. Not only can these improve individual courses, but the same technology that lets a student watch a presentation at home in her pajamas can provide flexibility to non-traditional students or enable multiple institutions to share and collaborate in developing curricula and programs. The latter is especially important in small fields where no one university can sustain a critical mass, but where three or four universities collaborating can have substantial success. The administrative barriers to such cooperation are higher than the cultural barriers, which are in turn higher than the technology barriers.

The 2015 committee believes that developing dense and rich networks of connections will set us apart from and make us demonstrably more valuable than the experience and education offered by online for-profit universities and, indeed, other traditional universities. Connections will show students, parents, and administration that not only are the liberal arts intrinsically valuable, they are also demonstrably valuable in the marketplace and patently worthy of support and participation. Connections are the opportunities that CLA can exploit.

Evolve or waste away. The status quo of across-the-board reductions is a prescription for a slide into marginality, and from there into oblivion.

Connections offer a common vision to link the disparate segments of the college and make value from our size and diversity. Connections will help CLA rise to the challenges before us.

The second theme is very simple: Evolve or waste away. The status quo of across-the-board reductions is a prescription for a slide into marginality, and from there into oblivion.

A. Structure and Function of Undergraduate Degree Programs

A1 The 2015 committee recommends that the college establish a set of guidelines for undergraduate major programs. These guidelines should discuss:

- The profile of a CLA graduate and steps that programs should take to achieve that profile.
- Minimum and maximum numbers of credits that a student can take in a program (the maximum to encourage broad liberal arts education).
- Defined progression through programs, with a clear narrative arc and expected outcomes from beginning, to middle, to end. A program should be more than a menu of courses—it should be a cohesive intellectual experience. It should predictably support progress to degree, hold to liberal arts principles, and be consistent with available resources.
- Rigorously explicit communication about programs, including what students can expect to know and be able to do as a result of their studies, along with the connection of these outcomes to career opportunities, elements of distinction and distinctiveness, the quality of the learning environment, and coherence with broader CLA and University goals and objectives.

- A2** The 2015 committee recommends that the college adopt policies or incentives so that programs will operate in a student-centric manner. That means decisions are made on the basis of what is best for students, not what is easiest or most convenient for faculty and staff in a program. For example, the selection of classes offered should be those that students need, not just those that faculty want to teach. The schedule for courses should be on days and times that work for students, not on days and times that are convenient for faculty. The college should engage the appropriate experts at all levels, including faculty, administrators, and advisors, to define, propose, and implement a better alignment of curriculum supply and demand.
- A3** The 2015 committee recommends that the college charge undergraduate programs to vigorously pursue connections outside of the University to link learning with service and theory with practice. These connections can be local, national, or international and they can build upon existing ties to alumni and spur formation of new ties to other stakeholders and supporters. The college currently serves the campus as the administrative home of service learning and we should leverage this and other sources of expertise to expand our capacity throughout CLA.
- A4** The 2015 committee recommends that undergraduate degree programs seek out and implement ways to embed engagement with diverse national and global cultures and perspectives across the curriculum. This can include, among other things, incorporation of languages and cultures into the broader curriculum.
- A5** The 2015 committee recommends that undergraduate degree programs be enjoined to seek out and implement ways to embed and engage diversity in its many forms in the wider curriculum. Possibilities could include incorporation of readings, assignments, or examples speaking to diversity into class materials; diversity-linked engagement as in recommendation A3; and courses targeted to issues addressing diversity.

- A6** The college loses a considerable investment in students if they transfer out of CLA. Because some leave due to a mismatch in interests, the 2015 committee recommends that CLA explore the prospects for new programs, either by ourselves or in partnership with other colleges, that may retain some of those students who would otherwise transfer. Some possibilities include public health, business communication, and scientific ethics.
- A7** While transfer students from other institutions will always be an important and valued part of the CLA student body, too high a fraction of transfer students presents both academic and fiscal challenges. For example, a higher fraction of transfer students changes the mix of courses that the college must offer to serve the students; in particular, the mix tilts more toward upper division courses, which tend to be smaller and more expensive on a per student basis. The 2015 committee is concerned that the current split of approximately 60% new high school students and 40% transfer students may have too few of the former. The committee recommends that the college work jointly with the vice provost for undergraduate education to determine and admit an appropriate mix of new freshmen and transfer students.
- A8** The 2015 committee recommends that the college devise a mechanism to encourage and support multidisciplinary collaborations and academic synergies within and across curricula. These collaborations would not be permanent and may only persist for a few years before being replaced by others. The goals are to build connections across units in the college and to show those connections to students by being connected in the curriculum. An example of such a mechanism would be having clusters of courses from multiple departments taught simultaneously and interdependently, all addressing a common topic from multiple viewpoints.
- A9** The 2015 committee recommends that the college explore the use of “marquee” courses in the sophomore year to combat the problem of student attrition that often occurs then. These courses would be organized around themes, carry Liberal Education designation, include discussion as well as lecture, and approach the themes from different perspectives. We would put some of our best teachers in these courses to help develop a shared experience for our students, one that builds connections and supports our liberal arts ideals, but without instituting a rigid core curriculum.
- A10** The 2015 committee recommends that the college explore the potential for reconfiguring the Individualized Degree Programs into a “challenge” program. In a challenge program, each student would organize his or her individualized degree around a single problem or significant question of his or her choice (the challenge) that must be studied from multiple perspectives. The stereotypical example of a challenge is world peace, but students can find more down to earth challenges, such as political and economic issues surrounding hearing loss through iPod use, or racism and the music of resistance. The motivation for this new vision of individualized programs is liberal arts as problem solving in

the real world. CLA should consult with the leadership of the Individualized Degree Programs to review the preliminary conversations that have already been undertaken with central administrators to explore challenge options in the context of this curriculum.

- A11 The 2015 committee recommends that the college develop alternative forms of credentials that could in some cases denote skill beyond a minor without requiring a second major (e.g., competency certificates in languages).
- A12 The 2015 committee recommends that the college discontinue the requirement of a senior project. Programs should be allowed and empowered to structure their own capstone experiences.
- A13 The CLA 2015 committee strongly supports the liberal arts vision for all of our students, including the importance of international perspectives and courses addressing cultural engagement. To this end, the committee recommends that the college consider the extension of the language requirement to other bachelor's degrees offered by the college (e.g., BFA, BMus, BS, BIS), where doing so would not extend time to degree.

B. Structure and Function of Graduate Degree Programs

- B1 The 2015 committee recommends that the college adopt policies or incentives so that graduate as well as undergraduate programs will operate in a student-centric manner. In this transitional moment, CLA is already developing new processes to perform functions once delivered by the University's Graduate School. Such processes must first and foremost serve students. While they must also meet the needs of administrators, faculty, staff, and others, the well-being and success of graduate students in their programs must remain the primary concern.
- B2 The committee recommends that the college assess the general intellectual and material health of its graduate programs with an eye toward better supporting and indeed strengthening the best or the most promising. As part of this assessment the college should begin a policy of more frequent, though possibly less intensive, external reviews for graduate programs. The college should likewise encourage proposals for new programs, particularly those that will generate tuition revenues. Funding for any non-revenue-generating initiatives is likely to be very limited in the foreseeable future.
- B3 The college should continue to rigorously assess the size of each of its existing graduate programs, with reference to evidence of both program distinctiveness or distinction (including faculty research and creative activity and student placement), its funding capacity (including undergraduate student demand for the department's courses and the availability of fellowships and research assistantships), and the overall demand for doctorates in the area.

- B4** The college should consider graduate program consolidations where genuine benefits beyond fiscal urgency are demonstrable. CLA should consider graduate program elimination where such a decision is openly and fairly made on the basis of, at minimum, faculty productivity, student demand (e.g., the number of applicants per admitted student) and placement, and the long-term outlook for the discipline. The college has an ethical, and indeed moral, responsibility to its graduate students; we should not encourage matriculation into programs whose doctoral degrees offer little promise of future employment.
- B5** The college should establish an appropriate set of metrics for assessing successful outcomes in graduate education. These should include: (a) appropriate levels of attrition prior to degree completion, (b) time to degree, (c) the ratio between completed degrees and placement after granting of the degree, and, (d) the quality of the academic and non-academic institutions (e.g., museums) hiring our doctoral students. With regard to the latter, the committee recognizes that in some fields placement into smaller regional institutions may be positively valued by students and the college as both a career entry point and as an end in itself.
- B6** The college should consider reducing the total number of graduate students but better supporting those that remain with increased stipends. Current funding levels for graduate assistants have slipped badly in relation to competing public and private research institutions in terms of the levels, conditions, and years of support. Unless this situation is quickly addressed, CLA's ability to attract top graduate students will be severely compromised. The college, over time, should significantly increase the numbers of available graduate fellowships. To be more competitive nationally, we should aim to provide the best students with at least two years of fellowships as part of the five-year package.
- B7** The college must establish efficient and equitable mechanisms for the distribution of grants and fellowships that were formerly handled by the Graduate School. To aid in planning and recruitment, CLA should consider assigning fixed amounts of graduate support to individual programs/departments, to be reviewed on a three- to five-year rotating basis. So doing would aid departments in planning, reduce bureaucracy, and be a considerable boon to recruitment. The current process, according to which a fellowship turn-down is a total loss to the department, puts unit planning in disarray.
- B8.** Graduate instructors are valued and accomplished teachers in CLA, yet current protocols all but prohibit graduate student teaching (except as discussion leaders) in designated liberal education courses. The 2015 committee recommends that the college develop and support a process to enable the most qualified and accomplished of our graduate student instructors to serve in the undergraduate classroom in these and other large-enrollment courses.
- B9** The 2015 committee recommends that the college encourage and support multidisciplinary collaborations to better prepare graduate students for increasingly interdisciplinary careers, while also providing a critical mass of motivated students

in seminars and fields that would otherwise generate small enrollments in any single department. Examples of such programs include advanced methodological training, research and creative collaboratives, and interdisciplinary minor course sequences.

C. Assessment of Distinction

C1 Distinction and distinctiveness are complex multidimensional constructs that are difficult, but not impossible, to assess. The committee’s goal has been to develop a process to yield the information necessary to advance our cause to external audiences and to make informed decisions without imposing an undue administrative burden on units or staff. The 2015 committee recommends development of a brief annual or biennial departmental parallel to the Faculty Activity Report or FAR process. The process will integrate information stored centrally along with reports from departments that highlight progress and accomplishments with respect to (a) research, scholarship, and creative activity; (b) teaching and learning; and, (c) public engagement.

- The process will facilitate some degree of comparison across departments and across similar departments across universities, but there is an important temporal element here as well, permitting units to chart progress on those aspects of their programs that they identify as most salient or important. In this sense, it will incorporate elements of the self-study and strategic planning process as well as criteria from national rankings systems.
- Processes to assess distinction must be transparent. A transparent process has a natural resiliency, can be self-correcting, and is more likely to result in a set of conclusions that can be used to target investments that support and build programs. Moreover, transparency facilitates our collective ability to make those outside the college more familiar with the towering intellectual achievements and other good work being done in the college. Minding these criteria is less “studying for the test” or “chasing the numbers” than being mindful of how we appear to ourselves and to the outside world, while helping programs to prioritize effectively.

