UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee

383 Ford Hall
Minneapolis, Minnesota 55455
Telephone (612)373-3226)

AGENDA

Thursday, May 14, 1981
12:30-3:00
Regents Room, Morrill Hall

1. Fix agenda.
2. Report of chair (oral).
3. Report of student chair (oral).
4. Committee reports.
5. Regents' meeting reports.
6. Newsletter (committee summary sample enclosed).
7. Meeting with President (1:00).
    a. Meeting with Vice President Keller (1:00-2:00) (continuation of discussion begun on April 16).
    b. Daily fee.
    c. Other.
8. Adjournment.

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MINUTES
SENATE CONSULTATIVE COMMITTEE
May 14, 1981

The regular meeting of the Senate Consultative Committee was called to order by Marcia Eaton, Chair, at 12:40 p.m. on May 14 in the Regents Room. Also present from SCC were members Orhan Arkan, Julie Bates, Robert Brasted, Keith Jacobson, Judy Nord, Doug Pratt, Sue Pribyl, Paul Quie, Vera Schletzer, Dennis Sargeant, Skip Scriven, Pat Swan and Bruce Thorpe, and member-elect John Howe. Guests included members of UCBRBR, Carol Pazandak, Maureen Smith, and Mary Jane Plunkett. Student members-elect to the SCC attended parts of the meeting.

1. Agenda amendments. Add a student report on revising the Assembly constitution. Delete a response from the President on funding for the Minnesota Daily. Professor Eaton read the President's letter declining comment.

2. Minutes of April 30. Corrections: p. 2, item 4.a. "...an allocation of power similar to that in the ~~old~~ new Senate constitution..."

item 4.e. Delete last sentence and substitute, "The Regents will not remove student representatives other than by previously established criteria."

p. 5, item 11.d., line 2. "...parallel to that in the ~~old~~ new Senate constitution."

The minutes were approved with these corrections.

3. Report of the Chair. Eaton.

a. Alumni Building. The East Bank Planning Committee has examined the plans and has no objection to the building on the bridgehead site.

b. Higher Education Coordinating Board's "Study of Post-Secondary Education for Part-Time and Returning Students" was circulated and will be copied for those who want it.

c. Regents approved the new Senate constitution on May 8 with the understanding that the Senate will in the near future address two questions: strengthening the open meeting portion, and making harder the suspension of rules. Professors Eaton and Spring will report on these to the Regents late in the fall.

d. Shirley Moore, Chairperson of the Equal Employment Opportunity for Women Committee, and the committee will meet with the SCC on May 28 to discuss progress and problems and a budget for the EEOWC.

4. Report of the Student Chair. Pribyl.

a. Student elections and nominations to Senate Committees, other boards. Sue Pribyl announced the students elected from the Twin Cities campus to serve on next year's Consultative Committee:

Judy Nord	Dave Lenander
Heather Bjork	Kit Wiseman
Nancy Brecht	

She announced the following SCC nominations of students to

All-University Honors Committee:

Martha Hobbs	Kristen Olsen
Ron Reimann	

Finance Committee:

Betsy Loushin	Tracy Allen

Planning Committee:

Gail Lorenz	Steve Ansolabehere

Business and Rules Committee:

Judy Nord	Deb Gregan

Sexual Harrassment Board (two to be chosen):

Mary Ann Lautzenhiser	Ann DeGroot
Dick Schwartz	Jo Anne Geyen

b. Assembly constitution revision. The students and Business and Rules have agreed upon a proposed addition to Article II, Section 2., Allocation of Functions and Powers:

> (b) Upon recommendation of the Assembly Steering Committee, the Assembly may delegate particular functions for initial or exclusive action by either the Faculty Assembly or the Student Assembly. In general, functions that shall be allocated to the Student Assembly shall be proposed to be so referred by any originating committee including, but not limited to, such matters as those concerning student government, student organizations, and student publications. Upon request of any Assembly member, the Assembly Steering Committee may choose to forward any item of business to the Twin Cities Campus Assembly.

c. Student representatives to the Board of Regents. MSA hopes to refine the pertinent rules by next fall.

5. Committee reports.

a. Grievance and Legal Concerns. Schletzer. Professor Schletzer reported on the special masters' hearing of May 6 and 8, including the lengthy accusations from the Faculty Advisory Committee for Women and Vice President Hasselmo's statement on behalf of the University. Leonard Lindquist said it

seemed a lot of progress had been made. Professor Schletzer read at the hearings the statement approved by the FCC arguing for effecting action within the established Senate governance system. Many of the FACW's demands were negotiated within the hearing. The big remaining question is whether the University will provide them office space and funding of approximately $24,000. There is an alternate proposal for an ombudsman to serve over the next six to nine months. A decision is expected from the special masters by May 15. Professor Eaton thanked Professors Schletzer, Quie, and Pratt and Julie Bates for attending the hearing.

b. UCBRBR. Swan. UCBRBR will meet with Finance Vice President Bohen on May 21. Agenda for the June meeting will be discussion of the infinitessimal discretionary funds available over the next biennium.

c. Legislative Relations. Pratt. The University request, like all requests, has had tough going in the current session.

6. Reports from Regents meetings.

a. Educational Policy. Arkan. Regents approved law school plan to put students on faculty appointment advisory committees.

b. Student Affairs. Nord. Regents approved the recommendation of the Student Fees Committee except that they made the Daily fee refundable for another year. The Regents approved the request that all students be assessed the Public Health portion of the Boynton Health Service fee.

d. Committee of the Whole. Swan. There was a report on the rapid and exciting development of the University's academic relationship with the People's Republic of China. Professor Swan suggested Senate committees might want to be in touch with this development.

The meeting adjourned at 1:10 p.m. for the conversation with the President.

Respectfully submitted,

Meredith B. Poppele

Meredith B. Poppele,
Secretary

UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee

383 Ford Hall
Minneapolis, Minnesota 55455

Telephone (612)373-3226

AGENDA
Senate Consultative Committee
Thursday, May 28, 1981
12:30 - 3:00
#626 Coffman Memorial Union

1. Fix agenda
2. Minutes of May 14 (2 sets enclosed)
3. Report of the Chair (enclosed)
4. Report of the Student Chair
5. Committee assignments
6. SCC response on faculty salaries
7. Equal Employment Opportunity for Women Committee 1:30-2:00
8. Vice President Hasselmo - new ruling from special masters (please bring copy recently sent)
9. June 18 SCC meeting? June 4?
10. Newsletter (see previously distributed "Senate Briefs" and (Committee Briefs")
11. Adjourn

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CONVERSATION WITH THE PRESIDENT
May 14, 1981

President Magrath and Vice President Keller joined the SCC and UCBRBR at 1:10 in the Regents Room. The scheduled discussion was for a continuation on "Options for Selectivity." Vice President Keller distributed, for information, extracts from Michigan State's retrenchment plan.

MSU reported the number and classes of people who would be affected. They also analyzed the plan for its effect on minorities and women on the faculty. Their overall budget cut was 12.6%, which came to slightly under $20 million. Arguments focus on the duplication of programs and on quality.

The University of Michigan has cut its programs far less than Michigan State. The University of Michigan held more money centrally, hence retained flexibility. MSU had decentralized; its money was all in the units and no funds were available centrally for redistribution. The University of Minnesota presently is closer in this respect to MSU. Keller remarked that he thought MSU's approach to presenting the decisions had been a pretty good one. He asked for comments on the process.

Professor Swan reported that colleagues of hers who had visited Michigan State expressed concern over the position the faculty appeared to have taken with regard to tenure, as rendered by the news accounts. It appeared that the faculty in a time of crisis had interpreted tenure protection in a way they may come to regret. Moreover, MSU's consulting process seems to have been too hurried. Interest was expressed in the meeting in knowing how well developed the consulting process is at MSU and how the participants feel about the process followed to meet the financial crisis. Vice President Keller said the University of Minnesota's administration would, in such a situation, confer and bring forth proposals for consultation.

Professor Sarles commented that it would be instructive to know how the Regents professors here, who have high credibility among the faculty, felt about proposed cuts, and how Michigan State's equivalent group feels about cuts there. Keller added that the Regents professors are, however, sensitive to the fact that they may be perceived as being co-opted.

Dr. Keller asked for comments on whether the discussions at this point should become more abstract or more concrete. Should there be several conversations on various aspects of our concept of the University? Discussions of what a land grant institution ought to be and how to integrate its functions?

He also asked whether it would be possible to avoid crisis planning by intermediate planning, such as cutting back a program one position at a time.
for

For instance, if the University chooses to retain tenure protection absolutely, because of all its good purposes, then when a program is selected for elimination that program could become a lame duck over a multi-year phase out. Professors Pratt and Swan said the University can plan for either dispersal or consolidation, and Professor Sarles added that faculty can be encouraged to rearrange themselves. Faculty in lame-duck programs, he said, would find themselves in a very difficult position. Efforts should be made to foster early retirement. He asked if the University should apply a sunsetting rule and require the justification of every unit and program from scratch.

Dr. Keller said that programmatic culling should always be going on for the sake of the University's vitality. He does not believe the faculty could be expected to take salary cuts as a way to avoid program cuts, although that has been suggested.

Professor Eaton stated that no process is ever going to do the hard work of saying who has to leave the University or change departments. She asked if the initial recommendations of what programs should be cut or merged should come from central administration or from a blue ribbon committee. Keller replied they should come from himself and the president. Those programs which lack connectedness, or which lack teaching-research-service integration, are candidates for consolidation.

Sue Pribyl asked if there could be a grace period for such units. Is there time, she asked, to make the potentially consolidated or dispersed units aware of their vulnerability, and give them time to redeem themselves? Vice President Keller said that President Magrath gives that kind of guidance via the planning memoranda of the various colleges. Professor Merwyn said that while what the Vice President is proposing might come as a shock, it is consistent with the contents of the planning memoranda.

