Compact for the College of Architecture and Landscape Architecture
FY 2003-04

A. Introduction
The College of Architecture and Landscape Architecture (CALA) focuses on the designed environment, with the disciplines and professions of architecture and landscape architecture at its core, and with three centers, plus two partnership centers, that broaden and deepen its inquiry.

CALA’s academic and research programs utilize design to address myriad cultural, social, and environmental challenges faced by communities, ecologies, landscapes, cities, and buildings. The college’s faculty and staff pursue the highest academic traditions of the University through 1) excellence in teaching; 2) the exploration and dissemination of knowledge through scholarship, research, exemplary professional practice, and artistic production; and 3) the advancement and application of professional knowledge and expertise through discipline-related service.

CALA offers the only accredited degrees in architecture and landscape architecture in the state. With instruction programs ranked in the top 10 percent in their respective fields, CALA has a national reputation for community outreach, interdisciplinary research and scholarship, and practitioner connections. The college links education, research, and outreach in service to the students, cultural life, and economy of the state. CALA also has a strong global presence, and plans to leverage that presence with a new partnership with UNESCO World Heritage to bring our students to the problems of heritage and landscape conservation in underrepresented countries in the Americas and Africa.

CALA has established priorities based on the changes occurring in the professions and client bases it serves. These include 1) the transformation of design and practice because of the computer; 2) the rise of more interdisciplinary teams to deal with the growing complexity of projects; 3) the need for faster access to research-based information on the part of firms; 4) the requirement of continuing education in order to retain one’s license; 5) the demand for a greater diversity of graduates able to work across cultures; 6) the growing interest in sustainability of all products and aspects of design among professionals, clients, and communities; and 7) the expansion of design over the life of a project, from strategic planning to facilities management and post-occupancy evaluation and adaptive re-use.

B. Update - Major Long-Term Goals/Priorities from Previous Compacts

B.1. Faculty Consolidation and Diversification
Consolidation of resources in regular faculty in both departments is critical to attract consistently high quality graduate students. The balance between regular faculty and adjunct faculty has been distorted by the bubble in enrollment in the new B.S. degree in architecture.

Between FY 1992 and FY 2001, regular faculty FTE in CALA decreased by nearly 10%, going from 23 FTE in FY 1992 to 20.75 FTE in FY 2001. This represents a decrease of 3 people. Although these numbers are not high, they have a significant impact on the ability of CALA to deliver academic programs or conduct college and department governance.

CALA started to rectify this situation by hiring one tenured faculty in FY 2002 and one tenure-track faculty in each of FY 2003 and FY 2004 in the Department of Architecture; and one tenure-track faculty in FY 2004 in the Department of Landscape Architecture. Additionally, Clint Hewitt joined the Department of Landscape Architecture as a full-time tenured faculty member in FY 2002, and the director of Design Center for American Urban Landscape (DCAUL), appointed in FY 03, is tenured in both departments. One search is currently underway. The Department of Architecture plans to hire one or two more tenure-track faculty. Funding for these positions comes from unfilled faculty positions, savings from adjunct and term faculty positions, and increased tuition revenues.

B.2. Technology Enhanced Learning and Knowledge Management
In fall 2002, the college instituted a laptop computer requirement to meet digital capabilities required in the marketplace. The laptop requirement has caused some change in the design studio pedagogy, allows students more mobility, and has the potential to make our pedagogy less dependent on the studio space.
We have provided ubiquitous high bandwidth, as well as wireless, Ethernet for students to learn and exchange ideas in a manner that parallels practice. Other core investments continue to be made in digital storage and access and visualization equipment (e.g., high capacity servers, LCD projectors, high definition flat screen technology, and digital output resources such as color plotters and high-resolution laser printers). CALA has also acquired laptop computers for all faculty to match the requirements placed on students. Increases in the technology access fee and in course fees are helping to fund the necessary servers and plotters.

Common Electronic Formats
CALA plans to develop common electronic formats for the work done in our studios and classroom, systematically capturing and distributing the knowledge generated through teaching, research, and outreach. The initial phase of this work has taken the form of a revised web site design and the implementation of a new graphic identity program. When fully implemented, this array of largely web-based media will set the stage for CALA to become a center for a series of information loops with other colleges, universities, the professions, and the broader community.