The specific indicators of distinction may be incommensurable in fields as diverse as dance, philosophy, and economics and that some fields place greater emphasis on production of new knowledge whereas others emphasize critique.

- Processes and criteria to assess distinction must provide a level playing field across the full diversity of arts, humanities, and social sciences represented in CLA. The 2015 committee recognizes that the specific indicators of distinction may be incommensurable in fields as diverse as dance, philosophy, and economics and that some fields place greater emphasis on production of new knowledge whereas others emphasize critique. By their nature, some of the criteria will be quantitative and some will involve narrative descriptions. For many of the quantitative criteria, the most relevant metrics will be rates and proportions—for example, the book and article publications, performances, exhibitions, grants, fellowships, citations, and awards per faculty member. This is to level the playing field for small departments compared to large departments. The

common element that runs through this recommendation is that the aspects of a signature undergraduate program and a distinct graduate program are broad, even-handed, measurable, and evidence-based.

- Processes and criteria for assessing distinction must reflect the core values and mission of the college and University, including engagement with diverse cultures and perspectives. This speaks to our desire to document and acknowledge the value we bring to our students and broader community which, in turn, helps guide our scholarship and creative endeavors and contributes to undergraduate and graduate student experiences.
- While factors to be considered in assessing distinction must be compiled in dialogue with CLA administration and the wider CLA community, they should speak to five broad University criteria: (1) quality, productivity, and impact; (2) uniqueness and comparative advantage; (3) academic synergies; (4) demand and the development and leveraging of resources; and (5) efficiency and effectiveness. In addition to recognized faculty and student activities, these criteria also call for excellence in advising, student support, and administrative operations. We recommend that contributions in each of our core domains ([a] research, scholarship, and creative activity; [b] teaching and learning; and, [c] public engagement) be arrayed across these criteria. For example, units would be asked to consider how their teaching creates academic synergies (for example, with interdisciplinary courses) and avails itself of local comparative advantages, as well as the quality of that teaching and the number of students served.

We reiterate here the descriptions of signature undergraduate programs and graduate programs of distinction that were put forward in goals 3 and 4. The qualities of these programs will strongly influence the kinds of metrics that the college will need to collect. A *signature undergraduate program* displays both quality and distinctiveness, attracting students to the singular experience that it provides. Signature programs have a strong learning environment as defined by, among other things, student/faculty interaction, excellent instruction and advising, opportunities for research-based study as well as service and experiential learning, community among the students, student quality and diversity, retention, and positive outcomes that include strong graduation rates. These programs provide access to meaningful scholarly experiences for students in the classroom and laboratory, in the field, and in creative practice. These programs evolve in ways that address issues of community, societal, and global importance, reflecting the changing demographic character of Minnesota and the nation. These are programs that facilitate student public engagement and produce satisfied graduates who go on to be employed in desirable careers and maintain a connection to the college and University. These programs are pedagogically, administratively, and financially valuable and sustainable.

A *graduate program of distinction* is one that is taught by a diverse, active, and nationally and internationally renowned faculty; its success is reflected by funding for and impact of research, scholarship, and creative endeavors. These programs attract diverse, high quality applicants and matriculate strong incoming graduate classes. These graduate students are

productive scholars and collaborators during their training, they complete their training in a timely manner, and they go on to be employed in desirable careers that build upon their graduate training. Graduate programs of distinction evolve in ways that support (and create) the future of the discipline. These programs are pedagogically, administratively, and financially valuable and sustainable.

We generally collect the kinds of data relevant to these criteria in an ad hoc manner (e.g., when requested by the National Research Council). Unfortunately, ad hoc data collection precludes using it to observe change over time or to guide reflection or decisions. The 2015 committee recommendation entails establishing a common method for recording these elements of our undergraduate and graduate programs and using them in a manner to reflect upon and strengthen these programs in all their breadth and variation.

D. Number of Undergraduate Degree Programs

D1 Many CLA degree programs include sub-plans or tracks; there are more than 50 of these tracks beyond the basic majors in the college. While some of these tracks have huge enrollments (for example, there are more than 500 majors in the strategic communication track of journalism), many have at most a handful of students. The committee recommends that tracks be consolidated and/or discontinued if they have fewer than ten majors and existence of the track requires additional curriculum that would not otherwise be needed. (There are currently about 30 major programs or tracks that have fewer than ten majors, but the curricular requirements for these have not been investigated by the committee.)

D2 CLA offers approximately a dozen BA degrees that are, in fact, taught by faculty in other colleges. Examples include architecture, biology, child psychology, mathematics, and physiology. (These arrangements are not unique; for example, the College of Science and Engineering has bioproducts and biosystems engineering and statistics taught in CFANS and CLA respectively, but they are fairly rare and CLA seems to have more of them than other colleges.) Some of the programs taught outside CLA are small, while others are quite large (for example, child psychology has more than 250 majors). These programs have in common that CLA is paying the cost pool charges for the students and the other colleges are collecting the bulk of the tuition. If students in these majors fail to take enough courses in CLA then the tuition returning to CLA does not even cover the cost pool charges, let alone help support advising and other activities in the college.

The committee recommends that the college work with central administration to modify the cost pool budget model to remove the financial disincentives for these kinds of cross-collegiate degree programs. Should that effort not bear fruit then, with great reluctance, the committee recommends that CLA administration make a careful study of the economics of these programs, particularly those with parallel degree programs in other colleges, and develop strategies to reduce any financial losses that the college may be incurring. One possibility might be to require all CLA students to have a major taught in the college and only allow these cross-collegiate majors as second majors. A second, more draconian, approach would be

to discontinue those programs with substantial negative fiscal outcomes for the college. This strategy is strictly an outgrowth of the current budget model and is only worthwhile if central administration does not transfer state O&M (Operations and Maintenance) funds to try to make this revenue neutral. There is no academic justification for this and, indeed, it flies in the face of our goals of making connections and being partners with other colleges.

- D3 Beyond the degree programs taught in other colleges, CLA has more than 60 bachelor’s degree programs, or one undergraduate degree program for every nine faculty. This profusion of degrees raises questions of quality, namely, can our faculty really sustain this many programs as signature undergraduate programs while simultaneously teaching in graduate programs? As discussed in part C (Distinction), we must assess these degree programs for their distinction and signature status. Degree programs that cannot achieve such status are under heightened scrutiny for discontinuation.

E. Number and Organization of Academic Units

As interdisciplinarity increases along with the need for administrative efficiency, alternative models for the organization of academic units may prove preferable in some circumstances.

- E1 The model of a department with its own faculty, undergraduate and graduate degree programs, and administration has been the standard for decades. However, as interdisciplinarity increases along with the need for administrative efficiency, alternative models for the organization of academic units may prove preferable in some circumstances. The 2015 committee recommends that the college prepare a catalog of alternative administrative structures. These can range from simple (e.g., co-location and sharing of administrative support staff) to modest (e.g., small departments retaining full identity but having a single “chair” who leads more than one department) to radical (e.g., separation of administrative, instructional, and 7.12 duties into different composites). As the interests of faculty change, programs evolve, or financial stringency necessitates change, more flexible organization will facilitate those changes.
- E2 Section 12 of the Board of Regents Policy on Faculty Tenure recognizes that the academic priorities and organization of the University will change over time, noting “These changes should be based on academic considerations and on long-term policy and planning, and may be undertaken only after consultation with the faculty, including the appropriate governance structure.” This section further enumerates the rights and responsibilities of faculty and the University during programmatic change. Of particular note, the University has the responsibility to provide faculty from discontinued programs a set of responsibilities as closely aligned to the original field of tenure as is practical, and the faculty have the responsibility to accept reasonable reassignment for which they are qualified or training to qualify for other assignments. The 2015 committee notes that any programmatic changes must be in conformance with Section 12. In particular, plans for reassignment must be part of any consideration of program closure.

- E3** The CLA 2015 committee recommends that small, free-standing academic units be combined or reconfigured in such a way that they are more administratively efficient. The catalog of alternative structures recommended in E1 will be useful here. More specifically, the 2015 committee recommends (a) that efforts to reorganize research centers to share administrative support be completed, (b) that the administrative structures of the six departments that do not follow the standard pattern in the budget analysis to follow in Appendix 1 (Art, Journalism, Music, Psychology, Speech-Language-Hearing Sciences, Theatre Arts and Dance) be closely examined individually to effect savings; and, (c) that the administrative structure of the 24 remaining departments be reorganized so that the fraction of modified non-instructional costs is capped. It is the committee's view that eight to ten percent of printed budget appears to be a reasonable cap. This is an extremely controversial recommendation that deserves further discussion and justification. Importantly, the overall goal of achieving financial efficiencies should not contradict or compromise other stated goals of the college to achieve diversity and distinction. Appendix 1 provides a more complete discussion of the issue, along with some data on administrative expenses as a fraction of printed budget.

F. Organization and Efficiency

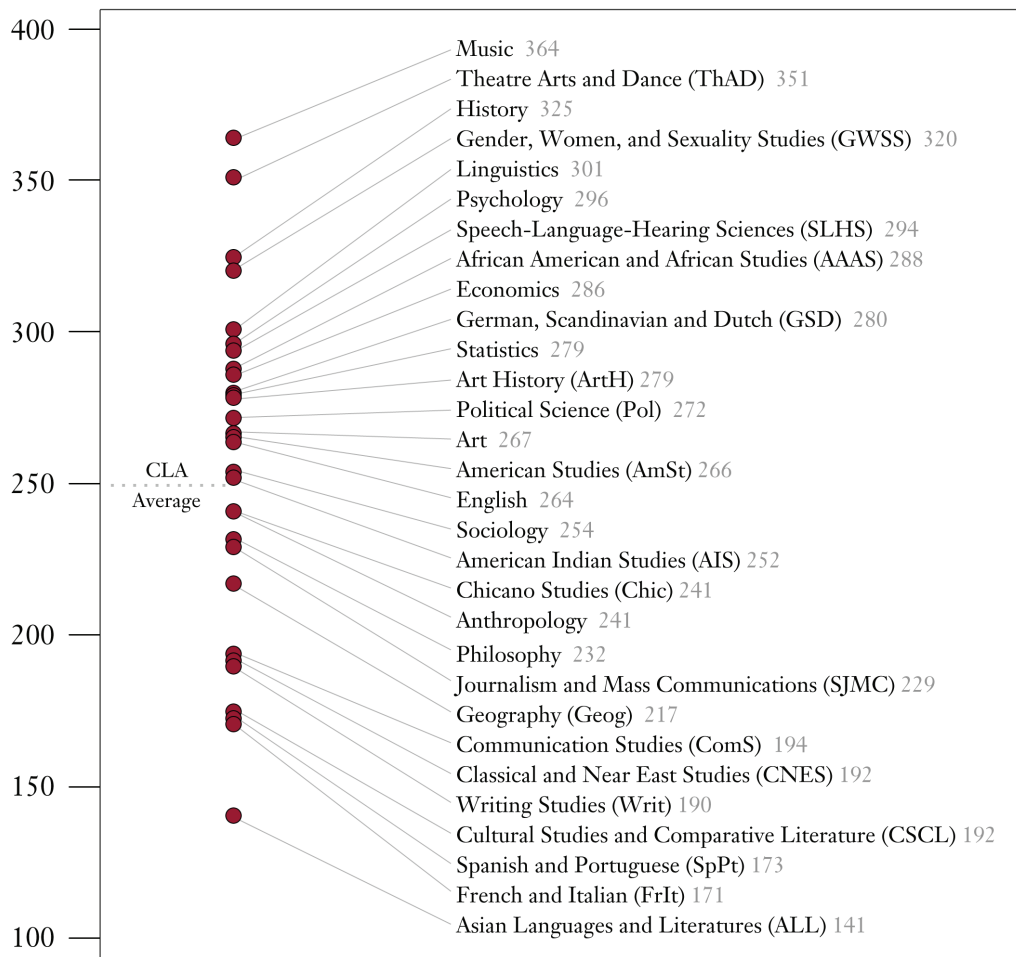
- F1** The 2015 committee recommends that the college explore the advantages and disadvantages of moving to a three-semester model, that is, moving to a year-round academic schedule. There are many potential pitfalls here, but there are also possibilities for more efficient use of facilities, increased revenue in the summer semester, and additional flexibility for students and faculty. In particular, well-chosen summer and evening course options could relieve some of the pressure points in progress toward degree completion.
- F2** The 2015 committee recommends that the college make more use of explicit measures of efficiency. One example presented here for its ease of computation is dollars per student credit hour across academic departments, as shown in the following graphic (FY2011 departmental printed budget plus stimulus funds per FY2010 total student credit hours). As compelling as such measures and graphs are, it is crucial to realize that there are many nuances behind the numbers, and one cannot, for example, conclude that Music is inefficient simply because its costs are high relative to student credit hours. Education in music is appropriately characterized by a high degree of relatively expensive one-to-one instruction. Moreover, such figures do not adjust the departmental numerators for faculty receiving externally-funded research buyouts, administrative leaves, or course releases for duties outside the department.