Professor Sarles argued that faculty should not be the ones to condemn faculty programs, but should confer on quality and report to Keller so that he has all the information possible regarding program quality. Presently the University lacks a mechanism for that kind of reporting which, he said, should coexist with self-pleading. He declared there has been no discussion in years at this University on academic freedom and tenure, which should be the subject of continuous attention.

Orhan Arkan spoke in favor of reserving a series of consultative meetings to develop each of the evaluation points on Keller's preliminary guidelines for assessing for cuts. SCC could further develop the abstract considerations, integrating them with the reports of the Planning Council, and if cuts came, listen to the decisions of central administration and see if the decisions match the criteria.

Professor Swan stated that the extent to which the institution has a sense of community determines how well it can collectively act and make decisions. She said that conversations university-wide help build understanding and reveal shared views. The stereotypes across the University don't hold up in reality.

The President said that the faculty can inform and instruct but cannot ultimately make the judgment. They can offer advice and consultation. Administration makes proposals tentatively, and then considers the advice of its consultative groups. Professor Pratt said it is crucial that the faculty be able to react to specific proposals.

Professor Sarles expressed regret that the modern university is not seen as consisting in its faculty. The administration commonly is seen as the institution. Students see themselves studying by department, by curriculum, rather than studying with Professor H---. He stated, and the president indicated agreement, that it is very hard to generate a discussion of teaching at this university. Before the meeting ended, however, Professor Brasted pointed out, and there was general agreement, that the group was today having such a conversation.

Bruce Thorpe asked how central administration rates teaching, research and service respectively. Keller's response was that the key to the University is the integration of all three aspects. He would look at all the criteria in preparing to prioritize the units. Thorpe said that undergraduate students experience only the teaching, and do not see the integration. But, Keller pointed out, the research infuses the teaching, although the student may not be aware of it. Professor Brasted and Dr. Keller remarked that the teacher the student remembers five years after graduation is the significant one.

President Magrath spoke about the reactions from students he visits with at the dormitories. He finds enormous enthusiasm among them about the educational opportunities here. Transfers from other colleges found their opportunities elsewhere were limited; the faculties had less to offer. There are numbers of eminent faculty here who are also among the University's very best teachers. He added that the attitude of faculty at a private liberal arts university towards service is very different from the attitude of the CLA faculty here.

Professor Brasted noted that among the programs due for reconsideration are those which were created in response to a crisis.

There was general favor for continuing the conversation. Professor Merwyn recommended that someone before the next discusison talk with Brinkerhoff (who is Vice President and chief financial officer at the University of Michigan) or others at Michigan and Michigan State to learn how their process differed from this University's consultative system.

Vice President Keller asked that the consultative groups carry out their mission as intermediaries, relaying the messages of these meetings to their colleagues.

The meeting concluded at 2:25 p.m.

Meredith Poppele,
Recorder

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

March 30, 1981

TO: Vice President Nils Hasselmo

FROM: C. Peter Magrath

SUBJECT: Michigan State's Response to Their Budgetary Crisis

President Cecil Mackey of MSU has sent me that University's 179-page Coordinated Proposal, which states out in detail and with impact statements how Michigan State proposes to face a de facto and significant cut in their operating budgets for the next fiscal year. The document also contains appendices outlining a new MSU mission statement; an affirmative action analysis; a personnel impact data study; and a budgetary reduction summary.

I have spent some time going over this material, which is hardly inspiring reading (MSU is proposing an estimated maximum reduction of 12.6 percent, or $19.1 million on a 1980-81 base budget of $152 million).

It seems to me that much of what MSU has done has relevance for us in our planning effort and in our budgetary decisions in the months ahead. I am sending the MSU documents to you in your role as our chief planner, but believe that the MSU materials should be looked at by all Vice Presidents and, particularly, by the Budget Executive. You or someone that you might identify might also want to go through their proposed actions carefully to sort out suggestions and findings that might be of direct relevance to our situation here in Minnesota.

Since the documents are lengthy, I don't think it is justified to have them reproduced and have only the one copy to send about. After you have had a chance to look at it, would you please pass it on to Ken and the Budget Executive? Obviously, the document can also be put on file so that others can borrow it as convenient for a day or so.

CPM

CPM:kb

cc: Budget Executive
Vice President Stan Kegler, Institutional Relations
Vice President Frank Wilderson, Student Affairs
Mr. David Berg, Director, Management Planning and Information Services
Dr. James T. Borgestad, Special Assistant to the President

Enc: Report

UNIVERSITY OF MINNESOTA

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

April 6, 1981

TO: Ann Pflaum

FROM: Nils Hasselmo

I would appreciate it if you would be the keeper of the Michigan State contingency plan which is enclosed. I have only one complete copy.

pw

Encl.

4/8/81 To RBH

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APPENDIX

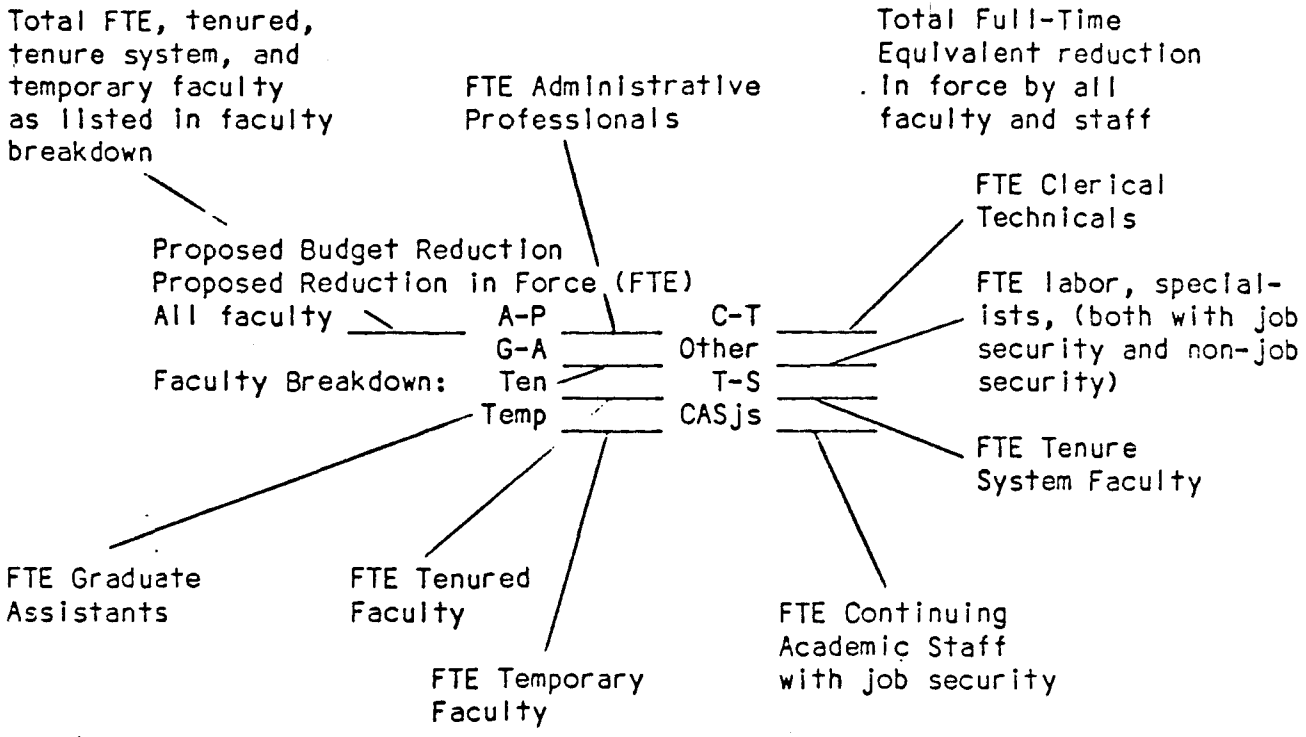
Draft of the Mission of Michigan State University

Affirmative Action Analysis

Personnel Impact Data

Budget Reduction Summary

Explanation of Reductions



COORDINATED PROPOSALS
RECOMMENDATIONS TO THE BOARD OF TRUSTEES

March 22, 1981

This proposal consists of a set of recommendations for program changes in the academic areas of the University in response to the directive of the Board of Trustees set out in the Board's resolution of February 6, 1981.

> Following our review and study of the supportive fiscal information provided to us and our concurrence in its assessment with respect to the appropriation for the year 1980-81, and the potential deficit budget for 1981-82 and for the succeeding budget years, and based upon revenue predictions for future years;
>
> This Board hereby declares that Michigan State University is in a state of financial crisis which requires action on "urgent financial and personnel matters" in the best interests of the quality of this University. Consistent with this philosophy, the President is hereby directed to present to this Board recommendations for the resolution of this crisis commencing with its next meeting.

The actions proposed in these recommendations, taken in conjunction with the recommendations for the non-academic areas, approved by the Board of Trustees on February 27, 1981, recognizes the constitutional obligation of the Trustees to safeguard the fiscal integrity of Michigan State University and are intended to place the University in a position to deal with the problems created by the current financial crisis confronting the institution. The actions proposed, if approved by the Board, should make it possible for the University to enter the coming fiscal year on a sound financial basis. They are set in the context of assumptions of 1) faculty salary increase, funds in a range that will keep the University in a competitive position compared with peer institutions; 2) staff increases at the levels provided in collective bargaining contracts; 3) tuition rate increases in the general range of the projected rate of inflation for the coming year (tuition rates in the professional health areas represent a special case); 4) anticipated appropriations from the State at a level somewhat below the current level reflected in the appropriations bill currently before the legislature, and 5) no further major change in the financial circumstances of the Michigan economy that would have a significant impact on either the 1980-81 or 1981-82 general fund budget of MSU.

The program changes would, after an implementation period continuing through the 1981-82 academic year, provide funds for reallocation to and support of high priority programs throughout the University. Only through such a process of programmatic change does there appear to be any reasonable prospect for breaking out of the pattern of chronic underfunding that has, unfortunately, become a way of life in most areas, both academic and non-academic, at Michigan State University.