CALA will need people and computers to organize similar and disparate types of data. Currently, our strategy is to have centers with their own servers, with repository and access characteristics appropriate to their mission. Some collections will be broadly open to the whole college and the wider University. Two key places where pilots are already underway are GIS (ArcInfo) in the Department of Landscape Architecture and DCAUL, and an Access database used by the Center for Sustainable Building Research and other collegiate units and faculty.

CALA works closely with the Office of Information Technology in determining effective configuration of servers. CALA has partnered with OIT in the technical specialist program since FY 2000, which has given CALA a direct link to OIT.

Digital Image Databases
DCAUL will have a searchable database of 20,000 images of the Twin Cities available on line by the end of 2003, due to funding from the McKnight Foundation. The catalog will be compatible with the other University initiatives. Additionally, the CALA Visual Resources Collection will be launching their internal database via the Internet, containing metadata and thumbnail images of the collection’s holdings of 150,000 images, by January 2004.

B.3. Writing Intensive Courses
In FY 2000 CALA received a non-recurring allocation of $53,870 to support the development of writing intensive courses. The goal in the 1999-2000 compact was to have an enrollment of 1,010 in these courses. The college has been successful in obtaining approval to offer LA 1201, Arch 1906, Arch 3401, Arch 5431, and one section of Arch 5450 as writing intensive. During AY 2003, 409 undergraduate students registered for these courses. In FY 2003, CALA received nonrecurring $16,000 in support of writing intensive courses.

However, the writing intensive approved courses have required large numbers of teaching assistants to read and grade papers and work with the students on their writing skills. CALA is exploring ways to make its writing intensive courses less reliant on T.A.s. Some of our writing intensive courses have not required any T.A.s. However, several faculty have the understanding that the University recommended one T.A. for every 25 students in its large lecture courses. It is the large lecture courses (Arch 3401) that require the large number of T.A.s. In FY 2004, we have decreased the number of T.A.s in Arch 3401 to one T.A. for every 30 students.

B.4. International Programs
Architecture and Landscape Architecture have had a joint college foreign study program in Portugal and Venice (a World Heritage site) for several years. The proposed pilot with UNESCO in heritage and natural area conservation in under-represented countries would greatly expand the college’s growing global presence.

During spring semester 2002, the Department of Architecture offered a graduate program in the Netherlands, and an undergraduate study tour to Oaxaca, Mexico (also a World Heritage site). The Netherlands program, offered alternate years, is an informal exchange with Delft Technical University, which is also affiliated with UNESCO. A study tour to India is scheduled for January 2004.

B.6. Development
CALA development goals include: completing the building
furnished and gardens through private funds; ongoing efforts to fund scholarships and fellowships; working with the design and building communities to secure funding to advance research and application in areas of faculty strength; and beginning to evaluate further private funding opportunities for CALA centers.

B.7. The Design Institute
Since its inception in 1998, the Design Institute has greatly expanded its personnel, produced several publications, and clarified its research focus on three areas: knowledge mapping, public domain infrastructure, and new processes and practices.

The Design Institute’s goals include creating a Design Institute talk show on design, politics and culture with Twin Cities Public Television and developing an executive program on design, to be offered jointly with the Carlson School of Management. The Design Institute also has awarded a seed grant to begin a major research project on design and biotechnology.

B.8. Design Center for American Urban Landscape
The Design Center for American Urban Landscape (DCAUL) examines how design can be used to make the metropolitan landscape more livable and sustainable. It fulfills this mission through educational activities, prototype projects, and design research at the local and national levels.

Technical Assistance Resource Program
In 2003, DCAUL created the Technical Assistance Resource Program to focus its work in public education and short and longer-term practical assistance. DCAUL’s revamped web site will provide a gateway to these educational materials and more general assistance.

Certificate in Metropolitan Design
In December 2002 the college approved a new certificate program in metropolitan design. This is a 21-credit program to be taken in conjunction with existing graduate degrees in CALA and eventually, in other colleges. This formalizes DCAUL’s educational role in the college. The certificate builds on current courses and will add workshop and seminar courses. The certificate was a priority mentioned in the last compact and has now been approved by the Regents.