These costs vary from year to year and from department to department. Further, one cannot conclude that the average student credit hour in CLA actually costs about \$250, because CLA has many expenses (primarily central cost pool charges) that are paid by the college and not by departments and so do not appear on this graph;

the actual average cost of a student credit hour in CLA using these data is about \$460. As a point of comparison, the college with the next smallest budget dollars per student credit hour is the College of Education and Human Development at \$621; some other non-Academic Health Center values include \$691 in the Carlson School of Management, \$761 in the College of Science and Engineering, \$1,116 in the Humphrey Institute of Public Affairs, and \$1,325 in the Law School. The same remarks about nuance of comparisons within CLA apply between colleges as well. Measures of efficiency, appropriately understood, are helpful and informative. We can examine less expensive departments to see what can be emulated elsewhere and examine more expensive departments to see whether there are infelicities that can be emended. At a minimum, we need to recognize, acknowledge, and validate the cross-subsidies that do take place. But measures that are not appropriately understood are worse than useless, as they will only cause chaos.

Figure 1

Department expenses per student credit hour for CLA departments



- F3 The 2015 committee recommends that processes and policies be reviewed; specifically, many processes require more “touches” than are truly necessary. The review should begin with technology fee and research fund transfers.
- F4 The 2015 committee recommends that more basic transactional work be closely examined, and that certain functions be targeted for possible inclusion in a hubbed or cluster system, enabling department staff to perform higher-level administrative duties. Such a system should grow from a vigorous pilot that focuses on streamlining the processing of basic transactions. EFS, ECS, and/or ECAS processes could be candidates for such pilot programs. One major issue with any cluster approach will be striking an appropriate balance between efficiency and unit identity.
- F5 The 2015 committee recommends that the college establish a knowledge base for administrative processes and history. This should be a technology-based system, perhaps a Wiki, that permits staff to ask and answer questions as well as describe, train, and provide feedback on procedures. This not only improves support for staff in the college, it will also become increasingly necessary as the pace of change increases and staff enter new roles within and outside the college.
- F6 The 2015 committee recommends that the college improve data management, storage, and flow. This will improve the quality of information available to everyone, decrease the amount of duplication and repeated requests for data, and eventually facilitate more creative and productive uses for the information. The motivation is not for centralization, but for an enter-once-read-many system that all can access.
- F7 The 2015 committee recommends that the college regularize and carry forward the continuous improvement process.
- F8 The 2015 committee recommends that the college be willing to spend money that will save money. For example, work flow management software may pay for itself in improved processes.
- F9 The 2015 committee recommends that the college investigate the use of more uniformity in computer systems to enable savings in technical support.

G. Preserving, Building and Honoring Diversity

The 2015 committee recommends that CLA and the broader University strive to become places where equity and diversity are core institutional values, woven throughout our policies and practices.

- G1 (Also A5) The 2015 committee recommends that undergraduate degree programs be enjoined to seek out and implement ways to embed and engage diversity (broadly interpreted) in the wider curriculum. Possibilities could include incorporation of readings, assignments, or examples speaking to diversity into class

materials; diversity-linked engagement as in recommendation A3; and courses targeted to issues addressing diversity.

- G2 (Also A4) The 2015 committee recommends that undergraduate degree programs seek out and implement ways to embed international aspects across the curriculum. This can include incorporation of languages and cultures into the broader curriculum.
- G3 (Also C1) The 2015 committee recommends that processes and criteria for assessing distinction must reflect the core values and mission of the college and University, including engagement with diverse cultures and perspectives. These processes and criteria must also provide a level playing field across the full diversity of arts, humanities, and social sciences represented in CLA.

H. Community and Collaboration

At least three communities need to be addressed. The first is our own internal community within CLA, the second is the general community around us, both local and worldwide, and the third is the community of our peers in other institutions.

- H1 The 2015 committee recommends that the college develop “shared experiences” that will build cohort identity and community for undergraduates. This could take many forms including themed curriculum that varies annually, shared readings, team building activities or contests, service projects, and so on. The undergraduate experience extends beyond coursework; it is also developmental and relationship building.
- H2 The 2015 committee recommends that the college develop and pilot new educational and co-curricular formats that encourage interaction between faculty, professional teaching staff, advisors, counselors, front-line personnel, administrators, graduate students, and undergraduate students. The committee encourages bold thinking along these lines. What if graduate students gave the lectures and faculty met in small groups with the students? What if there were parallel graduate and undergraduate classes that sometimes met and worked together? In each case, the idea is to rub elbows at all levels to help build a community of learners.
- H3 CLA is geographically dispersed, and in need of an identifiable nexus of college activities and interests. It is important to have something more than a few anonymous hallways to represent the face of CLA to students and the public.
- H4 Previous recommendations have addressed the necessity of building engagement and service into our academic programs, and we merely echo those recommendations here.
- H5 CLA could also engage the community in the Twin Cities and around the state by developing short-form curriculum and materials for issues of concern and

interest in the community. These could include traditional summer continuing education for K-12 teachers, cultural awareness workshops for industry and professionals, or modular learning applications for iPads and smart phones. These could conceivably have a net positive effect on revenue, but they should more reasonably be planned as cost-neutral service and outreach activities. The 2015 committee recommends that the college identify a few of these educational outreach opportunities and prepare a careful business plan to determine viability.

- H6 The 2015 committee recommends that the college follow a three-pronged strategy to develop shared curriculum and eventually shared programs with other institutions, both within and outside of Minnesota. The three prongs are: (a) technology standards and infrastructure; (b) policies regarding registration, tuition, and other administrative hurdles; and, (c) targeted curricular projects for piloting the program. American Indian Studies (particularly with other institutions within Minnesota) and less commonly taught languages (particularly with other CIC institutions) appear to hold promise and potential as initial programs.

I. Revenue

There have been several recommendations made in other contexts above (e.g., the three-semester model, summer workshops, e-learning modules) with important revenue implications; they are mentioned here for completeness.

- I1 The 2015 committee recommends that the college investigate the academic and revenue potential of new professional and existing academic masters degree programs. These would be most viable in situations where little to no additional curriculum would be needed, that is, where any new programs could “piggy-back” upon existing curriculum already on the schedule. A variation on this theme is the potential for joint BA/MA programs to provide net revenue. The 2015 committee recommends that the college carefully investigate the potential for one or two pilot programs before making major moves in this direction.
- I2 The 2015 committee recommends that the college more strongly encourage and provide incentives for faculty to seek sponsored external funds, particularly in those fields where funding is available but relatively few faculty seek grants and in those fields that pay the full ICR (Indirect Cost Recovery) rate. To the extent that it is economically viable, the college should cultivate and facilitate these proposals through CLA grant teams.
- I3 As alluded to elsewhere in this report, the college could employ strategies to retain more student credit hours in CLA by discouraging our students from taking courses in other colleges. Such strategies are not student-centric, have no academic justification, and are in direct opposition to our goal of making more connections between fields and colleges, but they may be the simplest way to raise revenue. The 2015 committee does not endorse these strategies.

- I4 The 2015 committee recommends that the college investigate the academic and revenue potential for e-learning courses run within the college to be offered to students outside of the University on a fee basis.

J. Teaching

- J1 The 2015 committee recommends that the college move actively into technology-enhanced learning in all of its forms. In most cases these will be hybrid courses with both online and face-to-face components, but pure online courses also offer a revenue opportunity when offered to non-degree-seeking, non-resident students. In this regard, the college should establish itself as a provider of online education in those cases where pure online education is appropriate and a producer of net revenue.
- J2 The committee recommends that CLA's Office of Information Technology prepare a compendium of the current and emerging landscape of technology in higher education. Of particular importance are those "disruptive technologies" that change the way we all work with information; these include e-books, social networking, and mobile digital devices such as smart phones or tablet devices. In turn, academic programs should work with this information and with CLA-OIT to prepare implementation plans for incorporating the technologies that are most important to their specific field.
- J3 The College of Education and Human Development has made a strategic decision to begin college-wide use of iPads. Today, success for the program is not a sure bet. But the writing is on the wall, and the day is not far off when one of these technologies will catch fire and force major, profession-wide change. The 2015 committee recommends that the college keep vigilant watch on these technologies, maintain a program of piloting technologies in limited settings, and be ready to make a college-wide move when we see the right opportunity.
- J4 The Course Transformation Project (CTP) supported by student technology fees has historically depended on faculty to come forward and request help for a course. The 2015 committee recommends that the college place more of the CTP effort on high-demand courses where the college will see the most value for the investment.
- J5 Given the very real possibility of significant budget cuts in the next biennium as well as the likelihood that such cuts would necessitate a dramatic reduction in the number of graduate teaching assistants (as outlined in Part II of this report), the 2015 committee recommends that academic programs begin developing ways to deliver curriculum that are less dependent on graduate teaching assistants.
- J6 The 2015 committee recommends that the college continue to encourage faculty to embed as much research as possible into the curriculum, both new research of the faculty as well as research-based learning for the students. Not only is this very

popular with students, it also appears to improve student outcomes. Moreover, it reinforces our comparative advantage and draws into sharper relief the difference between learning in a research university and learning in a non-research university or an online for-profit university.

- J7 In line with the theme of making connections, the 2015 committee recommends that the college facilitate multi-disciplinary teaching experiences by providing structures that acknowledge the approach and simplify the logistics.
- J8 At the risk of too much repetition, the 2015 committee recommends that the college build structures and policies that facilitate stronger and more satisfying relationships between faculty and students.

