



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
614 Social Sciences
267 19th Avenue South
Minneapolis, MN 55455
Telephone (612) 373-3226

FACULTY CONSULTATIVE COMMITTEE

April 5, 1984
626 Campus Club
10:00 - 1:30

AGENDA

- 10:00 1. Institutional Planning Statement: Discussion with President Magrath. FCC members should each receive a copy of the draft a few days before the meeting.
- 11:30 2. Pending legislation at the state capitol.
Guest: Phil Shively.
- 12:00 Lunch
- 12:30 3. The Merwin Report. FCC's charge is to fulfill the President's request that we state our 4 or 5 top priorities for implementation among recommendations with budgetary implications.
- 1:15 4. Report of the Chair.
- a. Nominating a vice chairperson for the Senate and Assembly.
 - b. FCC's nominating committee.
 - c. Etc.



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MINUTES

APPROVED 4/19/84

FACULTY CONSULTATIVE COMMITTEE MEETING AND
DISCUSSION WITH THE PRESIDENT

April 5, 1984
626 Campus Club
10:15 - 1:30

Members present: Virginia Fredricks, Phyllis Freier, John Howe, Marvin Mattson, Jack Merwin, Irwin Rubenstein, W. Donald Spring, Deon Stuthman, Burt Sundquist, John Turner.

Guests: President Magrath, Vice President Vanselow, Assoc. V. P. Linck, Ass't. V. P. Wallace, Jim Borgestad, Douglas McFarland, Doug Iverson, Kate Parry, Maureen Smith.

1. Report of the Chair. John Howe.

- A Vice chairperson of the Senate for 1984-85 will be elected April 19. FCC should consider whom to propose.

- FCC's subcommittee will bring to FCC on April 19 its recommendations for committee members and chair nominations.

- Professor Howe's recent conversation with Vice President Keller included discussion of the faculty hope to wrap up work on the Tenure Code this spring. Professor Howe told Dr. Keller that from a faculty point of view it would be useful if the president or vice president could contact Professor Morrison or Professor Howe regarding any continuing or new reservations central administration and the Regents have over the draft now before the Faculty Senate.

2. Discussion with President Magrath.

A. Tenure Code. The president told FCC he is concerned over the role of the Judicial Committee vis a vis the University president.

B. Draft of the revision/update of the President's Institutional Planning Document. Members had received a draft by mail and at the meeting received copies of a slightly revised form. The president emphasized that this text is still a draft and that this conversation is his first public discussion with a consulting group on the revision. He plans to discuss a draft with the Regents at their May meeting and to hold additional discussions with other groups, including the full SCC and the Senate Planning Committee. He emphasized that the 1980 Institutional Planning Statement for the decade is still active and that the new statement does not reverse it. The new one is general, and much shorter.

The president's draft results from preparations made by Dr. Linck and others who have sat with the Planning Committee in three full meetings. Dr. Linck said the Planning Committee was very helpful as he and his staff moved through a skeletal outline with them.

Much of what is iterated in the new draft has come out of the planning process, including out of some of the task force reports, said the President. When the Holt task force report on graduate education and research is completed, the president will write a separate major statement which will aggregate the recent major task force reports.

The president then invited discussion of the draft.

Professor Rubenstein recommended that all University planning documents main consistency and agreed-upon connotations in their use of terms regarding future action. With such consistency, he said, people will begin to understand the documents better.

- Goals indicate a direction;
- Objectives should be measurable, should become milestones, and should be linked to a person responsible and a date for achievement; they require the accompaniment of a plan for resources to accomplish them;
- Priorities are an ordering of the objectives.

The president said the comment was helpful. Some of the goals, he said, consist of measurable objectives (e.g., to improve faculty salaries -- figures and a timetable are specified), while others are harder to measure, as "to improve the state of the humanities."

Several FCC members emphasized the importance of a time frame for accomplishments. We tend to focus on the biennial frame, said Professor Turner, but it might be well for us to envisage goals and objectives also in 10-year and 5-year frames. As an example of a concrete relationship between a short- and a longer-range objective, he said if the legislature is going to be asked in the future, as we have heard, to match existing fellowships for graduate study, the University would want first to increase its resources to be matched.

Professor Stuthman suggested there is a need for some sort of closure which is defined by setting realistic goals with a certain time frame, yet also a need for caution against limiting people's vigor and vision by setting too short a time.