Research Collaborations
DCAUL is creating and exploring expanded research activities in collaboration with faculty in urban planning, public health, and engineering as well as a number of governmental and non-profit groups. Some of these collaborations involve proposals for funded research, helping to diversify DCAUL’s funding base given the reduction in income stream from its endowment. This diversification of funding was another priority in last year’s compact.

B.9. Center for Sustainable Building Research
The Center for Sustainable Building Research (CSBR) was established as an informal unit within CALA on July 1, 1997. In the past 5.5 years, CSBR has brought over $4 million in outside research money to the University. Building research activity is substantial and growing in the following areas: sustainable design, energy-efficient buildings, windows and glazing research, improved building delivery process, building science and engineering, and human factors in buildings and transportation systems.

In the 2002 compact process, the Executive Vice President and Provost has committed $75,000 in recurring funds to partially fund base support for a director position in the CSBR. Having hard funds for the director position is essential in providing stable leadership and operational support. The remaining funding needed could come from endowments, foundation support, direct support from the building industry, state funding to act as a resource and training center for state buildings, and income from design assistance, training, and fees to access the knowledge base.

B.11. Center for Rural Design
The Center for Rural Design (CRD) was established as an intercollegiate outreach center of CALA and the College of Agriculture, Food and Environmental Sciences (COAFES) and funded with recurring legislative funds through the University’s Agricultural Research and Outreach Initiative. The mission of the CRD is to work with people to preserve, improve and protect rural landscapes, cultures and communities through innovative design strategies.

In order to increase connections with faculty and students in COAFES and CALA, the CRD requests additional recurring funding of $50,000 from the Executive Vice President and Provost. The additional funding would fund research assistants, increase staff time
for teaching and work on the rural design curriculum, and support outreach to communities that have limited resources.

B.12. Design and Technology Center for Changing Landscapes
CALA and the College of Natural Resources were each awarded $40,000 in FY 2003 and FY 2004 to develop the Design and Technology Center for Changing Landscapes (DTCL). Housed jointly in the two colleges, the DTCL will be a catalyst for linking expertise in natural resources management, landscape architecture, architecture, and urban design and planning. The focus is on interdisciplinary research to address issues of sustainability for changing rural, urban, and urbanizing landscapes. The goals are to build capacity and effectiveness for addressing the problems of changing landscapes.

Research will encompass remote sensing, geographic information systems, modeling for predicting landscape change, and landscape and urban design focused approaches that generate alternative design scenarios. Research will be conducted across scales at the regional, sub-regional, district, neighborhood, and site levels. Emphasis will be on producing research results that inform site, local, regional, and state decision-making with respect to present and potential land uses and their implications.

The DTCL’s co-directors (Mary Vogel and Alan Ek) are communicating with state and regional agencies and organizations to identify issue areas and linkages between issues and stakeholders, and are developing a mission statement and a strategic plan.

C. New Goals/Priorities
The college’s departments and centers have produced strategic plans, a process that is ongoing. Faculty and staff have also created consultative committees to report to each other and the administration to build communication and consensus on future directions.

C.1. Documenting and Communicating the Value of Community Service
The CALA website has produced an extraordinary level of visibility and added value to the college. Departments have been aided in recruiting, and the achievements of the centers have been broadcast worldwide. However, the documentation of the monetary and other values of our work and its publication to key stakeholders has been missing. Documenting the real value of the University’s community service and communicating via the web and print may be one of the most important tasks in the coming years to justify future investments by the state. CALA proposes to create a process in which we quantify the value of community service in a way that would be of use University wide. CALA’s small size and large presence in Minnesota’s communities makes it a good candidate to test such an effort, in coordination with other units or initiatives such as the Council on Civic Engagement. The request is for one-time funding to set up to allow the college to fund a coordinator who will work with the college’s units to design and execute a process that the University can then build upon and to produce media that we need.

Request: $80,000 to augment position and for communications budget, to be matched by the units for unit-specific media.

Finance plan: Without additional funds, CALA will be unable to launch this project. We will, however, continue to work on improvements to our website through existing staff.