These recommendations are the result of careful and extended consideration. They emerge from the intensive, open planning process that has occupied the time of many groups and individuals for these many past weeks. We have reviewed proposals, revisions of proposals, counterproposals, and communications on the Preliminary Coordinated Proposals generated by the planning process to date. Statements from the councils and committees of the

academic governance system, the Select Advisory Committee, the Minority Advisory Council, and the Women's Advisory Committee have been received and considered. A public meeting was held to provide the opportunity for anyone wishing to comment on any aspect of the Preliminary Coordinated Proposals or the planning process to do so. We have received and reviewed comments from a large number of individuals and groups from on campus and off. We have met with and received recommendations and advice from the Special Committee established by the Academic Council.

The commentaries on the many proposals by both those who have originated these proposals and those who have commented on the proposals make clear that almost every program of Michigan State University is of good to excellent quality, is highly important to many individuals and groups, and would warrant continuation if considered separately and outside the context of the University's severe financial circumstances. This situation assures that virtually any specific proposal for curtailment or elimination of a program can be challenged when considered in isolation. Nonetheless, we must make recommendations to the Board of Trustees based on our judgment and our assessment of priorities. We recognize, as the Trustees have, that the nature of the financial situation necessitates recommendations that will involve major changes in form, reorganization, curtailment or elimination of major units within the University.

The one option we do not have is to recommend minimal changes or no changes. Some who review these proposals may assume that the decision problem is in the form: "should program A be continued or should it be curtailed or eliminated?" The decision problem we face is radically different. Our decision problem is: "which programs should be sustained and which should be curtailed or eliminated?" Michigan State University cannot be all things to all people. In fact, the University is not funded at a level which will allow it to continue all its current programs.

Having reviewed the proposals, the revised proposals, the many statements about those proposals, and a large amount of background material, priorities are proposed. This we do, holding in mind the mission and future of Michigan State University and the profound issues that are involved. The affirmative action policy of this University and our responsibility to serve diverse sectors of our society are major factors we have taken into consideration.

Michigan State University is a premier land-grant institution, an Association of American Universities' institution, and a large, high quality undergraduate institution. In the public interest, this University must persevere in its pursuit of academic excellence which has been its major thrust and direction for more than two decades.

During the 1970's, Michigan State University's funding became progressively less and less adequate as a result of inflation and appropriations that did not meet the level of support needed. The University has reacted to this severe underfunding with large tuition increases and stringent management of internal reallocations of less than sufficient resources. One result of these actions is that supplies, services and equipment budgets have been thinned to an unacceptable level. The Board of Trustees and the University have consistently affirmed a policy favoring and advocating low tuition, and recognizing the limiting effect on educational opportunity of high tuition. Unfortunately, it has not been possible to implement this policy and tuition has risen steadily. Michigan State University's tuition is now among the highest charged by public universities in the nation. It is important, we

believe, that general tuition increases, to the extent they are required in the future, not exceed the rate of inflation. We recognize that tuition in the areas of professional health programs is a special case.

Faculty salary increases have not kept pace with inflation and the University's situation relative to peer institutions has made recruiting and retention of outstanding faculty members difficult, and in some cases, impossible. If Michigan State University is to have a first rate faculty, its salaries must be competitive.

Unmet financial need has been documented regularly in the annual Michigan State University Budget Requests during the 1970's. Appropriations have not met these needs and the financial status of the University has deteriorated, leaving it highly vulnerable as we enter the decade of the 1980's. The problem is more difficult because of the absence of a history of well-developed, strong private financial support for the University and its programs that could have eased requirements for general fund support in many areas. While programs for private fund raising have been initiated, their benefits will accrue largely over an extended period of years.

As Michigan State University entered the 1980's, high inflation continued and there was a sharp decline in the Michigan economy. The appropriation for Michigan State University for 1980-81 is 3.6% less than for the University's 1979-80 fiscal year. This followed a nine year period during which seven of the nine annual State appropriations for the Main Campus were less than inflation. (The term Main Campus refers to and includes all programs and units except those that receive line item appropriations.) In sum, the support from the state for the Main Campus programs was seriously eroded during the decade of the seventies. The 1980-81 state appropriation for the Main Campus is a decrease of 4.3% from the 1979-80 level. Clearly, the financial problem for Michigan State University for 1980-81 is severe; and this severe problem will carry over to 1981-82 and beyond unless commitments are decreased significantly.

Michigan State University has a legal obligation to operate in a fiscally sound and responsible manner. In order to enter fiscal year 1981-82 in a reasonable and sound financial status, the major part of the 1980-81 Michigan State University General Fund budget must be reduced by approximately 14%. The Michigan State University Board of Trustees has determined that this essential objective should be achieved through selective curtailment or elimination of programs, rather than by general reductions spread across the University. The Board of Trustees has recognized that Michigan State University has a financial problem that is truly extreme and that prompt action in moving to a solution is necessary.

With the knowledge and participation of the Board, relevant planning has been in process since early last Fall and has proceeded intensively since the middle of November, 1980. By its formal action, on February 6, 1981, the Michigan State University Board of Trustees recognized that the University is in financial crisis and directed the President to make recommendations to deal with the crisis.

All Vice Presidents have developed proposals for their areas of responsibility. All colleges have developed proposals. In a singularly open manner, these proposals to reduce expenditures and curtail and eliminate programs and activities have been assessed by academic governance, the Select Advisory Committee, and by many others. We have taken the mission of Michigan State

University and the criteria for setting priorities as the context for formulating this preliminary set of coordinated proposals. Michigan State University must continue to be a world-class university. It must continue to be a dynamic institution; one that will grow in excellence in the years ahead utilizing support from the State and from private giving while holding student fee income within tight bounds.

As we approached this task, we began with the position that every effort must be made to reduce the funds now committed to administration at all levels within the University. This view has received strong endorsement and widespread support. Reductions have been proposed by all Vice Presidents except the Vice President for Development; this area is exempt because progress there must be made rapidly and reductions at this time would be counterproductive. In the area of academic administration, many administrative positions will be eliminated; as of this date, proposals indicate that at least 50 to 60 academic administrative positions will be eliminated in colleges and other academic units. Some positions are to be combined. Wherever possible, positions will be shifted from an annual basis (AN) to the academic year (AY) basis. This has involved reorganizations, consolidations, and restructuring of units at every level throughout the University. We believe these changes will make it possible to carry out functions with the most appropriate type of unit organization. As now estimated, funds committed to administrative positions in the academic area will be cut by at least $2,000,000. For example, there will be a reduction of three positions at the Assistant Provost level with elimination of related support personnel positions. Clearly, a $2,000,000 reduction in the costs of academic administration is a major change.

The task of recommending curtailment or elimination of academic programs is unwelcome, unpleasant, and, yet, unavoidable for Michigan State University at this point in its history. As we have indicated, most Michigan State University programs range from good to excellent. Consequently, any decision to recommend that a program be curtailed or eliminated is extremely difficult. Nevertheless, commitments to some programs must be reduced significantly so that programs sustained can be supported at a level that permits each to be of high quality. The debilitating pattern of overcommitment and underfunding must be broken.

We believe that this process will lead to a stronger University. The Trustees' decision and policy direction represents a far better choice than spreading reductions more or less evenly over all units and programs. The Council of Deans has consistently stated their strong support for a selective programmatic approach to budget planning and urged that the planning process move expeditiously with decisions by the Board of Trustees being made at the earliest possible time. Any effort to maintain all current programs and activities would inevitably result in a non-selective, continuing diminution of academic quality.

Michigan State University must make every reasonable effort to keep commitments to faculty and to students. Those faculty and staff affected by program decisions must be given careful and reasoned consideration as such decisions are implemented.

Changes in academic programs will be undertaken in such a manner as to place the least possible stress on students. If decisions are made to curtail or eliminate programs, every reasonable effort will be made to permit students to complete these programs or similar programs. Special advising is being

developed to assist students in working out their individual academic programs within the University. While the financial status of the University does not permit guarantees, the profound diversity and flexibility of Michigan State University, long a hallmark of this institution, will provide most students affected with suitable program options.

Before proceeding, the question of the reasons for these particular recommendations deserves consideration. Michigan State University is a premier land-grant University and an Association of American Universities' institution, as well. Michigan State University is a large, high quality undergraduate institution. Strong disciplinary programs are essential and strong professional programs are necessary if this University is to continue to be an academic institution of first rank. Public service based on these strong academic programs is a fundamental responsibility. The University has a strong and continuing commitment to affirmative action and equal opportunity. These major commitments have guided us as we formulated these recommendations.

We emphasize that the array of programs that we recommend for continuation includes many that serve undergraduate students, graduate students, graduate-professional students; women and men; minorities and others through both traditional and non-traditional means. These programs contribute to the mission of Michigan State University by instruction, research, and public service. Twelve colleges have been given highest priority. These are Arts and Letters, Natural Science, Social Science, Agriculture and Natural Resources, Business, Communication Arts and Sciences, Education, Engineering, Human Ecology, Human Medicine, Osteopathic Medicine, and Veterinary Medicine.

The Colleges of Arts and Letters, Natural Science, and Social Science are MSU's core colleges which have primary responsibility for most of the University's basic disciplinary departments. At the undergraduate level these core colleges offer liberal and disciplinary major curricula, provide service courses for many of the professional programs of the University, and have primary responsibility for general education. Our recommendations give priority to preservation of strength in the major disciplinary programs and foster closer interaction between the disciplines and general education. To help insure a strong MSU commitment to general education as an essential component of the undergraduate curriculum, the general education departments are sustained with the stipulation that instructional models and staffing patterns will be changed. The quality of MSU's undergraduate education depends primarily on the strength of these core colleges and the professional schools which they sustain.