Institutional planning. Professor Turner said that collegiate units plan only within their units, but that we sometimes need to work at an institutional level on interdisciplinary programs. An institutional planning document might refer to fruitful examples of institutional planning. Central administration could offer encouragement to an interdisciplinary effort that might pay off well. Dr. Vanselow voiced his agreement, citing the fields of biotechnology, human genetics, and biomedical ethics. Our efforts have been ad hoc, he said.

Connecting this statement more firmly to the ongoing planning. Because many people do not remember the entire planning picture which the president's new statement is intended to augment, and because some outcomes appear to result from convenience rather than from policy, said Professor Mattson, it would be helpful to many faculty members if the statement would

- reiterate the basic planning criteria;
- connect the statement content with what has already been done, citing outcomes consistent with earlier planning and outcomes not so consistent;
- (Professor Rubenstein) list the 1980-89 President's Institutional Planning Statement as an appendix.

Professor Rubenstein asked that the hierarchy among the several planning documents be made plain. The documents include

- the University's Mission and Policy Statement;
- the president's Institutional Planning Statement on how we fulfill that mission;
- the upcoming presidential report on the collective task force reports.

People should understand how to assess the documents in relation to one another, he said.

Vice President Linck told FCC that the critical document will be a fourth one -- the one that launches the third cycle of planning. It will also look back at the accomplishments of Cycle Two.

Tone and balance. Professor Howe described the president's draft as upbeat in tone, as it should be. However, he added, there is a sense of urgency in the minds of many faculty about their programs and the futures of their programs; this sense of urgency relates to the status of our planning process. He sees us encountering increasing difficulties in bringing people along after decisions have been made. There is a need to rally the troops which, he said, he thinks is the direction the president is taking in this new statement, but also the invocations need to connect with the real problems to be overcome. He referred to the report of the Task Force on the Undergraduate Experience as full of constructive self-criticism in saying both that we offer a lot and that there are things we need to do a lot better. He raised the question of whether the president's statement was an appropriate document in which to assess the planning process. The president spoke of the importance of striking a good balance in the content.

Vice President Linck said we are in a very different situation than in 1978-79 when the first effort was made to compose an institutional planning statement. Task forces have since produced hundreds of recommendations and the first and second cycles of planning are complete. For these reasons and because other documents will attend this document, we concluded the president's statement should be brief and general.

In response to a remark that statement content should depend to some extent on the expected date of the successor statement, President Magrath said this sort of statement should be assessed every three to five years.

Offering encouragement. Professor Merwin questioned whether the effect of stating University priorities in the introduction would not dispirit people whose areas aren't included. He recommended keeping prominent the synergism of the University's components and a tone of all building together for the good of the University.

Professor Turner asked that the statement give some hope to those units that should be elevated from where they are now and a statement that we are a university and whatever benefits a part of the University benefits us all. Professor Fredricks seconded the importance of connecting the reallocations with the good of the University as a whole.

Professor Rubenstein termed the planning process not benign, but disruptive to the faculty because it makes change. Faculty need a strong reminder, he said, of what good is coming out of all this pain, or the University will have a hard time continuing the process.

The president noted that the University has planned in the past, less publicly, making change by accretion, for example. He asked whether that more obscure process was deemed preferable.

Professor Rubenstein agreed on the need for planning and reallocation, adding there must be an effort to involve faculty as much as possible in the process so they can buy into the planning.

Allow for changing needs. Professor Turner observed that while the new documents states the University is going to continue to do all the things it is now doing, since we serve a state and nation whose needs are continually changing, we need to continually look at what we are doing and leave off doing that which could be done more effectively somewhere else.

"University Characteristics and Goals." FCC members offered a number of specific suggestions for changes in the first paragraph of this section.

Summing up. Professor Howe told the president that the draft strikes most of us as a strong statement. It needs to be upbeat and to point to the future. We should acknowledge that not only do we have much in which we can take pride, we also have problems. We need to show the confidence that we can recognize problems and address them. We need both to sound the trumpet, and to include content.

3. Mid-Session Report from W. Phillips Shively, the faculty's liaison to the legislature.

Capital Request. No recommendations from either house have yet gone to the floor. Among capital request items, there are few that have gotten no support from either house. The University has been successful with its request, including some items not supported by the governor. Intercollegiate athletics requests appear not to be driving out others.

