COMPACT FOR THE COLLEGE OF LIBERAL ARTS
FY 2004-05

A. Introduction

The College of Liberal Arts is the largest college in the University of Minnesota and home to the social sciences, humanities, and arts. As the college of enrollment for more than half of the undergraduate students on the Twin Cities campus, and as home to most of the disciplines that form the traditional arts and sciences core of the University, CLA is central to the University’s educational mission. Students from across the University—from nearly every college and program—turn to CLA for core courses in fields such as psychology, history, philosophy, music, economics, and the languages. CLA provides 27% of all the instruction delivered by the University of Minnesota system, and grants 30% of all degrees awarded on the Twin Cities campus.

CLA’s undergraduate liberal arts education emphasizes breadth and depth of knowledge. The college offers nearly 70 majors and stresses the development of critical and creative thinking skills and a broad understanding of the ideas that shape the physical, social, cultural, economic, and political world in which we live. CLA graduates can deal with complexity and ambiguity, take calculated risks, and communicate effectively in the global community. Business, industry, and public-sector organizations rely on liberal arts graduates to solve problems, develop new concepts, identify new markets, and foresee new applications. CLA graduates are CEOs of major corporations; they are judges and legislators; they are artists and movie producers; they are entrepreneurs and inventors. CLA graduates lead in every sector of society.

CLA’s faculty advance knowledge through basic research and creative works. These 540 individuals blend teaching with path-breaking research and creative activity that reshapes our understanding of the world and the people who inhabit it. CLA graduate students contribute to research, as well as teaching, as part of their education and apprenticeship.

The College of Liberal Arts is committed to service through the dissemination of new knowledge and to civic education and outreach to the people of Minnesota. CLA’s service to local museums, symphonies, dance companies, school districts, businesses, corporations, and governmental agencies enriches the community and adds to the experiences available to CLA students. Community experts teach seminars and offer guest lectures in our classrooms. Selected CLA courses are offered off-campus—in the community. Each year, CLA provides opportunities for over 1,500 students to participate in community-based internships and service learning courses, where students are able to commit their skills and experiences to serving Minnesota while they learn. For more information see http://www2.cla.umn.edu/outreach.

CLA’s faculty are committed to excellence in each area of endeavor—teaching, research, and service. Of those CLA programs evaluated by the National Research Council, two-thirds rank in the top 25 nationally. Although CLA faculty comprise 20% of the University’s faculty, they comprise 35% of the University’s Regents Professors, 25% of the McKnight Distinguished Professors, and 27% of the members of the President’s Academy of Distinguished Teachers.

The College of Liberal Arts is committed to making decisions that will ensure the long-term strength and vitality of the college and its academic programs. Fiscal decisions are driven by academic priorities; recurring costs are funded with recurring resources; resources are used in an efficient and effective manner. Budget cuts over the past three fiscal years (02, 03, 04) have removed over one-third of CLA’s recurring state support. While tuition increases have filled some of the gap, these deep cuts threaten the ability of the college to carry out its teaching, research and service missions. This compact describes targeted investments designed to protect CLA’s academic programs and raise them to the next level of excellence.

The compact between the Senior Vice President for Academic Affairs and Provost and the Dean of the College of for 2004-05 includes the following:

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

1. Maintain and Build the Excellence of CLA’s Top-Ranked Departments

Over the past eight years, one of the college’s top priorities has been to maintain and build the excellence of its top-ranked departments and to strategically seize the opportunity to build excellence in select other departments that we can move to excellence. These efforts have included building faculty strength to better approach the level of staffing found in peer institutions; increasing the quality of the faculty through competitive salaries, attractive start up packages, and endowed chairs; improving research space and critical technology needed to support teaching and research; and
improving the quality of the graduate student body through a variety of programs intended to attract the very best students.

The National Research Council’s most recent report ranks 12 departments at the University of Minnesota among the top 15 in their respective disciplines. Half of these 12 departments are in the College of Liberal Arts (Economics, Geography, German, Political Science, Psychology, and Statistics). Investments from the fiscal year 1996-97 Strategic Initiative Pool (SIP) and the fiscal year 1999-2000 Freshman Seminar Program, combined with additional resources provided through the compact process and internal reallocation of collegiate resources, have added 24 faculty lines in these six departments. CLA will continue to invest in these six departments to ensure their continued excellence.