C.2. Master’s Degree Development – Architecture and Landscape Architecture
As the college moves forward to capture the values of work already done, it also plans to offer new and revitalized master’s degrees that reflect the expertise of the faculty, deepen and broaden the disciplines, and build on the interests of prospective students.

Communities of Scholarly Interest: Master of Science (M.S.) Degrees
The faculty has a long and distinguished record of scholarship and service in the areas of urbanism, sustainability, digital design, affordable housing, and history/preservation. The Department of Architecture is seeking to develop a M.S. degree program with themes in these areas of expertise. The Department of Landscape Architecture, which has a M.S. degree program, is seeking to rejuvenate what had been an important degree for research-oriented students.

The college seeks one-time money for course and curriculum development and to coalesce and promote scholarly agendas and revenue tracks in the M.S. degree programs, tying together faculty, researchers, and prospective students across unit lines; connecting the faculty and departments to the various centers; and providing a graduate student base for undergraduate teaching. This funding will
create new courses and tuition revenues; connect curriculum, promotion, scholarship and outreach; and coordinate our missions.

**Request: $75,000 non-recurring to support faculty, curriculum and course development.**

Financial plan: Without additional funding for curriculum development, developing a master of science degree program will take longer. An initial step is to determine if there is a market for this program. This will require a faculty summer appointment. CALA will see if funds from its general O&M accounts are available at the end of FY 2004, to conduct this effort during summer 2004.

One outcome of this program is to engage graduate students enrolled in the program in teaching undergraduate courses such as the drawing courses. The college is hopeful that the savings from having graduate student instructors (as opposed to hiring adjunct faculty), together with tuition revenue generated from new courses developed for the M.S. program will create enough revenue to self-sustain the program.

**C.3. UNESCO—World Heritage at CALA**

Several ongoing faculty and student exchanges in Europe and in Mexico, joint international projects by students, and recent architecture faculty connections and initiatives have led CALA to be uniquely positioned to develop a long-term co-operative agreement with UNESCO’s World Heritage Centre (WHC) to assist in managing the conservation of World Heritage sites, both cultural and natural, around the globe, and especially in underrepresented countries, primarily in the Americas and Africa.

CALA’s partnership with UNESCO would utilize the strengths of CALA’s faculty to organize intensive activities such as data gathering, historic research, reference studies, and design and conservation.

This partnership would require funding to create several related activities within CALA:

- Graduate degree tracks: a M.S. in architecture and M.S. in landscape architecture in design and cultural preservation; (potential for a future Ph.D. program)
- Visiting fellowships to provide technical support for teaching and research
- Cross-disciplinary participation in design, cultural anthropology, geography, policy, law, and ecology

**Request: $50,000 per year for three years to establish program**

Financial plan: Without additional funding, this project will not move forward quickly. However, the college will initiate some M-term courses and study tours to focus on UNESCO issues. While entering into a partnership with UNESCO may not be costly, CALA will need funds for travel and curriculum development. UNESCO may be willing to cover travel costs. Another possible funding source is to use our Cass Gilbert and Cleveland endowment funds to bring in the needed expertise for curriculum development.

**C.4. Design and the Campus Environment**

The Commission on Environmental Science and Policy (report available at www.umn.edu/enviro) identified opportunities for the University of Minnesota to capitalize on its inherent, but unrealized strengths in environmental learning, discovery, and public engagement. Through greater synergy between interested units and improved communication, coordination, and capacity, the University can leap to the forefront of national and international activities related to environmental science and policy. The provision of a relatively small amount of funds at this time will build momentum and potentially attract additional funds to assist the University in making the strategic investments needed in the near future to fully achieve its promise in this area.

Specifically, $100,000 is requested for each of the next two years to implement several of the Commission’s recommendations. Emphasis should rest on activities that energize the University’s faculty, staff, and students—as well as potential external funding partners—toward greater collaboration and leadership related to environmental science and policy. Development of a longer-term action plan for the University’s efforts in this arena is a secondary, but important priority. While these funds will be lodged in the College of Natural Resources, it is expected that decisions will be made in close consultation with the College of Architecture and Landscape Architecture and the Humphrey Institute of Public Affairs.

Financial plan: The EVPP is funding this project at $100,000 for each of the next two fiscal years (2004 and 2005). The project is to be a
joint effort between CALA, the College of Natural Resources, and the Humphrey Institute.