Music building appropriation augmentation. The University presentation gave a slight priority to the music library over the performance space. Legislators seem to perceive clearly that a performance laboratory is sought and

they see a strong case for its convenience for students. (The larger performance hall is already included.) Since private funds have been diverted to a fair extent to the several new performance halls external to the University in the Twin Cities, it would be hard for the University to raise the needed money from private contributions.

Operating expenses. In line with FCC's urgings, Professor Shively, along with Professors Swan and Stuthman, have addressed the target of opportunity to recover the funding of state contributions not made for six months to the faculty retirement fund. The present versions of appropriations bills would pay back some money into the fund this year and the rest over a longer period of time. The University's argument is that the faculty ought to be treated exactly as were other state employees.

Average cost funding. A major item going quietly through the legislature involves language change in the statute governing average cost funding for students in higher education. The Finance Committee's new language would extend average cost funding to all students enrolled for credit.

Consequences: It will not mean a major influx of money because of the lower cost, "self-supporting" nature of CEE and Summer Session. Collegiate units have been subsidizing the real costs of that education. Hence, average cost per student goes down when students in these categories are averaged into regular daytime enrollments. Had the proposed language been used in the current year, the University would have gotten about \$4 million more in its instructional cost appropriation. The state accepts at face value what has evolved as the "cost" of educating Summer Session and CEE students. The University, on the other hand, in considering regularization, has construed the average cost funding per student which it would get from the state as the same as average cost funding of current regularly enrolled students.

Professor Howe commented that this legislative move has profound implications for the nature of the University's discussion of the benefits of inloading. The financial incentive is removed; the focus shifts to issues of quality.

Professor Shively told FCC that the University needs to develop very fast a strong argument for the next legislative session that Summer Session and CEE programs have been starved, have been done on the cheap, because they have had to be self-supporting. They haven't developed a research faculty to teach those students, faculty fringe benefits are limited, and there is a cap on salaries. Meeting the real costs of equal quality education will be expensive and the University will need a very good rationale to get the legislature to recognize them.

Contrary to some earlier erroneous information, none of the state's institutions of higher education have been getting state funding for their summer instruction. The pending legislation is essentially a bookkeeping change. The change is not dependent on our inloading.

Comparable worth study proposal died pretty quickly when it became apparent that it would not serve the movers' intent of addressing disparities between men's and women's faculty salaries.

Workers' compensation legislation clarifies and does not change the University's policy.

4. Report of the Steering Committee to Facilitate the Scholarly Activities of the Faculty. (The Merwin Report.)

FCC will report to the President that it places the highest priority on four recommendations from the report:

1. "The Senate Committee on Faculty Affairs, working with the Vice President for Academic Affairs, should pursue alternatives to the current policy on sabbatical leaves so as to make them more economically feasible from the standpoint of both the faculty members and the department..." (Recommendation #2 in the report).
2. "Department chairs, with the support of central administration and collegiate officers, should initiate plans to restore and enhance support for the faculty (teaching and research assistance, civil service assistance, technical aids, including word processing and microcomputers, etc.)." (Recommendation #1 in the report.)
3. "The single quarter leave appears to offer a necessary and important opportunity for faculty. In order that the opportunity may be made available to all faculty, the Vice President for Academic Affairs should provide a measure of assistance to units that are unable to allow faculty to take single quarter leaves because of the absolute need of the services they provide and the unavailability of resources to replace them." (Recommendation #3 in the report.)
4. "The Vice President for Academic Affairs should ensure that deans and department chairs are knowledgeable about the many factors that affect faculty vitality and that they are also aware of the resources that are available to them for helping to enhance faculty vitality..." (Recommendation #6 in the report).

Faculty comments on implementing priority 4 above, on improving the personnel management skills of unit administrators, and on whether there are economical ways of accomplishing it:

- Almost every other kind of organization does a better job in this area than the University;
- There is no way now for new chairs and heads to suddenly become aware of all they need to know;
- A yearly retreat of the sort then Vice President Koffler once organized on the Duluth campus could be effective and low-cost;
- Good administrators facilitate the work of the faculty;
- There is nothing more important for administrators to be concerned about than the morale of their faculty.

Prof. Rubenstein asked if there is any way to enter the retirement bulge factor into this vitality effort. Universities will be in fierce competition sometime in the 1990's for the likely much smaller number of new Ph.D.'s. Professor Merwin noted that a major impetus for this task force and its report was precisely to do something for the vitality of the faculty in the interim before large amounts of hiring are again possible.