K. Research and Creative Activity

- K1 The 2015 committee recommends that the college partner with central administration to construct and maintain the infrastructure needed to preserve, support, and sustain the research and creative activities of faculty and students.
- K2 The committee recommends that the college continue to invest as heavily as feasible in the sabbatical supplements, graduate research partnerships, and semester leaves needed to maintain a thriving research and creative environment.
- K3 Because “seed” investments are often needed to develop larger proposals for external funding, the committee recommends that the college and University continue to provide both grants-in-aid of research and other small seed grants, with the latter made conditional on submission of external proposals within the funding period.
- K4 The 2015 committee recommends that the college continue to support its Grants, Fellowships, and Research Funding office and that this office expand its proposal development activities.

L. External Communication

- L1 The 2015 committee recommends that the college adopt a more focused and distinctive vision, along with a more robust communication strategy for describing ourselves and this vision to others. (In market-speak, this is identity and branding.) The idea of “making connections” adumbrated above could form the basis for the identity and brand, but a college-wide vision needs more vetting than is provided by this committee. We need the “elevator pitch” so that we can better and more simply describe to diverse audiences who we are and what we do.
- L2 Many on the 2015 committee recommend that the college consider changing its name to be more accessible outside the academy.

Part I Conclusion

The CLA 2015 committee has taken the first small but important steps down a long road toward preserving CLA's existing distinction and repositioning CLA for greater future distinction. Our strategy is to advocate collectively to minimize further cuts to CLA and to plan strategically so that we emerge as an even stronger and more cohesive community of scholars. The college will be smaller with fewer programs, but the programs in place in 2015 must be better programs. In particular, we believe that only signature undergraduate programs and graduate programs of distinction are acceptable for the CLA of the future. CLA must continue to seed new initiatives in research and creative activity. The college must become more cohesive and cooperative internally, and it must embed into, interact with, and provide value to the University, the community, and the state. It must exemplify and embody the kinds of connections we propose to study.

Part II

Budgets and External Challenges for CLA

CLA must ensure that the internal changes we make will align well with our external partners, stakeholders, and supporters. Part I of this report has dealt with intracollege questions and planning; these are primarily academic matters considered within the context of a changing budget landscape. The theme in Part I is rigorous self-examination and recommendations for an improved CLA. Part II of this report deals with issues extending beyond the college; these are primarily budget issues that also touch upon matters of academic policy. The theme in Part II is that CLA will work with vision, purpose, and dedication, but we cannot succeed without a sustainable financial partnership with central administration. In this part of the report we hope to make the following points:

- (A) The College of Liberal Arts and the University of Minnesota are in a symbiotic relationship; success for one *requires* success for the other.
- (B) Alone, internal CLA reorganization is unlikely to save more than \$1 million per year in recurring costs.
- (C) Short of the University declaring financial emergency, the college has very few places it can make major cuts to its budget. Making large cuts in the places that are available will have one or more of the following effects: direct harm to undergraduate education, direct harm to graduate education, direct harm to the research mission of the college, or reduction in administrative operations at levels that impose indirect harms to each of these aspects of our core mission.
- (D) If CLA must absorb budget cuts in the next biennium of the size of those experienced in the current biennium, such cuts will most likely be experienced as a severe reduction in graduate programs and/or the

research mission of the college. CLA's status as a major research institution would be placed at risk.

- (E) To a great extent, state and central administration policies and decisions will determine whether CLA flourishes or founders as a leading research institution.

To a great extent, state and central administration policies and decisions will determine whether CLA flourishes or founders as a leading research institution.

Part II is structured as follows. We begin by stressing the necessity of partnerships among CLA, central administration, and other colleges within the University to achieve joint success. Next comes an exposition on budget basics and an exercise in identifying places where the CLA budget could be cut and the likely results of those cuts. This exercise reveals the hard realities of points (b), (c), and (d) above, namely, that further cuts of the size CLA has seen in the past two years will lead to drastic consequences for the research and graduate education missions of the college. Finally, we illustrate the power that central administration holds in the budget process for colleges at the University.

A Partnership

Universities come in many shapes and sizes, but the liberal arts are at the heart of any university. Letters, arts, and sciences are the foundation of every undergraduate student's education, and these same letters, arts, and sciences are the core of research and graduate education from which many more applied fields of study spring. Great professional schools and specialty colleges add strength to a university, but that university cannot be great without strength in the liberal arts.

The University of Minnesota needs a strong College of Liberal Arts if it is to achieve its ambitious goals. Bluntly, this requires investment of resources. But it is far easier and less expensive to maintain excellence than it is to create excellence where it is absent. CLA already has many centers of excellence as evidenced by our many Regents Professors and graduate programs well-ranked by the National Research Council and other independent evaluators. It is simply good sense and a strategic investment to preserve this substantive and reputational value rather than to let it erode.

CLA will clean house, fortify itself, and look to the future, but that will do no good unless central administration supports the vision of the college and sustains it with adequate resources.

At the same time, the issue is not simply that central administration must allocate more money to CLA. CLA must transform itself to simultaneously become leaner, stronger, more focused, and oriented toward the future. Part I of this report is about just that, and we believe that implementation of our recommendations will help bring about a remarkable transformation and renewal in the college.

The situation we face requires a partnership between CLA and central administration. CLA will clean house, fortify itself, and look to the future, but that will do no good unless central administration supports the vision of the college and sustains it with adequate resources. If the University wishes to improve graduation rates, time to degree, student satisfaction, program ratings, and other measures of quality, it must

have strong liberal arts, because the liberal arts are a very large, highly visible, and vitally important portion of the University. In short, we really are in this together.

Going further, much of the most creative and innovative scholarship of the future lies at the boundaries between fields, and not just fields within CLA, but crossing the artificial boundaries of academic organization into colleges. All colleges, not just CLA, need mechanisms that facilitate partnerships to cross these boundaries.

The CLA Budget

CLA pays considerably more to central administration for cost pools than it does for faculty.

This section provides some budget basics and introduces the concept of the “controllable budget” to explicate the financial challenges facing the college. Expenses in CLA are divided into three parts. The largest part comprises cost pool charges that are paid back to central administration to cover use of facilities, utilities, and common goods such as libraries and student services. Cost pools are 40% of CLA expenses. The second part is faculty salaries and fringe benefits; these represent approximately 30% of expenses. Notably, CLA pays considerably more to central administration for cost pools than it does for faculty. The third part is everything else. The major elements here are professional teaching staff and graduate teaching assistants, administration in academic units, administration at the college level, student services and advising, and technology support. Together these constitute the remaining 30% of the expenses.

College income sources include state support (sometimes called state subsidy or state O&M (Operations and Maintenance)), tuition and university fee, “state specials,” and ICR (Indirect Cost Recovery). There are also endowment earnings and sponsored research funds, but we omit them here as they are targeted to contractual goals and are not used for general education. In Fiscal Year 2011, state support constitutes about 24% of CLA income with tuition/university fee accounting for nearly all of the remainder.

The tuition rate is set by central administration, and tuition income is apportioned by formula according to college of enrollment (25%) and college of instruction (75%). Money from the state is received in a biennial allocation and apportioned to the colleges by central administration. State support money coming to CLA peaked in FY2008 and has been declining ever since. With very few exceptions (primarily facilities charges and utilities), colleges have little control over cost pool charges; they are set by central administration and colleges pay. The total of these charges has increased every year except FY2010.

Two sources of revenue that are major factors in the budgets of some colleges are “state specials” and indirect cost recovery (ICR). A state special is targeted funding from the state. For example, there is a state special for agriculture, and the College of Food, Agricultural and Natural Resource Sciences (CFANS) funds faculty and other personnel on the state special. With the exception of allocations to the School of Public Health (SPH), state special allocations are relatively stable. (The state special allocation for SPH was anomalously high in FY2008 due to a one-time allocation. In computations below, the FY2008 state special revenue for SPH is set to the FY2007/FY2009 levels to account for this anomaly and permit easier interannual comparisons; the label SPHM will imply a figure based on this

modification. In addition, MED will refer to the combination of Twin Cities and Duluth medical campuses for the years in which they were reported separately in University budgets.)

ICR is funding paid by granting agencies as a percentage of the direct research costs to pay for space, utilities, research infrastructure, libraries, and related expenses that are incurred due to the grant; a number of the cost pools include items that ICR is specifically meant to cover. As Vice President for Research Tim Mulcahy has noted in University Senate committee meetings, ICR does not, in fact, cover the true total indirect costs of research, and this is especially true in state-of-the-art, high-tech laboratories (and less true, we believe, for sponsored projects in CLA). Put another way, the more high-tech grant funding the University receives, the more money must be taken from other sources (primarily state O&M and tuition) and other activities (primarily instruction) to make up the gap in indirect costs for sponsored research.

The Controllable Budget

Over the past few years, tuition and cost pools have been generally increasing while state support has been generally decreasing. Because there are several moving parts, it can be more useful to examine the net result of the changes of these components of the budget than to consider the components individually. We will examine what we call the “controllable” budget: the state O&M allocation plus tuition plus university fee plus state specials plus ICR minus cost pools. That is,

$$\text{Controllable Budget} = (O\&M + \text{Tuition/Fees} + \text{State Specials} + \text{ICR}) - \text{Cost Pools}$$

These are the funds that a college controls and spends on faculty, teaching assistants, laboratories, information technology, administration, toner for the copier, and everything else it takes to run a college. These are the funds that actually educate our students.

To put the two-year \$8.7 million drop in perspective, it could fund 50 faculty and 80 teaching assistants and a small number of professional teaching and administrative staff.

The controllable budget for CLA was \$138.81 million in FY2008 (before the budget cuts began in earnest), reached \$143.94 million in FY2009, and declined to \$135.24 million in FY2011 (the current fiscal year). To put the two-year \$8.7 million drop in perspective, it could fund 50 faculty and 80 teaching assistants and a small number of professional teaching and administrative staff. We must also point out that budget differences quoted are in raw, nominal dollars. There were salary increases, fringe rate increases, utilities increases, and other cost increases that took place, so the drop in overall capacity in the college is significantly larger than the \$8.7 million would indicate.

Where Has CLA Cut the Budget?

We now address the problem of where CLA could cut its budget and the consequences of the various potential budget cuts. We do this by considering the various major components of the college’s budget one by one, determining what could possibly be cut, and then surveying the consequences. In many cases, cuts we might prefer to make are impossible, and cuts we can make have severe negative consequences. In the course of this discussion we address assertions (b), (c), and (d) made in the first section of Part II of this report. We also note that

the decisions we must make today are constrained by the current structure of the college and policies of the University. If we were to build a college from the ground up with a target budget less than the current budget of CLA, it would likely look different from the college that we can achieve by reducing the current CLA down to that same target budget. The constraints force us to consider cuts in places that we know are not in the best long-term interests of the college or cuts that we know are, at best, ethically questionable.