Special undergraduate opportunities for high achieving undergraduate students exist in all undergraduate programs through the Honors College, and it is the intent of these recommendations that these opportunities be preserved and enhanced. Information on the Honors College is attached and this information supports the conclusion that MSU will continue to provide diverse options for these students.

Graduate education at Michigan State University is an essential part of the institution's mission. This activity includes a broad array of masters, doctoral and graduate-professional degree programs. In addition to the highly trained graduates who enter society in significant roles, these programs are also responsible for attracting graduate assistants who contribute significantly to undergraduate instruction, research, and public services for the University. Strong graduate programs play a key role in attracting federal, private, and industry funding to maintain state-of-the-art laboratories,

facilities, and equipment. These research resources and the strength of the graduate programs contribute to attracting and holding nationally competitive faculty. These faculty and talented graduate students who participate as graduate assistants serve to increase and enhance the quality of many undergraduate programs. The recommendations contained herein have been made to protect and strengthen graduate programs as one fundamental goal.

Institutions worthy of the designation University have as one of their essential missions the charge to add to society's store of knowledge and insight. Original research and scholarly activities by faculty and their graduate students and postdoctoral fellows are the means of accomplishing this part of the institution's mission. Each academic unit both in the core colleges and in the professional schools expects faculty to be nationally competitive in their fields. The recommendations contained herein have been made so as to protect and enhance the University's ability to facilitate this obligation of our faculty.

Assessment of the affirmative action impact of the total set of recommendations must take fully into account the programs that are retained as well as programs that are curtailed or eliminated. Each college is expected to vigorously pursue affirmative action both in attracting undergraduate and graduate students as well as faculty and staff. The Colleges of Agriculture and Natural Resources, Business, and Engineering offer highly significant career opportunities for both minority and women students. Enrollment trends support the conclusion that women and minorities are moving into these areas in which participation has been very limited, traditionally. Assigning high priority to these areas and strengthening them are affirmative efforts that will result in future dividends in the form of increased participation of minorities and women in these important careers. The Colleges of Social Science and Education continue to be areas in which women and minority students participate in significant numbers. The College of Communication Arts and Sciences and the College of Natural Science also enroll significant numbers of women and minorities, also. The College of Human Ecology continues to be a major choice of women students. Data show that colleges assigned the highest priority serve most of MSU's women and minority students. Each recommendation as well as the integrated set have been formulated, modified, and dovetailed so as to maximize this institution's overall contribution to affirmative action. These twelve colleges are,in our judgment, most essential to the future of this University. Yet, even these highest priority colleges are recommended for significant program reductions. In the reality of severely inadequate resources, selection of highest priority programs defines the less essential set of programs to be recommended for major curtailment or elimination. Some programs must be discontinued.

Concern has been expressed that individual faculty might be selected for termination through an arbitrary or capricious choice of program eliminations or reductions. The administration had indicated consistently that any action of this nature is not acceptable and would not be in accord with the concept of program reduction. To guard against such possibility, each program proposal for curtailment or elimination which would affect only one or two faculty members for possible termination has been reviewed separately. Discussions have been held with Deans in each instance to assure that the decisions made are strictly on a programmatic basis and that neither individuals nor programs have been identified in an arbitrary manner. Where the possibility of such an event appears, the item has been removed from the final proposal.

The proposed reductions of faculty positions that are associated with program changes in a number of academic units will result in some reduction in gifts, grants and contracts the University now receives to sponsor research, education and service programs. This reduction must be viewed in light of the emerging pattern of reductions in federal funding for research and education programs. It is our over-all assessment that the proposed reductions will have a substantially smaller impact on sponsored research activity than a uniform distribution of this reduction among the academic units.

BUDGET REDUCTION SUMMARY

	1980-81 Base Budget	Coordinated Proposal Estimated Maximum Reduction	Percent
Agriculture & Natural Resources	$ 7,239,883	$ 507,000	7.9
Arts & Letters	12,100,552	1,219,466	10.1
Business	6,560,626	523,317	8.0
Communication Arts	2,685,856	134,000	5.0
Education	7,480,758	1,045,000	14.0
Engineering	4,978,059	249,200	5.0
Human Ecology	2,391,886	239,189	10.0
James Madison	565,659	125,805	22.2
Lyman Briggs	747,488	747,488	100.0
Natural Science	16,321,792	1,236,200	7.6
Nursing	1,209,384	1,209,384	100.0
Social Science	9,805,537	1,134,000	11.6
Urban Development	1,405,685	450,000	32.0
Lifelong Education	3,737,622	1,162,000	31.1
International Studies	933,762	203,441	21.8
Provost	12,400,884	2,399,163	19.3
Library	5,710,084	-0-	
Graduate School	397,077	158,748	40.0
VP Research & Development	2,001,248	260,800	13.0
SUBTOTAL	$ 98,673,842	$13,004,201	13.2
Human Medicine	$ 12,515,942	$ 1,366,861	10.9*
Osteopathic Medicine	8,466,641	1,023,710	12.1
Veterinary Medicine	5,805,493	606,188	10.4
Clinical Center	1,285,343		
SUBTOTAL	$ 28,073,419	$ 2,996,759	10.7
TOTAL Academic Units	$126,747,261	$16,000,960	12.6

*Includes Medical Service Plan and November program reductions.

Administration & Public Affairs	$ 3,581,329	$ 500,000	14.0
University Relations	877,192	132,000	15.0
Student Affairs & Services	3,212,450	449,743	14.0
University Development	698,941	50,000	7.2
Finance & Operations	4,540,208	401,855	8.9
Financial Operations	3,898,261	467,036	12.0
Physical Plant	8,295,261	1,136,789	13.7
Health Services	152,851	22,928	15.0
TOTAL Nonacademic Units	$ 25,256,493	$ 3,160,351	12.5
TOTAL Main Campus	$152,003,754	$19,161,311	12.6

COLLEGE OF ENGINEERING

The College of Engineering is basic to the mission of Michigan State University. It is recognized for its strong commitment to undergraduate engineering education. Student interest has increased dramatically with the result that enrollments are now limited. Expansion of capacity is not realistic at this time because space is not available and the cost of engineering programs is high.

The College has accredited programs in Agricultural Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering.

In providing special offerings in Engineering Arts, Biomedical Engineering, and Cooperative Engineering Education, this College has responded to the interests and special needs of students. The College has an effective minority student program.

This College needs additional laboratory space and is badly underfunded for equipment. Retention of accreditation of this College depends upon providing additional resources to upgrade equipment and to attract scarce, new high quality faculty in a highly competitive market to the University.

The programs given the highest priority in the plan of the College of Engineering, in priority order, are:

College of Engineering	Basic Core Undergraduate Professional Programs (Chemical Engineering, Civil Engineering, Computer Science, Electrical Engineering, Mechanical Engineering).
College of Engineering	Graduate and Research Programs (Chemical Engineering, Civil Engineering, Computer Science, Electrical Enginnering, Materials, Mechanical Engineering, Mechanics, Metallurgy, Sanitary Engineering, System Science).
Department of Computer Science	Service operations to College of Engineering and other areas of Univeristy.
College of Engineering	Outreach effort which will eventually provide for increased funding of College.
Department of Metallurgy, Mechanics and Materials Science	Undergraduate programs in Engineering Arts, Mechanics and Materials Science.

For the College of Engineering, we adopt and incorporate as our recommendation the proposals from Dean Von Tersch contained in his submission of January 26, 1981, and modified by his submission of February 10, 1981. The planned program changes include:

- Eliminate the nuclear reactor program
- Curtail the College's computer operation and electronics shop
- Eliminate the college-level sophomore advising
- Eliminate the drawing courses (Metallurgy, Mechanics, and Materials Science) as service courses
- Curtail Summer program, instruction, and research (shift faculty from AN to AY)

These program changes represent a reduction of approximately $178,700 in the 1980-81 General Fund budget of the College of Engineering. The College plans an additional reduction of $70,500, for a total 1980-81 General Fund budget reduction in the amount of $249,200.

It is anticipated that as additional program development funds become available, resources will be added to the College of Engineering to purchase new equipment and to hire faculty in those areas identified as having highest priority in the College.

COLLEGE OF ENGINEERING February 10, 1981

ACADEMIC PROGRAM REDUCTION PLAN
FY 1981-82

1. Division of Engineering Research

Eliminate Nuclear Reactor Program

Proposed Budget Reduction					$ 19,200
Proposed Reduction in Force (FTE)				1.00	
All faculty _____	A-P	1.00	C-T	_____	
	G-A	_____	Other	_____	
Faculty Breakdown:	Ten	_____	T-S	_____	
	Temp	_____	CASjs	_____	

2. Dean's Office

Curtail College Computer Operation and Electronics Shop Program

Proposed Budget Reduction					$ 20,000
Proposed Reduction in Force (FTE)				1.00	
All faculty _____	A-P	_____	C-T	_____	
	G-A	_____	Other	1.00	
Faculty Breakdown:	Ten	_____	T-S	_____	
	Temp	_____	CASjs	1.00	

3. Dean's Office

Eliminate College Level Sophomore Advising

Proposed Budget Reduction					$ 26,000
Proposed Reduction in Force (FTE)				2.00	
All faculty _____	A-P	_____	C-T	_____	
	G-A	_____	Other	2.00	
Faculty Breakdown:	Ten	_____	T-S	_____	
	Temp	_____	CASjs	_____	

4. Metallurgy, Mechanics and Materials Science

Curtail Drawing Courses - Service Program

Proposed Budget Reduction					$ 38,500
Proposed Reduction in Force (FTE)				2.00	
All faculty 1.00	A-P	_____	C-T	_____	
	G-A	_____	Other	1.00	
Faculty Breakdown:	Ten	_____	T-S	_____	
	Temp	1.00	CASjs	1.00	

5. College of Engineering Summer Program

Curtail Summer Program, Instruction and Research (Annual to Academic Year Change)

Proposed Budget Reduction					$ 75,000
Proposed Reduction in Force (FTE)				2.00	
All faculty 2.00	A-P		C-T		
	G-A		Other		
Faculty Breakdown:	Ten	2.00	T-S		
	Temp		CASjs		