C.5. Graduate Student Recruitment
CALA has a need for increased national graduate student recruitment. To effectively do this, we need to invest in a coordinated, ongoing effort that includes up-to-date print and web materials, faculty site visits, events to involve alumni volunteers, travel funds to bring outstanding prospective students to campus, and scholarships.

A priority in the Campaign Minnesota has been on funding for scholarships and this continues to be a priority in our development efforts. However, if we are to be successful in national recruitment of the best graduate students, we will need recurring funding.

Request: $100,000 recurring funds to support staff coordinator and to provide operating funds

Financial plan: Without additional funds, CALA does not have the capacity to fully launch a graduate student recruiting program. CALA has recently devoted $4,400 from its general funds to develop print and web recruitment materials and will continue to participate at regional college fairs.

C.6. Diversity
New appointments provide opportunities for the college to diversify its faculty in terms of gender and ethnicity. CALA hired an Asian American woman in a tenured faculty position and an African American male joined the college as a full-time faculty member during FY 2002. In FY 1993, the college’s entire faculty was white, with 72.7% being male. In FY 2004, 19.2% of the college’s regular faculty are faculty of color and 38.5% are women. The college continues to look for ways to diversify its faculty and staff. The potential to attract candidates of color is potentially enhanced by the proposed UNESCO initiative in Africa and the Americas.

We also are committed to increasing the diversity of our student body. CALA continues to support the Architecture Youth Program, which involves high school students from Minneapolis and St. Paul in visiting design offices and working with CALA students on design projects. The goal of this program is to encourage disadvantaged youth to attend college. CALA provides about $10,000 to support this program annually, with an additional $15,000 from the Provost’s Office in FY 2001, 2002, and 2003 for the Environmental Literacy Program. Due to fiscal constraints, it is likely that CALA will not fund the Environmental Literacy Program beyond FY 03.

CALA has been successful at increasing its support for graduate students through private gifts; this provides more overall support and flexibility to recruit and retain all students. Fellowships for graduate students are needed to fill the gap between existing aid packages and rising tuition and fees.

Climate issues in CALA are addressed through communication. We established a staff consultative committee to keep the dean informed of staff climate issues, and are forming a faculty consultative committee. The dean has increased his communications with students through emails and meetings. Faculty in the Department of Architecture participated in a workshop on creating a respectful workplace in early fall 2003. A similar workshop is planned for all the CALA staff later this fall.

D. Enrollment Management
Between fall 1999 and fall 2002, undergraduate enrollment in the architecture programs has increased by 68.7% (going from 275 students to 464 students), while undergraduate enrollment in the landscape architecture program has increased by 151.7% (going from 29 students to 73 students). With 387 pre-majors enrolled in COAFES and CLA in fall 2004 (an increase of 129 students over fall 2003), interest in these programs shows no signs of diminishing. However, with the steps taken in FY 2003 to control enrollments, the number of students enrolled in CALA undergraduate majors (the B.A., B.S., and B.E.D. programs) has decreased by 152 students since fall 2003.

Graduate enrollments, however, are at an all-time high in fall 2004, with 259 students enrolled in the M.Arch, M.L.A. and M.S. programs.

While the two-year studio requirement of the B.S. program allows CALA to capture substantial student credit hours in these 6-credit courses, the costs of course delivery have the potential to outstrip the increased revenues. The studios also tax our space. We have an enrollment management plan in place that has begun to narrow the gateway to these programs, but we still have an unusually large group of students moving through now. We anticipate having a more
manageable number of students starting fall 2004, when the current group of students have graduated. New course delivery models—fewer contact hours, fewer studios required—are being contemplated by the Department of Architecture for both the B.A. and B.S. programs.

**New Curricular Tracks**
The Department of Landscape Architecture has established two tracks in its undergraduate B.E.D. degree program: the garden design track and the civic design track. The first track, taught in collaboration with the Department of Horticultural Science, is designed for students seeking employment in the residential design area or design/build firms. The civic design track is intended for students who are interested in larger scale landscapes and a more urban/suburban focus. The Department of Architecture has launched an accelerated option for B.S. students that lets students complete the B.S. and M. Arch. degrees in six years rather than seven.