Before looking at where to cut next, it is instructive to examine where CLA made reductions over the last two years to deal with the cuts we just experienced. Sixty vacant faculty positions were eliminated (about 10% of the total faculty positions in the college). Supply budgets were reduced by 10%. The college had already begun to reduce the numbers of graduate students, and the number of graduate students in fall 2009 was 18% lower than five years earlier. Incoming graduate student cohort sizes for fall 2010 were cut still further. The curriculum was painstakingly studied to determine which courses could be eliminated with the least impact on student progress toward degree. This resulted in 177 fewer course sections in FY2011 than in FY2010. The combined effect of the continued reduction in graduate assistants and curriculum changes reduced non-faculty instructional costs by 12.5% in the past two years. Non-instructional staffing has been cut by \$2.4 million over the past two years (this is a cut of 26.75 staff positions plus additional savings when retiring long-time employees were replaced with less-experienced personnel). These staff cuts affected many academic units directly, but three quarters of the cuts were in college-level offices. The number of undergraduate students did not decrease over this time period.

Even during this difficult period, the college worked to improve support for faculty and students who remained. Two examples of this are hardening the funding for our Graduate Research Partnership Program and increasing the investment in our grants team.

Where Could CLA Cut the Budget?

Cost pool charges are set by central administration and cannot be cut unilaterally by the college. Tenured faculty can only be cut if the University declares financial emergency, and nearly all vacant faculty lines have already been lost in previous budget cuts. Thus 70% of the budget is off-limits for reductions, and all cuts must come from the 30% in the “everything else” category. Are there other ways to realize some savings from faculty? If we ignore the committee’s research recommendations made in section K of Part I, the college could discontinue the 22 Single Semester Leaves it authorizes each year as these lead to some replacement teaching costs; savings might be as high as \$400,000. The college could discontinue its contribution to sabbatical supplements for a savings of \$305,000. Sabbaticals themselves are not that costly, because the college is only paying 50% of the salary and fringe, and any required replacement teaching is generally cheaper than the remaining half. (The college could change the policy related to who gets to spend how much of the remaining half, but that would not generate real savings.) The college could cut supply budgets again, but they have already been cut substantially. The college invests about \$500,000 into research centers each year, so those could potentially be on the block, too. All told, it might be possible to save \$1.2 million per year by discontinuing all budgeted research support for faculty. The result would be disastrous, however, in terms of reduced research production, reduced faculty satisfaction, and the real likelihood of our very best and most productive

faculty leaving for other institutions. The 2015 committee cannot recommend such a course of action.

With regard to administrative costs, CLA is already lean in its administrative staffing and borders on being understaffed. Although we have only a very crude measure of administration, the college has just under two Civil Service/Bargaining Unit full-time equivalent employees (CS/BU FTEs) per \$1,000,000 of controllable budget (total CS/BU hours paid on 1000- or ICR funds divided by 2080). Only the College of Science and Engineering (CSE = 1.58) and College of Design (CDES = 1.67) are lower, and the average across all colleges is 2.84. In terms of CS/BU employees per thousand students, CLA and CDES are lowest at about 15 and the next lowest is CSE at 25; the average across non-Academic Health Center colleges is 38, and the average in AHC is 119.

One reason that CLA is not even lower on these measures is that CLA has a relatively large number of relatively small units, each with its own minimum staffing requirements. Further co-location or clustering of administrative functions of small units will bring some gains in efficiency, but these gains would not be sufficient to remedy the larger budget problem in the college. Saving up to \$1 million per year through administrative reorganization would represent a “stretch goal,” but this would come at the cost of significant internal pain. Beyond this point we do not see how to realize greater savings through reorganization. Any savings beyond this will be from cuts in services, and going not much further will begin to cause substantial problems in the internal administrative processes of the college: books would not be ordered, payroll would not be processed, bills would not be paid, student questions would go unanswered, and so on.

We could cut from technology support in the short run, but that would circumscribe our activities in e-learning, and overall productivity would suffer. Cutting undergraduate advisors and student services is possible but very unfriendly to students; student satisfaction and four year graduation rates would likely decline, as would CLA’s capacity to guide students through the exciting new programs discussed in Part I. Moreover, there is under \$5 million in 1000-fund printed budget in CLA technology and advising/student services combined, so even a 20% cut here would save at most one million dollars.

Any cost reductions would be futile if they did not protect undergraduate tuition revenue, because a drop in that revenue will simply lead to additional cuts.

The only major areas of funding left to consider are graduate teaching assistants and professional teaching staff; together these make up about \$34 million in FY2011. Professional (P/A) teaching staff instruct roughly 1,000 courses each year in CLA at an average cost of a bit under \$8,000 per course. These dedicated professionals teach in many departments, but they are concentrated in freshman writing, foreign languages, journalism, communication, and the fine arts. Willy Sutton said that he robbed banks because, “That’s where the money is.” If CLA is forced to take another large cut, much of it will be coming from these two categories, because that’s where the money is. Any cost reductions here would be futile if they did not protect undergraduate tuition revenue, because a drop in that revenue will simply lead to additional cuts.

The vast majority of P/A teaching staff are teaching in high demand areas. Many of these classes appear fairly small in the grand scale of things, and there is an immediate temptation to increase class sizes to reduce teaching costs, but there are some serious limits here: studios only hold a limited number of students safely; journalism, with over 900 majors, has accreditation standards that set upper limits (already exceeded) on the size of skills classes; public speaking classes (over 900 students fall semester) require opportunities for everyone to speak; writing classes (nearly 2,300 students fall semester) require frequent, detailed, and personal feedback; and languages (nearly 2,000 students fall semester in Spanish alone) are learned in conversation, not in lecture. Enrollment caps in some of these courses have been creeping up, and we all keep hoping that we can raise the enrollment caps another 10% without doing violence to instruction. If we do that, we could possibly save up to \$800,000 out of P/A instruction (if enrollment behavior did not change and all courses filled to the new caps, both of which are unrealistic assumptions), but the effect on student learning and the student experience would not be positive.

Another possibility (that the 2015 committee does not endorse) is for the college to raise the teaching expectations for P/A instructional staff, for example, from 6 to 8 courses per year, or, equivalently, reduce the per-course payment by 25%. This could save \$2 million per year, assuming that any P/A staff would consent to such a pay decrease in their already-penurious salaries. They might do so in exchange for greater job security, but with salaries for these Ph.D.-educated, long-time employees mostly less than \$50,000 for teaching six courses, it is shameful even to consider this.

We still must find potential savings by further reducing costs for P/A teaching staff and for graduate students. There are, however, some roadblocks to reducing the P/A teaching staff. For example, even if we required every professor in the Department of Spanish and Portuguese to teach only Spanish 1003, we could not cover all of the sections. The same is true for the Department of Writing Studies and Writing 1301, and the Department of Communication Studies and Communication 1101, and so on. (And we would still need to figure out how to serve the nearly 1,100 students majoring in those three programs.) We must therefore retain the bulk of the P/A teaching staff, because they are so heavily concentrated in a few high-demand areas.

It is the case that some of the courses taught by P/A teaching staff could be taught by faculty under certain conditions. The first condition would involve faculty teaching relatively fewer graduate courses and relatively more undergraduate courses. For example, to save roughly \$2 million in P/A instruction would require moving 250 courses from P/A instruction to faculty, and to do this would require reducing the graduate curriculum by 250 courses. However, there were only 345 8-level (graduate student only) classes taught in CLA in FY2010, so this would mean a 72% reduction in 8-level classes. Even if we were to spread the reduction across 8-level and 5-level (mixed undergraduate and graduate), we still wind up with a nearly 40% reduction in 5- and 8- level curriculum. In addition, recall that P/A instruction is concentrated in certain programs, so the graduate curriculum reductions would necessarily be more concentrated in those areas. Either way, graduate education and the research activities of the college and University would be devastated.

The second way to realize short-term savings from P/A-taught courses would be to raise the standard teaching assignment for faculty from 4 courses per year to, say, 5 courses per year. This would provide savings in those departments that make extensive use of professional teaching staff, but for the others it would merely move students around between courses without real savings or incremental tuition revenue. If you assume that all of these additional faculty-taught courses replace a P/A taught course (which would overestimate the savings), then savings per year would be in the \$3.75 million range. Of course, this would make a significant dent in the research productivity of the college, put the college at a tremendous comparative disadvantage relative to other top research institutions, and lead directly to increased poaching of our most productive faculty. So we could get close to \$4 million in savings in this way, but only by devaluing research and graduate education and by making CLA unattractive to top faculty.

The final source of cuts is graduate teaching assistants. All current models for research universities include graduate programs and the training of graduate students. Most graduate students are subsidized through graduate assistantships, and in CLA most of those assistantships are teaching assistantships. Universities cannot attract good graduate students without offering support, and, as noted in Part I of this report, CLA's support packages are already non-competitive with many of our peers. Cutting support for graduate students effectively means closing graduate programs.

Allow us to summarize. By imposing a great deal of pain we might be able to squeeze another \$1 million out of administration. By cutting all research support to faculty we might find another \$1.2 million. A 20% cut in advising and technical support saves \$1 million, and a 10% increase in class sizes for professional teaching staff might get us another \$.8 million. So we've found about \$4 million at the cost of raising class sizes in the most size-sensitive courses and gutting support for faculty and undergraduate students. But the cuts to CLA were closer to \$12 million in FY2010 alone, and if we had to do that again, we would be looking for another \$8 million, even after the difficult cuts already described.

Finding that \$8 million would decimate research and graduate education in CLA. Raising the faculty teaching assignment would get us almost halfway there at the cost of reduced research productivity and the loss of many of our best faculty. Shifting faculty effort from graduate teaching to undergraduate teaching wipes out much of the graduate curriculum while saving only about \$2 million. Of course, since the curriculum would go away we would not have graduate students taking the curriculum, and there would be savings in graduate teaching assistantships as well. Taking most of the \$8 million from graduate teaching assistants would reduce their numbers by nearly a third and probably also reduce graduate programs by about that much; this also reduces demand for graduate curriculum and lets us shift faculty effort to undergraduate teaching. However, any way the college could proceed on finding that \$8 million will materially harm research and graduate programs, and imperil CLA's status as a leading, comprehensive research institution. And neither the University nor the college can achieve our common goals without highly-ranked graduate programs and the field-shaping research and creative activities of CLA faculty.

Budgets More Broadly

We now briefly touch the realm of funding across colleges, presenting evidence to support our contention that CLA has sustained the largest share of the recent budget cuts. Such intercollege comparisons can be sensitive topics in University budget discussions, but our intent here is to clarify and elucidate CLA's situation rather than to draw divisions between colleges. On the contrary, the committee understands and appreciates the budget challenges facing other units as well as the imperative to collaborate more closely with these units in coming years.

The controllable budget is calculated based on several components, so there are many explanations for why controllable budgets change differentially between colleges. For example, (1) some colleges have been permitted to raise tuition and fees at a higher rate than other colleges; (2) colleges with large numbers of undergraduates have seen their cost pool charges balloon to pay for undergraduate financial aid; (3) admissions targets for some colleges have been changed, thus changing tuition revenue; and, (4) colleges have experienced differential reductions in state O&M funds.