6. Non-Programmatic Reductions

a. Curtail Alumni Publications

Proposed Budget Reduction					$ 5,500
Proposed Reduction in Force (FTE)				0.50	
All faculty	A-P		C-T	0.50	
	G-A		Other		
Faculty Breakdown:	Ten		T-S		
	Temp		CASjs		

b. Curtail Lifelong Education and Cooperative Education Programs

Proposed Budget Reduction					$ 25,000
Proposed Reduction in Force (FTE)				2.00	
All faculty 1.00	A-P		C-T	1.00	
	G-A		Other		
Faculty Breakdown:	Ten		T-S		
	Temp	1.00	CASjs		

c. Curtail Short-Term Research Support in Division of Engineering Research

Proposed Budget Reduction					$ 40,000
Proposed Reduction in Force (FTE)				2.00	
All faculty	A-P		C-T		
	G-A	2.00	Other		
Faculty Breakdown:	Ten		T-S		
	Temp		CASjs		

TOTAL Items 1 through 6:

Proposed Budget Reduction					$ 249,200
Proposed Reduction in Force (FTE)				12.50	
All faculty 4.00	A-P	1.00	C-T	1.50	
	G-A	2.00	Other	4.00	
Faculty Breakdown:	Ten	2.00	T-S		
	Temp	2.00	CASjs	2.00	

IMPACT STATEMENTS

1. Division of Engineering Research

Institutional Impact - Negligible
Program Impact - Will affect research output and external support for research in many areas across campus.
Student Impact - Will affect to a very minor degree curricular content of a number of degree programs.

No effect on personnel in protected classes.

2. Dean's Office Computer Operation and Electronics Shop

Institutional Impact - Negligible
Program Impact - Will give some possibility for reduction of research output and external support for research. Will provide, hopefully small, difficulty with undergraduate accrediation.
Student Impact - Will provide decreased computer resources for students in engineering programs at all levels.

No effect on personnel in protected classes.

3. Dean's Office College Level Sophomore Advising

Institutional Impact - Negligible
Program Impact - Negligible
Student Impact - Will affect advising process by distributing it to departments. In general, advising process will be assumed by faculty members in the various departments.

Women will continue in the advising process, although this change will probably reduce the number by one. No effect on minority programs.

4. Metallurgy, Mechanics and Materials Science

Institutional Impact - Negligible
Program Impact - Negligible
Student Impact - Will affect programs of students enrolled in Building Construction and related areas. Will decrease enrollments and total student credit hours.

No effect on personnel in protected classes.

5. Summer Program, Instruction and Research

Institutional Impact - Some effect on academic excellence of University.
Program Impact - Will decrease research output and external support for research.
Student Impact - Will provide difficulty in scheduling, particularly for those students in CO-OP programs or other work related areas. Could possibly cause quotas for admission to be decreased slightly to keep class sizes from increasing during academic year.

No effect on personnel in protected classes.

6. Non-Programmatic Reductions

a. Institutional Impact - Negligible
Program Impact - Effect on external constituencies would be significant if funding from other sources is not identified.
Student Impact - Negligible

No effect on personnel in protected classes.

b. Institutional Impact - Negligible
Program Impact - Will reduce capability to deal with external constituencies, i.e., Lifelong Education programs.
Student Impact - Will provide somewhat less supervision for CO-OP students and will limit to a smaller number the total number of students that can be admitted to CO-OP.

No effect on minority programs. Reduction in clerical-technical will affect employment of women.

c. Institutional Impact - Some effect on academic excellence of University.
Program Impact - Change will reduce research output and external support for research.
Student Impact - Change will affect total number of graduate students.

No effect on personnel in protected classes.

LYMAN BRIGGS COLLEGE

Lyman Briggs College was established in 1967 to provide a balanced education in the sciences with large additional components of liberal education focused on the role of science in society. The students enrolled in Briggs may reside in Holmes Dormitory where the College and faculty offices are located and College classes are taught. Briggs is an undergraduate residential college within Michigan State University and is a significant alternative undergraduate degree program.

Students who are interested in mathematical, physical, and biological sciences can achieve their educational objectives as majors in departments in the College of Natural Science. If electives and options are selected carefully, majors in science departments can include significant components of additional liberal education by taking courses in units such as the College of Arts and Letters and the College of Social Science. A very significant proportion of the students who enter Lyman Briggs College each year elect to complete a major in a department in another college or transfer to another college rather than completing their degree in one of the Lyman Briggs fields of concentration.

We do not assert that all of the benefits of Lyman Briggs College can be provided in alternative ways. We believe that excellent educational opportunities for undergraduate students interested in biological, physical, and mathematical sciences are provided in the College of Natural Science as well as other colleges. Through strong cooperation of the Honors College and the Colleges of Natural Science and Engineering, high achieving science students can be well served.

The number of National Science Foundation fellowships awarded graduates of undergraduate programs is an index of quality that has wide acceptance among major universities. Michigan State University students have consistently won more of these fellowships than any other Big Ten University. In the past 7 years, Michigan State University students won 96, followed by the University of Michigan with 71, and Wisconsin with 63. Last year's winners were 4 from the College of Natural Science, 2 from Engineering, 1 from Social Science, and 1 from Agriculture. In 1978, there were 4 from Natural Science, 2 from Social Science, 2 from Engineering, and 1 from Agriculture, and in 1977, 10 from Natural Science, 2 from Engineering, 2 from Economics, and 1 from Lyman Briggs-Zoology. In 1979 a Michigan State University winner of a Churchill fellowship majored in mathematics, and a Truman fellowship was won by a biochemistry major. Of the 9 students competing for Rhodes fellowships, 4 were majoring in Natural Science. The only Rhodes fellowship winner in science from Michigan State University was a chemistry major.

The basic science departments and mathematics are essential to undergraduates virtually throughout the University and in addition support major graduate and research commitments of Michigan State University. As such, the College of Natural Science and its departments must have highest priority.

Acting Dean Scarborough proposed on March 20th the consolidation of the present Lyman Briggs program and its faculty with the College of Agriculture and Natural Resources. It is our judgment that such a move would serve neither the budget reduction nor necessary academic ends. It would be more realistic to preserve a science-based residential option through the Honors College rather

than a professional college. It is our belief that such an option can be worked out without the present Briggs programs and staff being preserved as a unit.

The priority we assign to Lyman Briggs College places it in the group of programs that we must recommend be discontinued.

The 1980-81 General Fund budget of Lyman Briggs College is $747,488, plus approximately $109,000 in fringe benefits, or $856,488. This amount does not include other direct and indirect costs funded centrally. We estimate that attrition from Michigan State University related to discontinuance of Briggs College will result in reduced tuition revenue in the amount of approximately $187,000 net of financial aid in the first year. We expect that for 1982-83 and future years, the excellent reputation of the College of Natural Science with added emphasis on Honors College program options will attract to MSU sufficient numbers of students interested in science to replace most or all of the Briggs enrollment. We conclude that loss of tuition revenue related to discontinuation of Briggs College will be temporary.

LYMAN BRIGGS COLLEGE

Eliminate Lyman Briggs College

Eliminate faculty and staff salaries including open positions

Proposed Budget Reduction					$572,905*
Proposed Reduction in Force (FTE)				23.38	
All faculty 17.11	A-P	2.00	C-T	4.00	
	G-A		Other		
Faculty Breakdown:	Ten		T-S		
	Temp		CASjs		

Non-Programmatic Reductions

Proposed Budget Reduction:

Labor	$ 26,000	
Supplies and Services	127,150	
Equipment	10,000	
Dean's Contingency	11,433	
SUBTOTAL Non-Programmatic Reductions		$ 174,583
TOTAL Proposed Reduction		$ 747,488

*Less Harrison and Scarborough--$83,280 . . = $489,625

COLLEGE OF ARTS AND LETTERS

A major function of the College of Arts and Letters is to provide much of the academic coursework that contributes to the liberal-general education of undergraduate students. Two of the four general education departments were moved recently into this college. Through its many degree granting disciplinary departments, students study in the traditional liberal arts disciplines.

In the College rests the knowledge of cultural traditions including language, literature, history, philosophy, and the arts in both a national and international context.

Repeated reductions in budget over a period of several years have seriously eroded the ability of this college to function effectively. Now, more than ever before, a strong College of Arts and Letters is essential if our students are to be prepared to function in the world community.

The programs given highest priority in the plan of the College of Arts and Letters are:

English Language and Literature Programs	The combination of language study with that of literature makes this course of study outstanding. The graduate programs are unique in the State.
History, American, European, African, Asian, and Latin American programs	Superior courses of study and faculty.
Music, especially applied programs	From the Music Therapy Clinic through various bands and ensembles, this Department excels.
Romance and Classical Languages	Solid scholarship and innovative teaching keep this Department central to the renewed interest in language and culture study.
Linguistics Program	Basic to second-language learning, as well as computer study, is the wide field of linguistics. This faculty is nationally known.
Philosophy Programs	Good combination of traditional study with current interest in ethical problems.

For the College of Arts and Letters we adopt and incorporate as our recommendation the proposals from Dean Hollingsworth contained in his submission of February 23, 1981, and modified by his submissions of March 6, 1981 and March 12, 1981. The planned program changes include:

- Merge the Department of Religious Studies into the Department of Philosophy
- Curtail the Department of Humanities. All new faculty appointments to be made jointly with disciplinary departments.
- Merge the Departments of German and Russian and Linguistics and Oriental and African Languages
- Reorganize the English Language Center
- Reorganize the Dean's Office and College-Level Funds
- Curtail the Department of Art
- Curtail the Department of American Thought and Language
- Curtail the Department of Theatre

These program changes represent a reduction of approximately $1,042,451 in the 1980-81 General Fund budget of the College of Arts and Letters. The College plans an additional reduction of $177,015 for a total reduction of the 1980-81 General Fund budget of the College of Arts and Letters in the amount of $1,219,466.