Several members asked that recommendation #4 in the report, concerning faculty complaints at spending too much time on committee work, be disregarded. But Professor Merwin said the task force wrestled a long time on writing that item because of the high response on the related question. He underscored that the recommendation pertains to administrative work, not governance work.

Overall import of the report. Professor Howe said the report's data on faculty dissatisfaction are significant and give a sense of urgency. We need to encourage that these findings and recommendations be taken seriously, and to couch our comments to the president in these terms.

Professor Mattson spoke of the close to intolerable student contact hours load for UMD's junior faculty.

Professor Turner told FCC that the fact that the report does not purport to be a scientific study in no way invalidates the recommendations. The task force chose to solicit the views of all faculty members so as to show the faculty that a faculty committee was concerned about these matters.

Professor Rubenstein pointed out that we need to be able to measure in a few years what recommendations have been accomplished.

Professor Howe concluded the discussion by remarking that if we take the recommendations seriously we have to think about the workload they impose.

The meeting adjourned at 1:30 p.m.

Meredith Poppele,
Recorder



UNIVERSITY OF MINNESOTA

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

April 20, 1984

Professor John Howe, Chairperson
Faculty Consultative Committee
614 Social Sciences
West Bank

Dear John:

Thank you very much for the thoughtful and constructive suggestions that FCC has sent to me with regard to the Merwin Report. I am personally very sympathetic to the suggestions made in the report and to the further refinement that you and the Faculty Consultative Committee have given to them.

I am sharing your comments with the University's senior officers, because I know it will be of interest to them, and I will have discussion on these suggestions with the appropriate Vice Presidents as we plan our tactics and strategies for the next couple of years, both internally and vis-a-vis the 1985 legislative request. Also, as you know, Professor Merwin will be meeting with the Academic Deans next week to discuss the basic findings and recommendations of his report -- and I anticipate that that will provide further reinforcement for moving ahead at least on some of the indicated fronts.

Cordially,

C. Peter Magrath
President

CPM:kb

cc: University Vice Presidents
Associate Vice President Al Linck, Academic Affairs
Dr. James T. Borgestad, Special Assistant to the President
Professor Mario Bognanno, Chairperson, Senate Committee on Faculty
Affairs
Professor Jack C. Merwin, College of Education



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April 16, 1984

President C. Peter Magrath
202 Morrill Hall

Dear Peter:

At our last meeting, the Faculty Consultative Committee discussed again the findings and recommendations of the "Merwin Report." I wish to transmit to you our commentary on the Report.

We agree with you and others that the Committee has done a fine job, and we thank them for their effort. They've brought many important issues into focus.

The Report lists a number of recommendations that have financial implications. We think that special attention ought to be given to three of those recommendations:

1. Number Two, which calls for more flexible funding arrangements for sabbatical leaves. We are concerned about the relatively low percentage of sabbaticals that our faculty take advantage of. It's important that we increase that figure.
2. Number One, which calls for improved support for faculty teaching and research activities. Recent years have seen the steady erosion of support sources of all sorts, from supply accounts, to Civil Service staff, to equipment, to central shop facilities so necessary for people in the physical, biological, and medical sciences. (Rick Purple has recently written to Bob Holt on the matter of inadequate technical shop facilities.)
- 3) Number Three, which points out the difficulty that small academic units often have in releasing faculty for single quarter leaves, because they haven't the internal size or flexibility to cover their curriculum. Needed seems to be some way of providing small units with funds to hire temporary replacement teaching.

We wish to call special attention to several of the other recommendations as well. They may or may not involve significant funding implications. Recommendation Fourteen, calling for assistance to faculty in arranging teaching and research opportunities abroad, fits well with the planning emphasis on international education. The general problem identified in Recommendation Seventeen requires ongoing attention. Our coordinate campus colleagues are most directly affected here, but all of us have an interest in facilitating the scholarly and teaching life throughout the University system.

We spent a good deal of time talking about Recommendation Six. We're impressed with the increasing importance and the increasing difficulties of academic administration at the college and unit levels. We're also persuaded that as an institution we've not done as well as we should in helping our faculty/administrators with the development of personnel and management skills. All of the task force reports that we're generating call for administrators, high and low, to do more things better. We're going to have to be careful in all of this about administrative overload at every level. In the daily lives of the faculty, no one is more important than the unit heads. Some colleges do a better job of socializing and supporting unit heads than do others. We suggest that someone be given special responsibility for strengthening unit governance. There are a variety of specific ways in which that might be done from greater care in the selection of heads and chairs, to better rewards for doing the job, to workshops and retreats highlighting important issues in unit administration and presentations by notably effective chairs. So much depends on these people. We should choose them carefully, support them effectively, and reward them adequately.