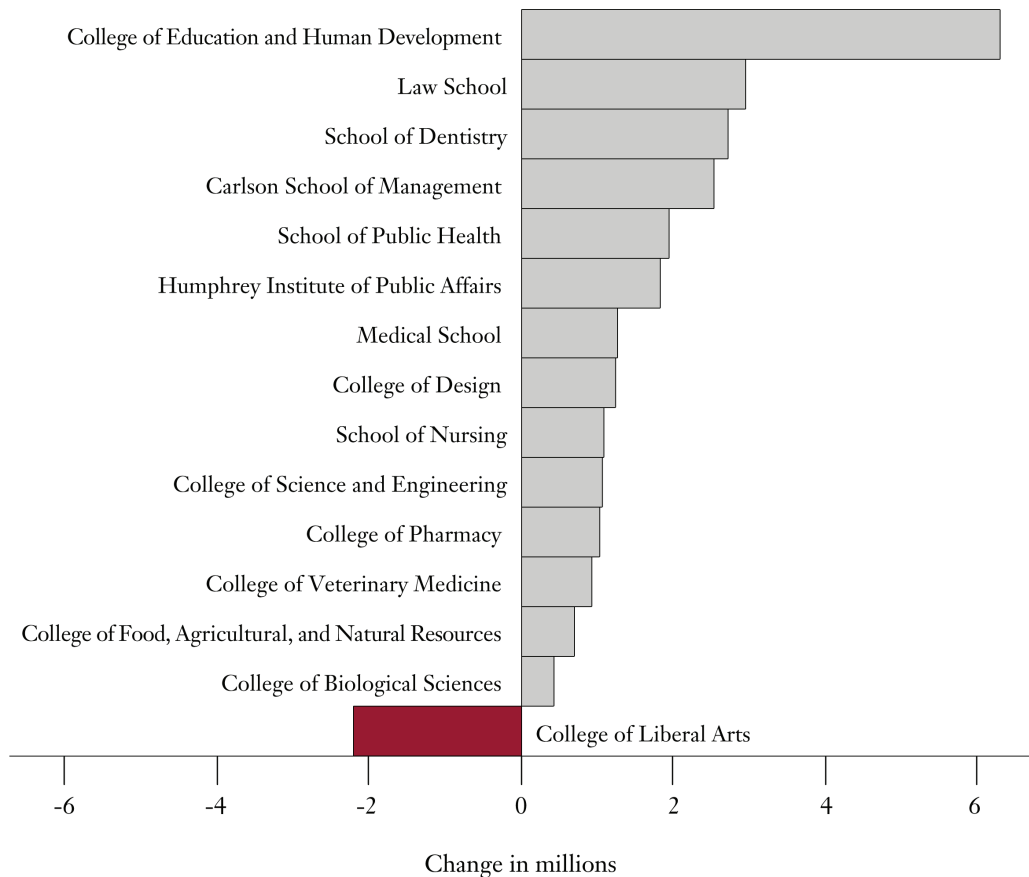
CLA is the *only* college to see a reduction in its controllable budget from FY2008 to FY2011, and it is the *only* college to see a reduction of more than \$500,000 in its controllable budget from FY2009 to FY2011.

We have seen that the CLA controllable budget is about \$8.70 million smaller in FY2011 than it was in FY2009 (or \$3.57 million smaller than it was in FY2008). Given the dramatic drop in state support for the University, it would be understandable to expect a corresponding drop in controllable budget in all colleges. However, that is not the case. In fact, there is more total money in controllable budgets in FY2011 than in either FY2008 or FY2009: CLA is the *only* college to see a reduction in its controllable budget from FY2008 to FY2011, and it is the *only* college to see a reduction of more than \$500,000 in its controllable budget from FY2009 to FY2011.

Colleges with large and increasing ICR revenue might complain that including ICR in the controllable budget makes their college appear to be favored, when, in fact, it is the hard work of their faculty in obtaining sponsored funding that generated an increase in controllable budget. (There is some validity to this argument, although simply removing ICR over-corrects; one also needs to adjust for research-related cost pool charges, but the data for a more accurate correction are not easily available.) Computing the changes again after excluding ICR alters the details but not the overall pattern. The following figure shows the change in controllable budget—excluding ICR—from FY2008 to FY2011 for 15 colleges on the Twin Cities campus.

Figure 2

Change in controllable budget (excluding ICR) from FY 2008 to FY 2011



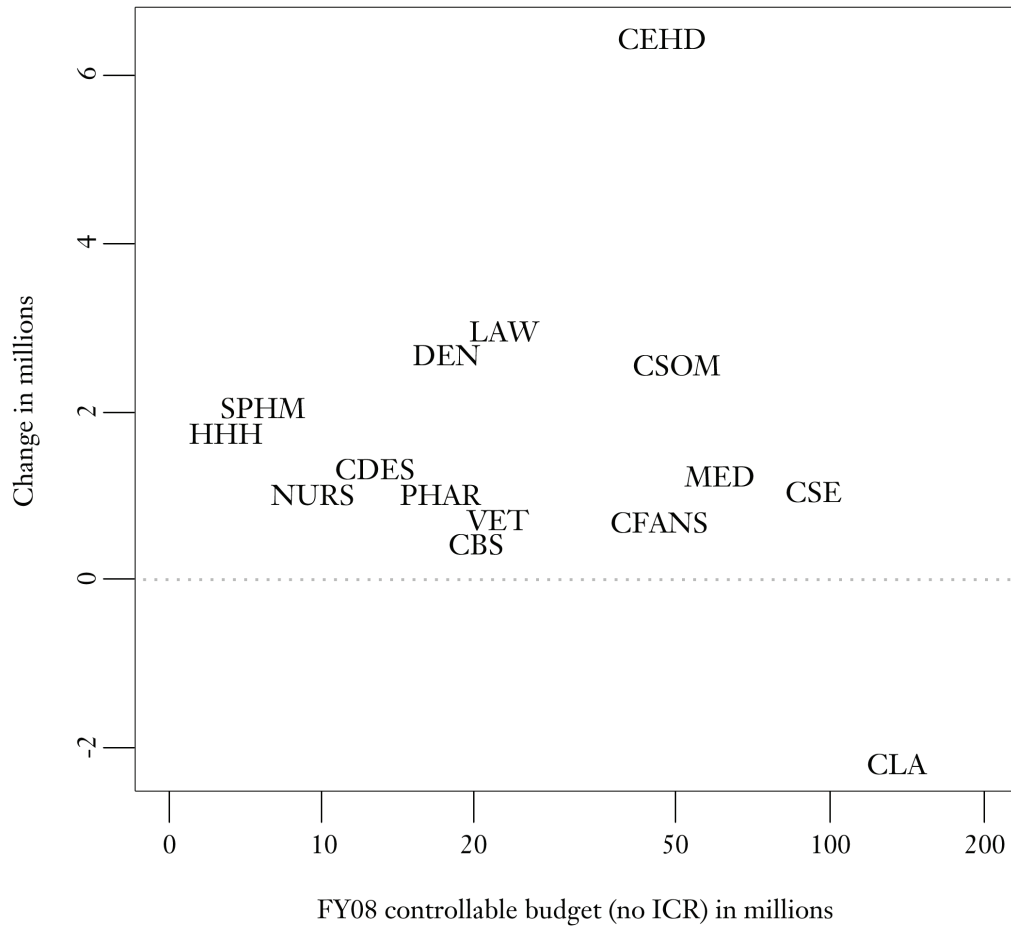
As the chart makes clear, most colleges have seen increases in the \$1 million to \$3 million range and one increased by more than \$6 million in this period. This does not imply that these colleges have not experienced difficult budget reductions, since expenses have risen sharply over this period as well. Nevertheless, CLA is the only college to experience an absolute decline between FY2008 and FY2011, a decline of more than \$2.2 million (when ICR is excluded).

The next figure plots this change in controllable budget on the Y-axis against the overall controllable budget on the X-axis. The latter is plotted on a logarithmic scale, since the size and total budget of the units varies greatly and the change in budgets has a more restricted range. CLA is clearly the largest unit represented, but its sharp recent drop in controllable budget marks the college as unique among University of Minnesota units.

We could also have plotted the percentage change rather than absolute dollar change on the Y-axis, but this would only emphasize the recent increases in some of the smaller colleges; nine colleges had increases greater than 5% and six had increases greater than 10%.

Figure 3

Change in controllable budget (excluding ICR) from FY 2008 to FY 2011 versus collegiate controllable budget



This exercise in arithmetic is not presented to bemoan the sad state of CLA’s bottom line or to raise divisive issues within the University, but instead to plainly acknowledge that CLA needs strong partners to succeed. Central administration exerts great control over the fate of CLA through its management of the enrollment targets, the budget model, and the state allocations. Whether through intent or inattention, humanities, social sciences, and arts are experiencing substantial cuts in controllable budgets, while some other colleges have yet to sustain such losses. The reverse could have been the case under a different set of operating assumptions, financial models, and central administration priorities. Without a stronger partnership and collaboration between the college and central administration, no amount of internal strategic planning on CLA’s part can overcome the influence of such powerful changes in the budget.

Put another way, we in CLA will continue to strive mightily to improve all aspects of our mission, to deliver a world-class educational experience for all of our students, and to be efficient, focused, and economical, but those efforts will be for naught unless central

administration prioritizes CLA and its 50% of the entire undergraduate student body. The questions that must be asked are “What kind of an institution is the University of Minnesota?” and “How can the college and its partners support the signature undergraduate experiences, distinctive graduate programs, and path-breaking research and creative activities that CLA brings to the University and state?” A partnership on these issues is critical, particularly if the college and University are to attract the best students from around the globe. To the extent that these students will make up an increasing share of our intellectual community (and their non-resident tuition dollars will make up an increasing share of our budget), we must work together to provide an affirmative answer to the question posed in the first pages of this report: “Why Minnesota instead of Michigan or Berkeley or North Carolina?”

Budget Models, Cost Pools, and Liberal Education

Beyond budget issues there are policy and procedure issues. Two of the most contentious are cost pools (or the budget model more generally) and liberal education requirements. As described above, the basic budget model is that revenue (state O&M, tuition, ICR, state specials) flows to colleges. Tuition is attributed as 25% to the college of enrollment and 75% to the college of instruction. Colleges then pay the costs of common goods and services through the cost pools. The cost pools as they currently exist are an accounting technique to track the flow of money from colleges (which are the primary generators of revenue) to libraries, information technology, facilities, and other service units around the University. The principal advantage of the budget model is transparency; everyone can see where the money is going, at least at a summary level of detail. In this the cost pools have been successful. Among the disadvantages of the implementation of the current budget model are the following. First, colleges have little to no control over the budgets of the service units; central administration sets a budget and the colleges pay. Second, as implemented, the model provides few incentives for “good” behavior that benefits the common good, while instead providing perverse incentives.

Some examples of this latter issue are in order. Until very recently, if a college’s cost pools went up, for example, because they brought new space online, the budget was automatically increased to cover the costs. Conversely, if costs went down, for example, by implementing energy conservation measures that reduced utility costs, then the college’s budget would be reduced the following year by the amount of savings. There were no incentives or consequences either way. Under the heading of perverse incentives, consider that the cost pool charge for each undergraduate is well over \$3,500 per year. Even with a college receiving 25% of a student’s tuition off the top, a student must take a fair number of credits from the college of enrollment just to cover the cost pool charge. This leads to all manner of stratagems to boost within-college-of-registration credits, none of which are devised to best serve the interests of the student.