Curtailment of the Department of Art will result in some tuition revenue loss. We estimate this loss for 1981-82 to be approximately $59,600 and the post-transition loss to be approximately $44,400 reflecting program realignment. This compares with a budget reduction of $238,000 including fringe benefits, to which other direct and indirect costs funded centrally have not been added.

It is anticipated that as additional program development funds become available, resources will be added to the College of Arts and Letters to strengthen core programs.

COLLEGE OF ARTS AND LETTERS · March 12, 1981

ACADEMIC PROGRAM REDUCTION PLAN
FY 1981-82

1. Merge Department of Religious Studies into Department of Philosophy

Personnel, programs, and degrees of the Department of Religious Studies will be relocated in the Department of Philosophy.

Proposed Budget Reduction $ 34,402
Proposed Reduction in Force (FTE) 3.00*

All faculty	1.00	A-P		C-T 1.00
		G-A		Other 1.00*
Faculty Breakdown:		Ten	1.00	T-S
		Temp		CASjs

*1.00-Deannualization
(As yet unknown 1)

2. Curtail the Department of Humanities

A 25% Reduction in Force of the Department of Humanities shows the department losing 10 people.

Proposed Budget Reduction $ 292,119
Proposed Reduction in Force (FTE) 13.50

All faculty	12.50	A-P		C-T 1.00
		G-A		Other
Faculty Breakdown:		Ten	2.50**	T-S
		Temp		CASjs

** Retirement and Resignations
(As yet unknown 10)

3. Merge Departments of German and Russian and Linguistics and Oriental and African Languages

The teaching programs of these departments would be housed in a Department of Germanic, Slavic, Oriental and African Languages and Literatures (or some more appropriate designation). Linguistics personnel, programs, and degrees will remain in the new department. Savings include some administrative costs, but student demand for language courses is very high so all personnel are necessary.

Proposed Budget Reduction $ 150,000
Proposed Reduction in Force (FTE) 14.00*

All faculty	2.00	A-P		C-T 4.00
		G-A	6.00	Other 2.00*
Faculty Breakdown:		Ten	2.00**	T-S
		Temp		CASjs

* Deannualization
** Retirements and Resignations

4. Reorganize and Curtail English Language Center

Reorganize testing and other Center programs.

Proposed Budget Reduction $ 33,858
Proposed Reduction in Force (FTE) 2.00

All faculty 2.00	A-P		C-T	
	G-A		Other	
Faculty Breakdown:	Ten	1.00**	T-S	
	Temp	1.00	CASjs	

* Deannualization

5. Reorganize Dean's Office and College-level Funds

Two positions in the Dean's staff will be collapsed, bringing the total FTE for Dean's staff to 2.6. The Humanities Research Center will be dissolved. Funds from sub-units-- Centennial Review , Kresge Art Center, Band, Women's Studies, the Language Laboratory, and the Office of the Dean-- will limit existing activities to some extent. One A-P position in the Lecture-Concert area will be collapsed.

Proposed Budget Reduction $ 85,967
Proposed Reduction in Force (FTE) 4.00*

All faculty	A-P	1.00	C-T	1.00
	G-A		Other	2.00*
Faculty Breakdown:	Ten		T-S	
	Temp		CASjs	

* Deannualization

6. Curtail Programs

a. Studio Art: Combine some studio art areas so that service dimension continues but total capacity is reduced.

Proposed Budget Reduction $ 200,000
Proposed Reduction in Force (FTE) 11.00*

All faculty 7.00	A-P		C-T	1.00
	G-A	2.00	Other	1.00*
Faculty Breakdown:	Ten	3.00**	T-S	
	Temp		CASjs	

* Deannualization
** Retirement
(As yet unknown 4)

b. American Thought and Language: Curtail because of program modifications and expected impact of fewer freshmen enrolled in 1981.

Proposed Budget Reduction				$ 214,693
Proposed Reduction in Force (FTE)			11.30*	
All faculty	8.30	A-P		C-T 1.00
		G-A		Other 2.00*
Faculty Breakdown:		Ten	3.30**	T-S
		Temp		CASjs

* Deannualization
** Retirement and Resignations
(As Yet Unknown 5)

c. Theatre: Curtail costume design program and other areas.

Proposed Budget Reduction				$ 31,412
Proposed Reduction in Force (FTE)			2.00	
All faculty	1.00	A-P		C-T 1.00
		G-A		Other
Faculty Breakdown:		Ten		T-S
		Temp		CASjs

(As yet unknown 1)

SUBTOTAL Item 6: $ 446,105

7. Non-Programmatic Reductions

Other retirements or resignations	$ 70,818
Open Funds pledged against retirement	73,470
Deannualizations	5,769
C-T reductions	22,458
Labor, equipment, supplies and services	4,500

Proposed Budget Reduction				$ 177,015
Proposed Reduction in Force (FTE)			6.50*	
All faculty	3.00**	A-P		C-T 2.50
		G-A		Other 1.00*
Faculty Breakdown:		Ten	3.00**	T-S
		Temp		CASjs

* Deannualization
** Retirement or Resignation

TOTAL Items 1 through 7:

Proposed Budget Reduction $1,219,466

Proposed Reduction in Force (FTE) 67.30*

All faculty 36.80	A-P	1.00	C-T	12.50
	G-A	8.00	Other	9.00*
Faculty Breakdown:	Ten	15.80**	T-S	
	Temp	1.00	CASjs	

* Deannualization

** Retirement or Resignation

(As yet unknown 21)

Possible Affirmative Action Impact: 13.50 women (C-T, A-P): 9 faculty positions formerly held by women are not scheduled to be replaced. Because 21 FTE are unknown at this time, this information is partial.

IMPACT STATEMENT

Faced with the prospect of continued under-funding, the College of Arts and Letters makes the attached programmatic reduction proposals. College advisory groups have been guided by the University principles of maintaining the degree-granting programs in the liberal arts, and of insuring effective undergraduate and graduate instruction in areas central to the complex mission of Michigan State University. They have also been sensitive to the triple University responsibility of excellence in instruction, research, and public service. The College also carries the double mandate of providing quality liberal arts education from freshman year through doctoral programs, while at the same time providing quality general education courses for thousands of lower-division students.

This proposal continues to support the principles of programmatic reduction so that centers of academic excellence can be more adequately supported.

Impact statements for each program reduction follow:

1. Merge Department of Religious Studies into Department of Philosophy.

   Placing faculty from the Religious Studies Department into the Department of Philosophy allows some savings of administrative effort. Most major universities have separate areas for these fields of study, however.

2. Curtail the Department of Humanities

   Withdrawal of 25% would constitute a serious loss of faculty teaching strength; the rest of the College can meet the instructional loss.

3. Merge Departments of German and Russian and Linguistics and Oriental and African Languages.

   Because of strong student demand for language courses and important research activities, merging the Departments of German and Russian and Linguistics and Oriental and African Languages may prove to have been unwise. Because reduction in administrative structures is necessary, this merger will allow the instructional and research functions of the areas to continue, and provide some savings.

4. Reorganize and Curtail English Language Center.

   Changes in theoretical base make possible some streamlining of the Center. The aim is that this unit will eventually become self-supporting.

5. Reorganize Dean's Office and College-level Funds.

   Many of the functions for which the Dean's Office originally assumed responsibility will revert to the units.

6. Curtail Programs

   a. Studio Art: Combine some studio art areas so that service dimension continues but total capacity is reduced.

   b. American Thought and Language: Continued streamlining of the course offerings of this Department allows for some reduction in force, but only with serious difficulty in meeting student writing needs.

   c. Theatre: Reductions will limit the Department's capacity to serve the University community as generously as in the past.

7. Non-Programmatic Reductions

   Retirements and resignations that have less impact on existing programs will not be replaced.

COLLEGE OF NURSING

The Michigan State University medical and nursing programs represent a major commitment of resources. This commitment is very large relative to the many other areas in which Michigan State University must sustain instruction, research, and public service. Diversity of programs is one essential characteristic of MSU as a land-grant and AAU institution with responsibilities to multiple constituencies and a heterogeneous student body. Michigan State University is unusual in having four colleges offering training in the areas of human and veterinary medicine and nursing. In our judgement the commitment to these four programs is disproportionately large in these times of severe financial problems. The Nursing Program is a Main Campus program and as such is competitive with all other programs except those identified as line items in the appropriation from the state.

There is general agreement that one of the major difficulties in nursing education today is the variety of training programs leading to the RN certificate and the lack of coordination between them. At the present time, there are three distinct types of training programs for the RN: the two to two- and one-half year diploma degree program offered at hospitals and schools of nursing, the three-year associate degree program offered at community colleges, and the four-year B.S.N. baccalaureate degree program offered at colleges and universities. In the last 15 years, there has been a dramatic shift in programs offered, with a decrease in the number of diploma programs and a sharp increase in the number of associate degree programs. Currently in Michigan there are eight diploma degree programs, 24 associate degree programs, and 12 baccalaureate degree programs. Nursing programs at the University of Michigan and Wayne State University are highly developed with large undergraduate, masters, and doctoral programs. The baccalaureate degree program at Michigan State University is thus one of 44 programs in the state which prepare persons for work as registered nurses. Although approximately 15% of Michigan's baccalaureate degree graduates in 1980 attended Michigan State University, state licensing statistics show that MSU contributed less than 4% of the total number of new RNs licensed in Michigan last year.

Shortage of Staff Nurses in Hospitals

Judging from recent public comment, the most widespread argument for maintaining MSU's College of Nursing is that there is an acute shortage of nurses at the national and state level, and MSU would be contributing to this problem if it were to eliminate its nursing program. There is indeed a shortage of registered nurses at the national level in one particular area: staff nurse positions in hospitals. In contrast, vacancy rates are quite low for nursing positions in office settings, in industry, and in public health. Even within the hospital setting, reported hospital vacancies have been consistently higher for general duty (staff) nurses than for directors, supervisors, and head nurses.