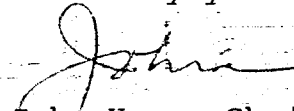
Recommendation Four raises a host of important issues concerning the use of faculty time. The Merwin Committee clearly heard a considerable amount of frustration concerning the crowded schedules that take faculty time and energy away from the primary tasks of teaching and research. Faculty disagree on how much involvement they should have in governance and what that involvement should be like. We think the faculty should do some hard thinking about that in the near future. We also think that the administration and faculty groups should spend some time in the near future talking about governance, relationships between the two, and ways in which we are using both faculty and administrative time. We think that conversation needs to be held centrally and we suspect that it could profitably be held in many colleges as well. Planning, retrenchment decisions, regular faculty governance, special administrative initiatives, demands for

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accountability under the Rajender Decree and otherwise-- all have placed increasing burdens on faculty and administrators alike. We think it's time to take stock of where we are and where we're heading.

Finally, we think that the evidence of declining faculty morale over the last several decades, and especially during recent years, needs to be taken very seriously. We recognize that the faculty survey was not scientifically designed and that the data from 1956, 1980, and 1982 are not fully comparable. Still, the trend is unmistakable, and the fact that only 64.6% of the faculty responding just two years ago found "satisfaction" with their scholarly life is disturbing indeed. There is nothing more important for administrators and faculty together to examine.

Sincerely yours,



John Howe, Chairperson
Faculty Consultative Committee

JH:mp

cc: Professor Jack Merwin
Professor Mario Bognanno, Chairperson, SCFA

ACC'D 300 4-5-84

-- PRELIMINARY DRAFT FOR DISCUSSION --

UNIVERSITY OF MINNESOTA

INSTITUTIONAL PLANNING STATEMENT: A 1984 UPDATE

INTRODUCTION

In 1981, after extensive University-wide consultation, an Institutional Planning Statement was issued. The Statement outlined selected goals and priorities that would be pursued over the foreseeable future. The document also recommended a periodic reexamination of those goals and priorities to insure compatibility between institutional plans and resources.

Such a reexamination is undertaken here. As part of the third planning cycle, this review seeks to update, not replace the existing Institutional Planning Statement. The purpose is to clarify further those general directions that the University will take during the next few years.

At the same time, this reexamination is only one piece of a larger planning mosaic. No single document can encompass all of the values we share as a scholarly community; no brief review can articulate all of our aspirations and responsibilities. In the months ahead, this analysis will be supplemented by a review of the University's Mission and Policy Statement and by a Presidential Report on University Task Forces. The former Statement will offer a broader examination of institutional directions; the latter report will articulate strategies for pursuing specific priorities. Together the three documents -- the updated Institutional Planning Statement, the revised Mission and Policy Statement, and the Presidential Report on Task

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Forces -- are designed to inform and facilitate community-wide discussion on the vital questions of where the University of Minnesota is heading and how it might attain its objectives.

UNIVERSITY CHARACTERISTICS AND GOALS

The University of Minnesota is a unique educational resource, not only within the State but across the nation. No other institution of higher learning shares the same characteristics of size and comprehensiveness, of accessibility and selectivity, of diversity and quality. We are land-grant, urban-grant, and sea-grant; we combine teaching, scholarship, and service. We are regionally preeminent and internationally respected. Virtually all of our programs are good, the majority are superior, and many are outstanding. We are, in other words, what we seek to be: a responsive as well as a leading national university.

Admittedly, the simultaneous pursuit of quality and responsiveness forces certain tensions. A delicate balance must be struck across and within units on such matters as access versus selectivity, programmatic breadth versus depth, undergraduate versus graduate and professional programs, teaching versus research versus service, and, of course, the relative funding of individual campuses, colleges, and departments. Historically, the University has been able to strike the necessary balance without compromising overall quality or responsiveness. In fact, much of our distinctiveness flows from this dual capacity to serve diverse constituencies, and to serve them well.