This leads us to the Liberal Education requirements, as the general education requirements at the University are known. An unbiased observer might look at the Liberal Education system and conclude that it was designed and administered to ensure that every college gets its bite of the apple. Many colleges are desperate to keep Liberal Education credits in-house and to entice students from other colleges to come take Liberal Education courses from them. We thus entered fall 2010 with the spectacle of one department of 19 faculty

enrolling students from 8 different colleges in courses covering 11 of the 12 different Liberal Education areas/themes—a range that spans mathematics, physical sciences, social sciences, literature, and the arts. Such duplication of curriculum is not good for the University as a whole. (To be fair, some of the eyebrow-raising combinations make a good bit of sense if you look more closely. For example, it might seem odd to obtain a history requirement in the College of Science and Engineering, but CSE is home to the History of Science program as well as the Babbage Institute on the history of computing.)

In these days of decreasing disciplinarity, we need systems and procedures in place that make other colleges our partners, not our competitors. Of course, these central costs must also be supported, so how should we do that? Appendix 2 presents two variations on the current budget model that suggest alternatives that might help mitigate some of the worst problems.

Part II Conclusion

Many colleges are desperate to keep Liberal Education credits in-house and to entice students from other colleges to come take Liberal Education courses from them.

After advising the college in April on the deep cuts to be made for FY2011, the CLA 2015 Committee undertook a rigorous analysis of the mission, identity, and operations of the College of Liberal Arts. We began with the goals, vision, and recommendations presented in Part I of this report. In completing our work, we were necessarily and inexorably led to consider the flow of resources into the college and the external issues that are reported in Part II. In examining the best available data, we can only conclude that the college sustained unusually heavy losses in the controllable budget between 2008 and 2011. But while the budget challenges facing the college and University are daunting, they are far from hopeless and we must address them on two fronts. First, we must continue with the difficult work of allocating limited CLA resources in ways that cut costs while protecting and invigorating our academic mission and scholarly vision. Appendix 1 of this document offers some budget details and preliminary analyses at the unit level. Second, CLA must develop new and larger strategies to ensure that this painful cost-cutting process actually places the college on firm financial footing for the long run. This second part requires strong partnerships and new covenants with units beyond CLA – most particularly central administration, but also the State of Minnesota, our alumni and donors, and other stakeholders and supporters.

Overall Conclusion and Implementation

The foregoing report sets forth 15 goals and 62 recommendations to sustain the excellence in the CLA of today and position the college to flourish tomorrow and in coming decades. We deliver our report to Dean Parente with the hope and expectation that many of these recommendations will be implemented by decanal work groups after receiving due consideration from the Dean's office and consultation with the CLA community. The 2015 report is intended as a critical step in an ongoing conversation by all members of this community about how best to adapt and thrive in the context of the challenges and opportunities before us. Although we consulted widely and listened carefully to many CLA stakeholders (as outlined in Appendix 4), we recognize that a committee of 21 faculty, 7 staff members, and 2 students only scratches the surface of the deep expertise of our colleagues throughout the college. We invite conversations that supplement, challenge, and transform our recommendations.

This committee squarely confronted the real and considerable economic challenges, but did not rely on a mechanical application of market logic to resolve them.

This committee squarely confronted the real and considerable economic challenges posed by the current environment, but did not rely on a mechanical application of market logic to resolve them. Instead, this report addresses these challenges in ways consistent with the academic mission and scholarly vision of CLA’s outstanding researchers, inspiring teachers, and innovative staff. Even in the absence of the budget problems that precipitated the 2015 committee, CLA can, should, and must embrace change. Our goal has been to chart a course that will build upon the considerable strengths of the college and to suggest and spur the transformation and renewal needed to best serve our students, our scholarship, and the broader needs of the state and University in the 21st century. While these recommendations touch on a dizzying array of collegiate and University activities, the overarching narrative is a call for collaboration and partnership: the University of Minnesota needs a strong CLA to achieve its goal of becoming a top research university and CLA needs the strong support and commitment of central administration and the State of Minnesota. While the resulting transformation will change much within the college, there can be no compromise on our core values and mission. Nor can there be any waning in our commitment to great undergraduate and graduate programs and the powerful research and creative work that engages our students, our fields, and the broader worlds in which we live.

Appendices

Appendix 1. CLA Units

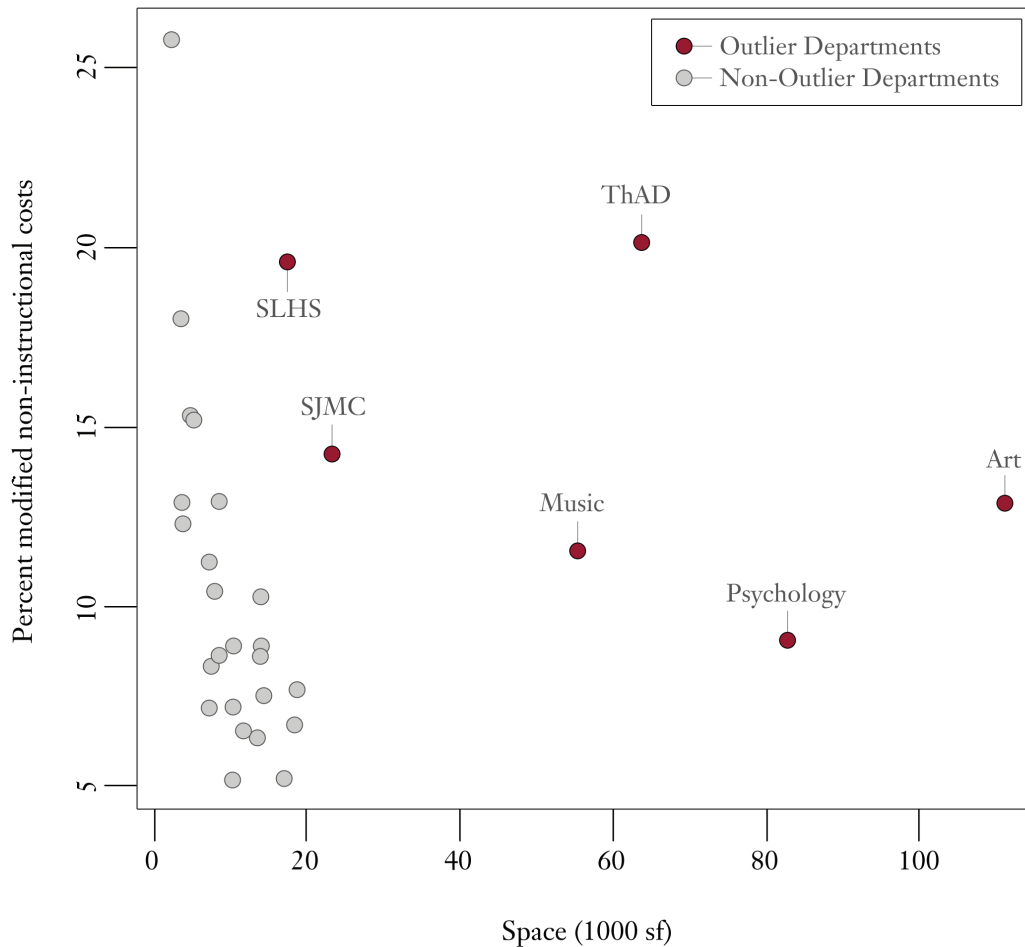
There are 30 academic departments and 8 collegiate research centers in CLA. Faculty often dispute the assertion that small departments are less efficient administratively than large departments, but the facts are not in dispute. Consider the printed budgets of the departments, and the costs of all non-instructional personnel (defined as salary and fringe for those in non-instructional job classes). Modify this by removing the costs associated with undergraduate advising and information technology support; this is motivated by the fact that these costs would be supported centrally in the college if they were not done in the unit. Finally, add to this the costs of administrative course releases (valued at \$10,000 each, the average across the college) and the cost of the chair’s augmentation (valued here at \$26,667, which is 2/9 of an average faculty salary and fringe and thus an underestimate for the typical chair). Call the resulting amount “modified non-instructional spending.” We will be interested in the fraction of the printed budget represented by the modified non-instructional costs.

Before showing the relationship between size of unit and fraction of budgeted devoted to non-instructional costs, we will remove six departments from consideration: Art, Journalism, Music, Psychology, Speech-Language-Hearing Sciences, and Theatre Arts and Dance. These six require vast amounts of space (including theatres, production studios, laboratories, and clinics) so they generally live on a different plane of administrative existence. These six also follow a general pattern of larger departments costing proportionally less than smaller departments, but the pattern has been shifted up above those of the other 24 departments.

To support the claim that these six differ from the others, consider the following plot of modified non-instructional costs as a fraction of printed budget relative to space in each department. It is clear that these six are different, and that they obscure the pattern in the other 24.

Figure 4

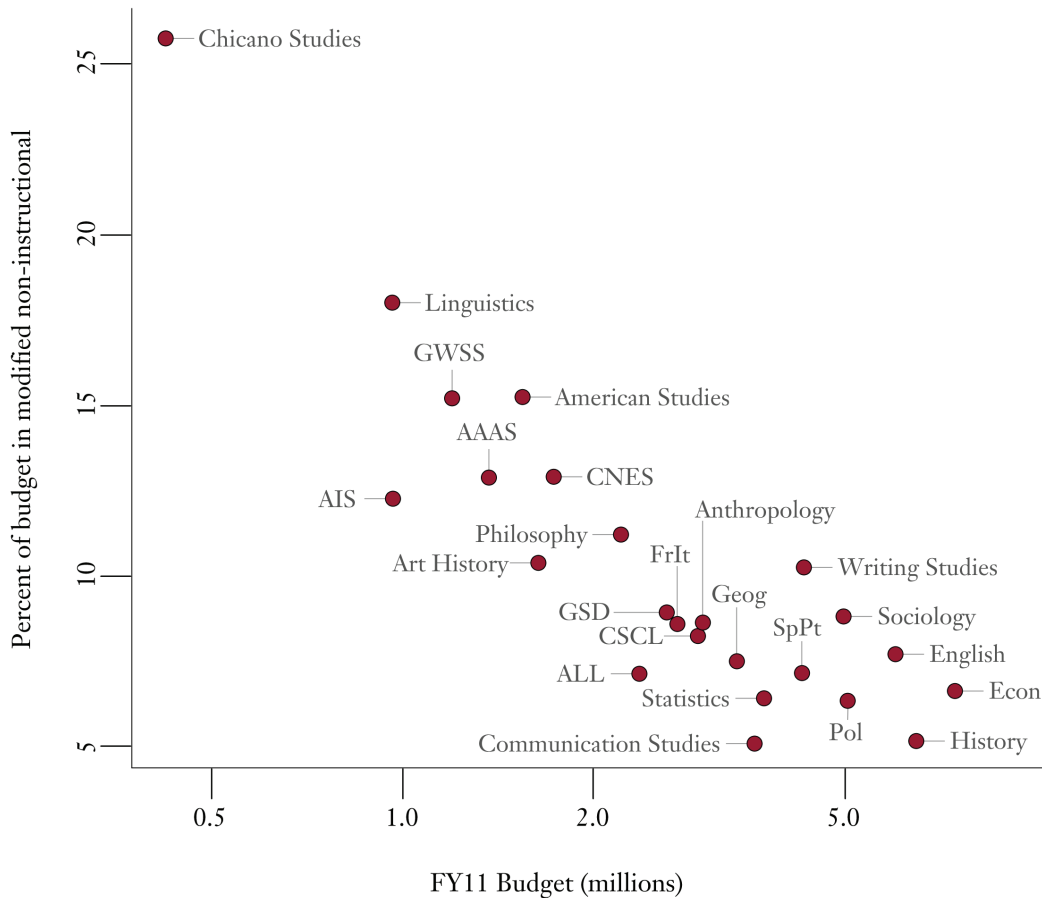
Modified non-instructional costs of 30 CLA departments as a fraction of FY 2011 printed budget versus assigned space, showing six outlier departments



Now consider only the remaining 24 departments and plot modified non-instructional costs as a fraction of printed budget against printed budget. The decreasing trend is readily apparent, showing that small units spend relatively much more of their small budgets on administration. (The six omitted departments would be in the northeast quadrant of the plot.) The fraction of non-instructional costs declines as budget increases, but there is relatively little decline beyond a budget of \$3 million. In contrast, there is a steep decline for departments with lower budgets.