The situation in the local Michigan area is similar. In each of the four hospitals in the Lansing area, the only openings at the present time are for staff nurses. Although there are still a few positions to be filled, the economic situation in Michigan has brought many qualified nurses back into

active nursing. In addition, many part-time nurses have recently decided to work full-time, with the result that there are significantly fewer vacancies in hospital nurse positions at the present time than in the recent past. Specifically in the Lansing area, there are now roughly one-third the number of vacancies there were two years ago. One recent study conducted to identify factors associated with nurse unemployment found that the highest ranked reason for dissatisfaction among nurses was inadequate salaries. The economic situation in Michigan has apparently forced many nurses to work for lower pay than they would under different circumstances. There is still, however, a relatively large pool of RNs who are voluntarily unemployed. The most recent statistics (MDPH, 1980) show that there are about 350 RNs in the tri-county area who have kept their licenses active, who are currently unemployed. This pool constitutes about 13% of all licensed RNs in Clinton, Eaton, and Ingham counties. Another extensive study revealed that five years after graduation, 34.2% of baccalaureate degree nurses, 29.7% of diploma degree nurses, and 20.5% of associate degree nurses were not working. Thus it would appear that the shortage of nurses is as much an economic issue as it is a supply issue.

Graduate and Undergraduate Programs

The graduate nursing program at Michigan State University admitted its first class in the winter term of 1977. Only six students graduated from the master's program in 1978, 1979, and 1980, but a grant from the Kellogg Foundation helped improve enrollment and there are currently 26 persons enrolled in the master's program. For admission to regular status, candidates must have at least one year of experience in nursing and must have received a B.S.N. degree from an accredited baccalaureate program, among other requirements. The typical curriculum plan for the Master of Nursing degree requires five or six terms, with primary focus on the preparation of the Family Nurse Clinician. A minimum of 55 term credits, 44 in nursing courses and theses research, is required for graduation. No courses in basic sciences are required, and only four of the 13 required courses offer direct clinical experience in a primary or ambulatory care setting (with a maximum of six hours of clinic per week in these four courses).

Both the baccalaureate and master's nursing curricula are designed to "prepare graduates to be 'generalists' who will participate with clients and other members of the health team to provide health care to individuals, families, and groups in a variety of community settings". For this reason, the undergraduate nursing curriculum was revised beginning with the class of 1980, decreasing the number of required physical science and nursing credits and increasing the number of elective credits. Science courses (comprising 42 of the 189 required credits) are all introductory courses and provide little, if any, direct laboratory experience. At least 60 credits are required in humanities and social science courses, with a strong emphasis on psychology. An additional ten courses (76 credits) are nursing courses taught by faculty of the College of Nursing. Six of these courses have a clinical component, but none of them appears to provide extensive "hands-on" clinical experience.

The structure of the nursing curriculum has produced graduates who are regarded by many nurses and administrators in the community as having had very little practical clinical experience as part of their program. This criticism appears to be justified for both the undergraduate and graduate programs. There seems to be a particular void in hospital experience, the one area where nurses are in shortest supply in the community--an area where training

programs could be most valuable. Also, with only one year of "experience in nursing" required for admission to the master's program, many graduates may begin teaching careers in nursing with very little direct clinical experience, perhaps none in a hospital setting.

Relationship to Other Nursing Programs in the Community

Although Michigan State University's lifelong education program in nursing offers college credit to students in other parts of the state, it is the opinion of some local hospital administrators that the College of Nursing has chosen to remained rather isolated from other nursing programs in the community and has not responded to the needs of local RNs. The admission requirements to MSU's undergraduate nursing program appear to be designed primarily for the high school graduate with no previous nursing experience. It is reportedly very difficult for LPNs and RNs to receive credit at MSU for previous nursing courses or for their previous nursing experience; many local nurses who want to get a baccalaureate nursing degree are commuting out of town to the University of Michigan in Ann Arbor or to Flint. Thus, it would appear that the structure of the curriculum and the admission requirements for both the graduate and undergraduate programs have contributed to a preceived lack of responsiveness by the College to the educational needs of the community.

Minority and Women Graduates

Studies have shown that it is very difficult for nursing administrators in service agencies to recruit enough qualified ethnic minorities. One researcher concluded that nursing educators "must take a more aggressive role in the recruitment of minorities in order to respond to health problems confronting ethnic and minority populations" (Wagner, 1980). The nursing program at Michigan State University has produced proportionally fewer minority graduates than other baccalaureate nursing programs in the state. Michigan Public Health statistics (1980) show that 14.5% of all active baccalaureate degree nurses in Michigan are minority. In contrast, only 8% of MSU's nursing graduates in the past five years have been racial or ethnic minorities. Attempts have been made by the College of Nursing to recruit minorities, such as the HEW Project conducted between 1972 and 1977. In fact, the proportion of minority students enrolled in the College has ranged from 12% to 14% since 1974, but a much smaller proportion of minorities has actually graduated from the four-year program. Only 2% of the baccalaureate graduates of the College of Nursing in the last five years have been men. It is true that nursing has traditionally been a predominately female occupation.

IMPACT STATEMENT

Because of the absence of interdependencies between the program of the College of Nursing and the other medical programs, a decision to terminate the College of Nursing would have a minimal impact on the University's other medical programs. The College has also remained relatively isolated from other nursing programs in the community. The termination of the College would not significantly affect a nursing shortage in Michigan, but the elimination of the College, particularly the master's program, may significantly reduce the number of future nurse educators in Michigan. The College of Nursing is much more expensive per student than most of the other colleges, perhaps because the emphasis in Nursing is on small group dynamics and personal communication skills, requiring a relatively high ratio of faculty to students.

Based on these considerations the priority we assign to the College of Nursing places it in the category of the programs we recommend to be discontinued. Elimination of the College would result in the following long range impact following a phase out period.

1. Proposed Budget Reduction — $1,102,370

Proposed Reduction in Force (FTE)

All faculty	47.00	A-P	2.00	C-T	10.00*
		G-A	7.00	Other	1.00
Faculty Breakdown:		Ten	12.00	T-S	19.00
		Temp	16.00	CASjs	3.00

*1 open position

2. Non Programmatic Reductions — $ 107,014

Labor	$ 5,000
Supplies and Services	72,000
Contingency	30,014

Total Budget Reduction — $1,209,384

3. Net Impact of Program Elimination

The 1980-81 General Fund budget for the College of Nursing is $1,209,384. Additional savings for fringe benefits of $209,500 which are centrally funded, would bring the total to $1,418,884. This does not include other direct and indirect charges which are also centrally funded. We estimate that the potential tuition loss attributable to discontinuance of the program will be approximately $519,800 for 1981-82 and $739,600, net of financial aid, at the end of the transition period. Approximately one-third of the latter amount is related to the loss of pre-nursing student enrollments for whom instructional costs are borne by other units of the University.

COLLEGE OF NURSING - OPTION

Should the Board of Trustees decide that continuation of a Nursing Program is essential, we recommend acceptance of Dean Payne's March 5, 1981, proposal with the additional recommendation that Michigan State University adopt special tuition rates for students enrolled as majors in the College of Nursing. We propose a special tuition rate as a means of achieving balance between the stated needs for additional new professional entrants into the field, the demand for admission to the program, and in recognition of the costs associated with the educational program, as well as recognition of traditional separate tuition rates in the health professions. The key features of the March 5 plan and the additional provisions which we feel would be required to ensure the viability of this option are as follows:

1. Limit the number of entering undergraduate majors to a maximum of 100 students each year.

2. Implement efficiencies in the college operations by:

    a. Decreasing central advising staff
    b. Change administrative structure, eliminate one assistant dean and reassign program coordinators
    c. Reduce clerical staff
    d. Change appointments to academic year
    e. Decrease scope of lifelong education program

3. Limit the number of entering Master's level students to a maximum of 15 each year.

4. Change the tuition structure for the College of Nursing from a credit hour base to a flat rate for each undergraduate and graduate student enrolled as a degree candidate. Non degree candidates could still take courses in the college but would be assessed a higher per credit fee commensurate with the flat rate assessed degree candidates.

    a. For the academic year 1981-82 we recommend a yearly resident tuition structure as follows:

        i) Degree Candidates

Undergraduate	$2,025/yr
Graduate	$2,250/yr

        ii) Non degree students

Undergraduate	$ 45/credit hour
Graduate	$ 67/credit hour

    b. These recommended fees levels are based on the position that at least a portion of the increased cost of a high quality program leading to a health profession degree should be borne by the degree candidates. This principle has long been accepted in the establishment of fees in the other medical professions and its application in the case of nursing represents a reasonable extension of policy.

5. With regard to the Dean's March 5 proposal, we estimate that when the enrollment reduction is fully implemented, the tuition loss will be approximately $82,900 net of financial aid. This amount will be more than offset by the counter proposal reduction of $223,384 which, with centrally funded fringe benefit savings of another $36,300 totals $259,684. This amount does not include other centrally funded direct and indirect cost savings. The proposed tuition structure would generate additional funds to minimize the impact of continuing this high cost program.

COLLEGE OF NURSING March 22, 1981

ACADEMIC PROGRAM REDUCTION PLAN
FY 1981-82
(Submitted March 5, 1981)

The College of Nursing must be viewed as a single program. It differs from every other college except the three Colleges of Medicine in that its mission is to provide education only for nursing whereas other colleges address multiple disciplines through multiple departments and programs. Undergraduate, graduate and lifelong education courses focus exclusively upon nursing content and application. Therefore, programmatic reductions are viewed by the unit as a whole.