Although a variety of factors affect the University's quality and responsiveness, the ultimate determinant is the caliber of individuals we are able to attract and retain. Excellence breeds excellence; mediocrity spawns mediocrity; and without a commitment to the former, the latter becomes inevitable. The pursuit of excellence, however, must be more than an administrative slogan or the commitment of only a part of the University. Rather, it must permeate the fabric of the entire institution, becoming a shared value that is reflected in decisions on promotion and tenure, admission and graduation standards, retrenchment and reallocation, salary and merit increases, as well as legislative and capital requests.

In terms of the immediate future, the quest of excellence will focus upon three objectives: 1) attracting a first-rate faculty and insuring its vitality, 2) recruiting a superior student body and improving the overall learning environment, and 3) maintaining programs of established quality and facilitating the development of those that might attain distinction.

ATTRACTING A FIRST RATE FACULTY AND ENHANCING ITS VITALITY

The strength of any educational enterprise is, in large part, a measure of the quality of its faculty. By that standard, the University of Minnesota continues to be a leader in many fields. Despite the loss of some outstanding professors to other universities and to other occupations, the overall quality of the faculty at the University has not diminished. At the same time, quality is a fragile commodity. Often the critical difference between a top-ranked department and a good department depends upon the retention of one or two creative faculty members. Thus, we can ill-afford to be complacent or to assume that faculty excellence can be sustained without adequate resources, rewards, and incentives.

At a minimum, three challenges require attention. First, the nationwide erosion in faculty salaries that has taken place since 1970 must be reversed throughout the University of Minnesota. Second, we must seek to make academic careers more attractive to the most promising graduate students and young scholars. Third, we must provide additional faculty incentives for meritorious performance and contributions. In addressing these issues, the following steps will be taken:

-- We will continue to pursue the objective initiated last year of restoring real faculty purchasing power to its 1972 level by 1990. In advancing that priority, faculty salaries will remain the Number One priority in our Biennial Request and internal budgeting processes. We will again seek special retention funds from the Legislature, and we will continue the policy of merit-based salary distributions and special augmentations for outstanding individual merit.

-- We must increase efforts to promote the development of new scholars and teachers by expanding the number of graduate fellowships and by establishing a fellowship program for junior faculty.

-- We must insure adequate support services and incentives to further faculty vitality in the classroom and the laboratory. Included here will be special efforts to maintain the "tools" of scholarship -- the libraries, computing facilities, and laboratory equipment. Also included will be the awarding of competitive grants (similar to those provided through summer research fellowships) to faculty who seek to improve their teaching competencies. Likewise, special funds continuing the Bush Foundation initiative will be made available on a competitive basis, to encourage the greater use of sabbaticals.

RECRUITING STUDENTS AND IMPROVING THE STUDENT ENVIRONMENT

Historically, the University has taken a passive stance in attracting students. Given limited programmatic capacity and ever expanding enrollments, only minimal attention was given to recruitment. Moreover, once enrolled, students did not always enjoy as rich and diverse an educational experience as might have been provided. That is, the learning environment was defined primarily in terms of traditional classroom activities, with only secondary consideration being given to educational experiences outside the classroom, to the special needs of a commuter clientele, to the physical environment, and to student support services in general.

The record of the coordinate campuses on both counts -- recruiting and providing a supportive learning environment -- is stronger than that of the Twin Cities Campus. Still, if the University as a whole is to retain its quality, then it must improve its overall record of attracting and retaining the best students possible. On the undergraduate level, this will require a more concerted recruitment effort, one that will not sacrifice academic standards, but rather one that will actively seek to enroll those students who can benefit from the unique resources of a comprehensive university. On the graduate and professional level, the necessity to attract the highest caliber candidates is equally important and will require even greater attention if we are to remain competitive. Finally, and quite aside from recruitment, we have a responsibility to broaden and enrich the educational experiences which students currently receive.

More specifically, the following actions will be taken:

-- Beginning in 1984-85, significant additional funding will be committed to recruiting activities. One emphasis will be upon attracting a higher proportion of Minnesota students who rank in the top twenty percent of their classes. A second emphasis will focus upon our Graduate School programs with increased funds being made available for the recruitment of the most talented graduate students. In addition to these efforts, we will continue to recruit minority, international, and community college transfer students, as well as students with special needs.

-- On the Twin Cities Campus, funds will be reallocated to improve the student environment and experience. These will include addressing persistent problems in administrative services (e.g., admissions, registration, financial aid, and academic records). In terms of part-time and commuter students, a special study will be undertaken of the availability of library, registration, bookstore, study, counseling, and recreational services. Finally, on any campus, reallocation funds should be made available to proposals that address the improvement of the student environment and experience.