**E. Facilities Issues**
With Nicholson slated for remodeling in early 2004, the Design Institute is seeking new space, possibly in Norris Gym. In November 2002, DCAUL moved into the recently completed Ralph Rapson Hall, reinforcing its increasing integration with the college.

CSBR is currently housed in 1425 University Avenue. Its operations and the synergies of CSBR’s mission with other CALA units would be significantly improved by location within or near Rapson Hall. We continue to have severe indoor air quality health problems in 1425 University, and many of our faculty and staff cannot work in that building.

While the Rapson Hall addition to the college has helped relieve our space shortage, the increased demand for our programs and research continues to create space problems. We currently have approximately 225 graduate and 275 undergraduate students in studios, while space in Rapson Hall allows for 170 graduate student studio workspaces—a shortfall of 55 workspaces—and 140 undergraduate student studio workspaces—a shortfall of 135 workspaces. We will be losing our space in Nicholson and Jones Halls in January 2004.

We will be making a capital request on options to resolve our space problems. We see several alternatives; among them: (a) rehabilitation and addition of space in or next to Rapson Hall, (b) occupation of space to be vacated by the Institute of Technology, and (c) permanent redesign and reconstruction of mechanical systems and drainage at 1425 University.

**F. Financial Issues**
CALA’s strategic direction addresses the state budget crisis as it reinvests in established areas of excellence within the college and communities of scholarly interest that develop synergies that cross disciplinary and unit lines.

**Five Fiscal Strategies**
1. Raise tuition and course fees to begin to pay for value-added costs of instruction.

2. Rebuild the critical mass of regular faculty teaching and research capacity in the departments by converting adjunct and term faculty positions and replacing retirees (3-5 positions)

3. Balance tuition income and manageability of regular and adjunct faculty resources with corresponding enrollment management.

4. Overhaul undergraduate curricula and all course and service delivery to cut costs and increase efficiencies/effectiveness.

5. Expand and target development initiatives for graduate student support, focusing on stakeholders, including clients who have commissioned major design projects.

Tuition – The agreed upon tuition revenue estimate for the College of Architecture and Landscape Architecture is $5,061,118 for fiscal year 2003-04.

ICR – the agreed upon ICR revenue estimate for the College of Architecture and Landscape Architecture is $71,367 (49.5% of $144,175) for fiscal year 2003-04.

Fees -

**G. Compact Development**
All faculty and staff have had opportunity to provide input into the compact planning priorities and issues. Compact issues were discussed
at faculty and staff meetings. Preliminary drafts of the compact were distributed via e-mail to all faculty and staff, with requests for input.

**H. Data Profile**
For a display of planning data related to the College of Architecture and Landscape Architecture, refer to a link off the University web site managed by the Office of Institutional Research and Reporting at [http://www.irr.umn.edu](http://www.irr.umn.edu). This site contains standard financial, staffing and student information.

Unit specific goals related to certain measures will be displayed here.

**Reports Summary**
Historical Allocation Summary  
FY1999 through 2003 Compact Investments

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* 3-year commitment  
**Partner with CNR which is also receiving $40,000 in FY03 & FY04
Allocation Summary
FY 2003-04 Compact Investments

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*Partner with CNR (also receiving $40,000 in FY 03 and FY 04.)
**As of Oct. 2003

Performance Measures

- CALA will cut expenses, make efficiencies in operations, and seek new revenues to sustain its two departments and various centers financially.
- CALA will find a better fit between student fees and the cost of services and will adjust graduate student tuition to market levels.
- CALA will manage enrollment, evaluate its curriculum, and examine its procedures to live within the amount of space it currently inhabits, even as that space is reconfigured and located in permanent quarters.
- CALA will continue to raise funds to complete the furnishing and landscape of Rapson Hall, and, to the extent possible, continue to extend its service role to the campus.
- CALA will continue to diversify its student body through increased recruitment, financial support, and retention efforts; and its staff and faculty as hires become possible.
- CALA will enhance its scholarly profile through its M.S. degree track offerings and resulting publications.
- CALA will continue to seek to expand and diversify both its programs and its sources of research and outreach funding constituencies.