Figure 5

Modified non-instructional costs of 24 non-outlier CLA departments as a fraction of FY 2011 printed budget versus FY 2011 printed budget



The foregoing analysis has focused on academic departments. Among the 8 research centers in the college, several spend more than half of their budgets on administration, leaving little for academic programming. During the summer of 2010, Dean Parente convened a committee to study research centers in CLA, particularly those with interests focused in or intersecting issues involving Europe. The first charge of this committee was to recommend a new administrative infrastructure that will serve these centers, but cost less overall. Recommendations from the committee are due shortly.

Appendix 2. Budget Models

This appendix presents two schematic proposals for alternative budget models. We report these alternatives because the CLA 2015 committee recognizes that the academic future of the college is closely bound up with the incentives and disincentives generated by the budget model. We begin with a variation on the current model. The first step is to set the budgets for the non-collegiate units in consultation with collegiate deans. Genuine consultation might lead to improved allocations (in the sense of overall University optimality) and it ought lead

to greater legitimacy and better acceptance of the results, which should, in turn, lead to less resentment of the cost pools.

The second step is to rationalize tuition. Begin by discontinuing the “university fee” and raising the per-credit tuition rate to compensate. The U Fee is widely understood and experienced by students as tuition, rather than a real fee, and it is past time to drop the pretense. Next, raise the tuition band for undergraduates from “credits after 13 are free” to “credits after 15 are free.” Undergraduate students must average at least 15 credits per semester to graduate in four years, so we need them to be in the 15 credits and above range rather than 13 and above. If we genuinely want to encourage this behavior, we might offer actual *rebates* on the 16th and 17th credits. (We need to take care here to prevent gaming. Rebates would be applied at the end of the semester and only if all credits are completed successfully. We do not want to provide rebates for make-work courses, so an advisor would need to affirm that the entire course schedule for the semester advances the student toward graduation.)

The third step is to change the 25/75 allocation of tuition. All undergraduate tuition would be pooled, and then all cost pools computed based on undergraduates (e.g., student services, libraries, information technology) would be taken off the top of this pool. That will result in some fraction of the tuition total being expended. Colleges would then receive the remaining share in proportion to the undergraduate student credit hours that they teach. So if undergraduate cost pools consumed 20% of the undergraduate tuition pool, the colleges would receive 80 cents on the dollar for the tuition that they generate, *but they would not have to pay cost pools related to undergraduates*. This should be cost neutral across colleges provided that the number of undergraduate credits taught per number of undergraduate students enrolled is reasonably constant across colleges. A similar scheme should work for graduate students.

The advantage of this scheme is that colleges are not responsible for cost pools of *particular* students. There is still a motivation to teach more student credit hours (SCH), but there is no longer an overwhelming motivation to ensure that each student registered in a college brings in enough SCH to cover the cost pools. This lowers one of the clear barriers to cooperation and partnership among colleges.

A similar speed bump arises for joint hires across colleges, in that faculty cost pool charges accrue to the college of the tenure unit. Allocation of faculty cost pool charges proportional to faculty salaries paid could fix that, but this is a relatively small consideration.

It seems reasonable to leave the facilities, utilities, research, leases and debt costs pools as they are with the colleges. Incentives to save on utilities or not spend more on utilities must be managed by the state O&M allocation.

We also propose a second and more radical variation on the budget model. This proposal is based on the knowledge that there are significant cross-subsidies within colleges and between colleges, and there will be cross-subsidies as long as the University charges a common tuition. However, these are partially hidden as differential allocations of state O&M or perhaps the difference between those allocations and cost pool charges. The second model proposed here recognizes the cross-subsidies between colleges and brings them out in the open. As

with our first proposal, the first two steps involve a genuine consultation process including collegiate deans to determine the budgets of the non-academic units and a rationalization of tuition.

Next, we would construct a consolidated revenue pool for the University: state O&M, tuition, and ICR; we would continue to apportion state specials according to legislative intent. Facilities, utilities, debts, and leases would be charged to colleges as they are now, but other central costs for libraries, research, classrooms, IT, student services, and central administration are taken off the top of the revenue pool. Each college would then receive funding proportional to the tuition it brings in, perhaps separating undergraduates and graduate/professional students. That is, college i receives $\$U_i$ for each undergraduate student credit hour, $\$G_i$ for each pre-candidate status graduate student, $\$C_i$ for each degree candidate status graduate student, and $\$P_i$ for each professional student. These funds exhaust the total revenue pool less costs paid off the top. The rates are allowed to vary from college to college, which is the mechanism for cross-subsidy, but these cross-subsidies are very much in the open. This model shares with the first model the advantages of removing the cost pools of particular students from consideration of inter-college cooperation, but it takes transparency to a new level.

To provide an idea of the kinds of cross-subsidy that would be revealed by the differential rates suggested above, take FY2011 controllable budget less state specials plus space charges (counted as \$12/sf with square footage that used in the FY2010 cost pool allocations) and then divide this by FY2011 tuition plus university fee revenue for each college. This tells us how much money each college spends (including only the space cost pool and excluding state specials) per dollar of tuition revenue. At the low end we find the Carlson School of Management and CLA at \$.81 and \$.85, some intermediate values include the School of Dentistry and College of Science and Engineering at \$1.47 and \$1.49, and some high-end values include the College of Food, Agriculture, and Natural Resources, the College of Veterinary Medicine, and the Medical School at \$1.71, \$1.77, and \$2.37. The reason that we can have many above \$1 is that we are also expending the state O&M and ICR, not just tuition; state specials remain over and above this allocation.

Appendix 3. Process

The CLA 2015 Committee was constituted in fall 2009 as the “blue ribbon” committee for the college. There were two basic tasks. First, the committee was to deliver guidance on meeting the budget reductions required for FY2011; these recommendations were delivered in February 2010. Second, the committee was to deliver a report that would provide some medium-term goals and recommendations for advancing the college academically in times of declining budgets.

The committee released an interim report in April 2010 that laid out the budget landscape and presented a set of goals for the college. The interim report garnered attention from within CLA, as would be expected, but also from around and outside of the University. Much of that attention was criticism and constructive engagement, and the co-chairs of the committee spent late April and much of May listening to individuals and to constituencies offer their comments.

Over the summer, the committee broke into four working groups to build suites of recommendations that could be integrated into a final report. Most of these working groups included additional subject matter experts who were not officially members of the 2015 committee. The working groups were tasked to look at (1) fiscal issues and communication, (2) the sustainable size of units and an assessment of their distinction and excellence, (3) academic programs (particularly undergraduate programs), and (4) administrative efficiencies and outside-the-box thinking.

The committee reconvened in early September to discuss and critique the working group products, after which the co-chairs began to assemble the final report. There were two meetings of the full committee in early October to discuss and critique successive drafts. At our final meeting as a full committee, the co-chairs asked those in attendance to anonymously record their satisfaction with the overall report: 70% reported they were mostly satisfied, 30% were somewhat satisfied, and 0% were somewhat or mostly dissatisfied. After further editing, the co-chairs presented the draft final committee report to Dean Parente on October 15, 2010.

Following the completion of the draft report, the co-chairs met with several collegiate leadership and advisory groups to receive feedback. These groups included the Dean’s group (associate deans, chief financial officer, chief of staff, chief information officer, and director of alumni relations and development); the CEDD committee (Chairs, Executive Committee, Directors, and Deans); the Budget Advisory Committee; the Curriculum, Instruction, and Advising Committee; the P&A Board; the Administrators Forum; the CLA Student Board; and graduate student representatives from COGS and CLA graduate committees.

After taking the feedback from these groups under advisement, the co-chairs prepared the final version of the text. Jon Smajda produced final graphics, and Kelly MacWilliams provided design and formatting. The report was released to the college and the general public on November 8, 2010.

Appendix 4. Committee Membership

Brenda Child	Associate Professor, American Studies
Jennifer Cieslak	CLA Chief of Staff (P/A)
Karen Dewanz	CLA Chief Financial Officer (P/A)
Scott Elton	Staff to the committee (P/A)
Ana Paula Ferreira	Professor, Spanish and Portuguese
John Freeman	Distinguished McKnight University Professor, Political Science
Ronald Greene	Associate Professor, Communication Studies
Laura Gurak	Professor, Writing Studies
Keitha Hamann	Associate Professor, Music
E. Haven Hawley	Program Director, Immigration History Research Center (P/A)
Karen Ho	Associate Professor, Anthropology
Thomas Holmes	Professor, Economics
Walt Jacobs	Associate Professor, African American and African Studies
Kimi Johnson	Graduate student, Theatre Arts and Dance
Alexis Kuhr	Associate Professor, Art

Erika Lee	Associate Professor, History
Richard Leppert	Regents Professor, Cultural Studies and Comparative Literature
Barbara London	Department administrator, Anthropology
Angus MacDonald	Associate Professor, Psychology
Judith Martin	Professor, Geography and Urban Studies
David Myers	Professor, Music
Peggy Nelson	Associate Professor, Speech-Language-Hearing Sciences
Gary Oehlert	Professor, Statistics and CLA Associate Dean for Planning; co-chair
Steven Ostrow	Professor, Art History
Glen Powell	Department administrator, Geography
Aria Sameni	Undergraduate student
Geoffrey Sirc	Professor, English
Al Tims	Associate Professor, Journalism and Mass Communication
Chris Uggen	Distinguished McKnight University Professor, Sociology; co-chair
Klaas van der Sanden	Program director, Global Studies (P/A)

Final Note

The co-chairs would like to thank the members of the CLA 2015 Committee for their many, many hours of hard work, their wonderful insights, their vigorous deliberations, their useful critiques, and their courage to think the unthinkable. Scott Elton deserves special thanks for organizing and staffing the committee. We know that not everyone on the committee agrees with every recommendation in the report, but your patience with us and with each other and your willingness to work together toward the common good of the college has been inspiring.