MAINTAINING AND ENHANCING PROGRAMMATIC QUALITY

The development of programmatic quality is a long, difficult, and expensive process. In some cases, it is the result of constituency demand and support. In other instances, it can be traced to the uniqueness of a program, service, or faculty. At still other times, it is a fortunate coincidence, the unexpected collision of talent and opportunities. Whatever the origin, once established, excellence is inexpensive to maintain in comparison to the costs of restoring it.

The preservation of programmatic quality is especially critical in those areas where the University has unique responsibilities. One obvious area is research; another is graduate and professional education. These endeavors serve as defining characteristics of the University; both are interdependent and contribute to the overall quality of our teaching and service activities as well. Accordingly, both research and graduate and professional education will remain among the University's highest priorities.

Preserving programmatic quality is one priority; facilitating its development is another. Where opportunities exist for enhancing quality, they should be pursued consistent with University policies and plans. Previous decades have offered unique opportunities for expanding and improving many programs in agriculture and the health sciences, business and education, and on the coordinate campuses. The current decade offers new prospects in the above fields and places as well as special opportunities in technology and other areas that contribute to the welfare of the State.

Accordingly, to maintain and facilitate programmatic quality the following steps will be taken:

-- Adequate fiscal support, through State or reallocation sources, will continue to be provided to programs of established excellence. We should continue special salary distributions to units that demonstrate outstanding departmental merit or pressing marketplace problems. Finally, the quality of core programs will require special attention in unit planning and institutional budget making.

-- Efforts to promote technology development and transfer will be a priority in our legislative requests as well as in decisions involving reallocation, computing resources, laboratory equipment and supplies. The emphasis should include not only the Institute of Technology, but must include all areas -- agriculture, the biological sciences, the health sciences, and the liberal arts -- where advancing technologies provide unique educational and research opportunities.

-- Steps to further two of the basic missions of the University must be equally emphasized. One is agriculture -- itself a "high technology" endeavor -- of vital significance to Minnesota and a key component of the University's land-grant mission and heritage; the other is the liberal arts -- vital to the life and spirit of a vibrant university -- and especially the humanities which today need special attention and care.

-- Initiatives to improve the University's contributions to the State's quality of life will be encouraged and facilitated. These initiatives should include expanded communication between the University, business, industrial, and governmental sectors. They should also reflect a greater sensitivity to the University's responsibility of providing outreach services -- agricultural, cultural, and health-related -- to all Minnesotans. Finally, in light of the increasing importance of international markets and needs, emphasis must be given to improving our international competencies and contributions.

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CONCLUSION

Many academic values and aspirations are not contained in this brief examination, not because they are unimportant, but because the purpose of this Statement is deliberately focused upon expressing selected institutional priorities and submitting those objectives to community-wide review. Accordingly, this document must be read in the context of the 1981 Institutional Planning Statement, the University's Mission and Policy Statement, the Presidential Report on Task Forces, and the plans of individual campuses, colleges, and units.

Each of the emphases articulated here reflects a common theme: The University of Minnesota remains committed to the pursuit of excellence. The fiscal setbacks of recent years temporarily slowed our progress, but there was no erosion in our commitment, no change in our direction. Just as that quest has defined much of the University's proud tradition, so, too, should it guide our future.



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
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May 2, 1984

TO: Senate Committee on Finance
Senate Committee on Educational Policy

FROM: A. J. Linck, Associate Vice President for
Academic Affairs *A. J. Linck*

SUBJECT: Enclosed "Institutional Planning Statement..."

At the request of Professor John Howe, Chairperson, Senate Consultative Committee, we are sending you the "Institutional Planning Statement: A 1984 Update" for your review. Please provide any comments/suggestions you may have to Professor Howe.

:jhh

Enclosure

c: ✓ Professor John Howe, Chairperson, Senate Consultative Committee



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April 27, 1984

To: Associate Vice President Al Linck
From: John Howe, Chairperson, Senate Consultative Committee
Re: Distribution for comment of the President's
Institutional Planning Statement

In response to your recent letter asking which committees, in addition to the Consultative Committee and Planning, should receive the Institutional Planning Statement, let me ask that you please send it also to Finance and to SCEP.

Thanks.

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