1981-1982

1. Proposed Budget Reduction $ 180,000
Proposed Reduction in Force (FTE) 10.45
All faculty 3.20* A-P ____ C-T 3.00
G-A 2.25 Other 2.00
Faculty Breakdown: Ten .80* T-S ____
Temp 2.40 CASjs 2.00
*4 Deannualizations

1982-1983

2. Proposed Budget Reduction $ 43,384
Proposed Reduction in Force (FTE) 2.00
All faculty 2.00 A-P ____ C-T ____
G-A ____ Other ____
Faculty Breakdown: Ten ____ T-S ____
Temp 2.00 CASjs ____

TOTAL Budget Reductions --- All Years

Proposed Budget Reduction $ 223,384
Proposed Reduction in Force (FTE) 12.45
All faculty 5.20* A-P ____ C-T 3.00
G-A 2.25 Other 2.00
Faculty Breakdown: Ten .80 T-S ____
Temp 4.40 CASjs 2.00
*4 Deannualizations

IMPACT STATEMENT

This proposal retains the three major units in the College of Nursing: undergraduate, graduate and lifelong education. This proposal shows a total dollar savings of $223,384 of which $180,000 is effective July 1, 1981. There will need to be one transition year (1981-1982) which requires two added FTE faculty to meet the demands of the present larger classes. With the decreased enrollment to 100 starting Fall 1981, the decrease in faculty to the number proposed in the revised budget will be effective July 1, 1982.

The major items in the proposal which makes the savings possible include:

- Decrease in undergraduate enrollment to 100 students per year
- Decrease in central advising staff for students
- Change in administrative structure with the elimination of one assistant dean and the reassignment of program coordinators
- Decrease in clerical staff
- Change in appointment from annual year to academic year
- Decrease in the scope of service of the lifelong education program

The rationale for decreasing undergraduate enrollment to 100 students is primarily an economic measure to decrease cost to the College and University. This reduction is accomplished primarily through the elimination of the optional track which also decreases the need for overload summer school budgets.

The graduate program will delay implementation of the gerontological track. The decrease in lifelong education programming will mean a change in the nature and type of current programs but will still provide a viable base from which to operate. The change in the administrative structure will necessitate a major reassessment and reassignment of responsibilities. The change in the advising system within the College will mean less time available for students but will be workable.

Primary Considerations for Budget Reduction Plan

* Reduction due to any decrease in the admissions of students at the sophomore level does not result in dollar increase until that sophomore class arrives at the junior and senior levels. Therefore, generation of savings will accrue on a phased in plan over three years.

* Enrollment reductions will not affect faculty in the tenure system but will be accomplished by reducing temporary faculty and nonacademic staff. All personnel positions (excluding one administrative position) are held currently by women in this College. Reductions in personnel will be all women and will not include any ethnic minorities.

* The College intends to continue developing the current family nurse clinician graduate program with an additional focus on a gerontological clinical nurse specialist program.

* An integral responsibility of the College is to provide continuing professional education to nurses in the state.

* The College's accreditation and legal status (licensing potential for graduates) will not be jeopardized by the proposed program reduction and reorganization.

* Students currently enrolled in Nursing courses will not be affected by enrollment reduction.

* The reduction of students will not affect required supportive courses since undergraduate and graduate Nursing students will continue to enroll in required and cognate courses throughout the University.

* The proposed program reduction maintains our current program offerings (undergraduate, graduate, and lifelong education) as well as preserving a necessary base for future growth and development of the College of Nursing.

On Institutional Mergers and Absorptions

The following draft statement was approved for publication by Committees A and T and by the Council at their meetings in November, 1980, for the information of the profession. Further work on the text is anticipated in the months ahead. Comments, which should be addressed to the Association's Washington Office, are invited from chapters, conferences, and other interested persons.

During times of financial difficulty for higher education, moves to affiliate one institution with another become more common. On some occasions, this affiliation might take the form of a merger of two institutions of relatively equal strength. More frequently, it takes the form of the absorption of one financially threatened institution by another. In either case, the American Association of University Professors is concerned that: (1) the faculty of each institution participate in decisions affecting academic programs and faculty status, and (2) the principles of academic freedom and tenure be safeguarded and the terms of faculty appointment at the time of the affiliation be honored as fully as possible in any new institutional arrangement.

THE FACULTY ROLE

The role of the faculty, first in the planning of an institutional merger or absorption and then in implementing it, derives from the principles of shared responsibility and authority as set forth in the *Statement on Government of Colleges and Universities.* According to the *Statement on Government,* "the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process." Because these areas will inevitably be affected by a merger or absorption, it is imperative that the faculty of the concerned institutions be afforded a meaningful role in the planning and implementation of mergers and absorptions. The necessity for such a role is set forth with more particularity in the provisions of the *Statement on Government* related to planning and to physical and financial resources:

> Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.
>
> A second area calling for joint effort in internal operations is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.
>
> A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections.

A faculty with joint responsibility for the determination of short- and long-range priorities can hardly be excluded from discussion of institutional affiliation, with its obvious impact on priorities of all kinds. The nature of the faculty's participation is specified in the Association's state-

ment on *The Role of the Faculty in Budgetary and Salary Matters:*

> The faculty should play a fundamental role in any decision which would change the basic character and purpose of the institution, including transformation of the institution, affiliation of part of the existing operation with another institution, or merger, with the resulting abandonment or curtailment of duplicate programs.
>
> Before any decisions on curtailment become final, those whose work stands to be adversely affected should have full opportunity to be heard. In the event of a merger, the faculties from the two institutions should participate jointly in negotiations affecting faculty status and the academic programs at both institutions.

The essential point is that the faculty of both institutions should be involved before decisions or commitments to affiliate have been made, or before any decisions on curtailment of programs (if such decisions are an aspect of the affiliation) become final. Preliminary or exploratory discussions about the possibility of institutional affiliation may in some instances occur without full faculty involvement, but full involvement of the faculties of both institutions should begin early in any course of discussion which appears likely to eventuate in an affiliation; any final commitment bearing on institutional affiliation made without full faculty involvement would be inimical to the principles set forth in the *Statement on Government of Colleges and Universities* and *The Role of the Faculty in Budgetary and Salary Matters.*

ACADEMIC FREEDOM AND TENURE

The merger of two institutions of relatively equal strength, when the affiliation is not mandated by financial exigency, need not affect the commitments to term and tenure appointments that the respective institutions had made to the members of their respective faculties. This kind of merger was contemplated in a resolution of the Association's Thirty-Seventh Annual Meeting in 1951, calling attention

> to the problems of academic tenure which arise when colleges or universities merge or come under new control, with continuance of the previous programs. In such circumstances the tenure rights of members of all affected faculties should be respected.

Matters of faculty status should be resolved through procedures similar to those set forth in Regulation 4(d) of the Association's *Recommended Institutional Regulations on Academic Freedom and Tenure.* According to this regulation, "The decision to discontinue formally a program or department of instruction will be based essentially upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof." Even in the event of formal discontinuance of a program or department of instruction, affected faculty members have the right to a hearing on the proposed termination before a faculty committee, to be assisted in relocation and retraining, and to receive adequate notice or severance salary. The merger situation has a bearing on the composition of the "faculty" or "committee" which weighs considerations relating to program discontinuance as well as on the faculty hearing body: any such groups should normally be composed of faculty members from each institution.

A different challenge to faculty rights occurs when institutions merge or when one institution absorbs another in a context of financial exigency. Both merging institutions may be financially exigent or, more commonly, one relatively strong institution may absorb another institution whose governing authorities have concluded that it is no longer independently able to fulfill its educational mission. The Sixty-fifth Annual Meeting spoke to these problems in 1979, noting with concern

> that an increasing number of colleges and universities, in responding to their financial problems, are merging and discontinuing academic programs. Institutions faced with severe financial constraints must make difficult and painful educational choices. In such grave circumstances, it is essential that faculty rights be protected.
>
> This meeting therefore reaffirms the Association's policy of full faculty involvement in decisions that may lead to the reduction or termination of academic programs.

Faculty members whose appointments stand to be terminated in such mergers or absorptions are entitled to safeguards of academic due process, which require demonstration, by the administration of the discontinuing or the continuing institution as appropriate to the circumstances, of the existence and extent of the financial exigency as well as the resulting need for the terminations. These safeguards are set forth in Regulation 4(c) of the *Recommended Institutional Regulations.* The regulation states that "termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified

term, may occur under extraordinary circumstances because of a demonstrably *bona fide* financial exigency, i.e., an imminent financial crisis which threatens the survival of the institution as a whole and cannot be alleviated by less drastic means." The regulation calls for "a faculty body which participates in the decision that a condition of financial exigency is imminent," the participation of the faculty or a representative faculty body in "judgments determining where within the overall academic program termination of appointments may occur," and faculty participation at other points, including the formation of a faculty hearing committee. Wherever feasible in each of these cases, the relevant faculty body should include members from both institutions.

When a merger of institutions of relatively equal strength occurs in a context of demonstrated financial exigency, it would be expected that the burden, if appointments must be terminated, will fall relatively equally on both institutions. When a continuing institution absorbs a failing institution or an expiring program, the weight of any discontinued positions may fall more heavily on faculty members in the latter institution or program. Even so, the continuing institution should make every effort to provide appointments for faculty members who would otherwise be displaced—and particularly those who had attained tenure within the institution or program which is being absorbed. In those cases where appointments stand to be terminated, the affected faculty members have the right to a hearing before a faculty body, assistance in relocation, retraining, and adequate notice or severance salary, as specified in Regulation 4(c). A further right of faculty members in this situation has been specified in Committee A's 1979 revision of *On Institutional Problems Resulting from Financial Exigency: Some Operating Guidelines:*

> When, in the context of financial exigency, ... a faculty member who has held tenure can be offered only a term appointment following a merger or purchase, the faculty member should have the alternative of resigning and receiving at least a year of severance salary.

Mergers and absorptions in difficult financial times lead in nearly all cases to fewer total positions. Compliance with the above procedural standards will not prevent this unfortunate consequence when it is unavoidable. The assurance of an appropriate faculty role, however, will contribute to the soundness of the academic decisions which are made, and the assurance of academic due process will protect the tenure rights and the academic freedom of those concerned.