**Faculty Retention** Over the past six years, CLA has engaged in 98 retention efforts to prevent excellent faculty from leaving Minnesota. Nearly one-third of these retentions have occurred in the six top-ranked departments. CLA will continue to respond aggressively to offers from peer institutions and to be proactive with preventive retention strategies. Endowed chairs and professorships—a powerful tool to attract and retain excellent faculty—will remain a top collegiate priority for private fundraising.

**Faculty Vacancies** CLA will fill faculty vacancies that occur in its six top-ranked departments. The searches will be broad in scope and will recruit scholars of national standing, consistent with priorities articulated in each unit’s strategic plan. Competition for the best faculty is fierce; to succeed, the college will commit resources to provide competitive salaries and start-up packages.

Four of CLA’s top-ranked departments face the challenge of replacing a cohort of their most outstanding senior faculty over the next five years. Geography has five colleagues over the age of 60; German seven; Psychology ten; and Statistics five. To sustain the excellence of these units where resources permit, the college will allocate non-recurring funds to bridge to retirements and will replace vacant positions with a mix of junior and senior faculty.

To help ensure the excellence of the Department of Economics, the Senior Vice President for Academic Affairs and Provost agreed during the 2003-04 compact process to provide the recurring funds needed to upgrade the salary of a faculty position to be filled at a more senior level. The college will provide the non-recurring funds to cover the costs of the search, the start-up package, and the funds needed to bridge to an upcoming retirement.

To help ensure the excellence of the Department of Psychology, the Senior Vice President for Academic Affairs and Provost agreed during the 2003-04 compact process to provide the recurring funds needed to enable the department to search for a mix of junior and senior faculty to replace the four colleagues who will likely be retiring over the next five years. The college provided the bridge funds needed to enable these searches to begin during the 2003-04 academic year. Priorities reside in four areas: 1) neuroscience approaches to build a better understanding of the neural and biological bases of cognition, emotion, and behavior; 2) the effects of a pluralistic culture on societal engagement, productivity, and general well-being; 3) the determinants of mental and physical health; 4) the determinants of high level, complex human performance, both individually and in groups.

**Strategic Opportunities** The investments that the Senior Vice President and Provost, the college, and donors have made over the past six years have raised the national standing of five programs: Sociology, History, Classical Studies, Religious Studies, and Cultural Studies and Comparative Literature. We anticipate these programs will move up significantly in the next NRC evaluations, and will most likely rank among the top 20 programs nationally. The college will work with these five programs to ensure that the current faculty strength is maintained; that faculty scholarship, graduate recruitment, training, and placement is supported; and that faculty scholarship is widely disseminated.

To help ensure the excellence of the Department of Sociology, the Senior Vice President for Academic Affairs and Provost agreed during the 2003-04 compact process to provide recurring funds needed to upgrade the salary of a faculty position to be filled at a more senior level.

**Long-Term Measures of Improved Quality in our Top-Ranked Departments**

1. Quality of faculty recruited as measured by the quality of their Ph.D. institution, their scholarship, and other positions that they decline.
2. Quality of graduate students recruited as measured by proportion of most preferred graduate students that are successfully recruited to Minnesota and the quality of other offers that they decline.
3. Placement of graduate students as measured by the quality of the institutions in which Ph.D. students are placed.
4. Quality of journals and presses where scholarship is published.
5. Importance of the scholarship contributions.
2. Build the Arts and Humanities

The arts and humanities are not only at the core of a liberal education; they also impart the essential skills that students need for success in work and life. In a globally interdependent world, knowledge of other languages and the ability to think and express oneself with clarity across cultures are essential. The humanities foster critical thinking skills through reading, writing, analysis, and synthesis. Moreover, the humanities help students transcend the boundaries of their own cultures, groups and national identities by understanding how other people live and experience the world. And the arts foster creative thinking, by encouraging imagination, risk-taking, and “thinking outside the box.”

The arts and humanities are important to the quality of life and to the economic well-being of the state of Minnesota. CLA and Minnesota’s vibrant, internationally recognized arts community enjoy an increasingly symbiotic relationship, as expressed through academic partnerships, artistic outreach in the schools, and collaborations with theaters, dance companies, museums, and literary organizations. These connections contribute to the community and strengthen the academic experiences of our students.

Building the arts and humanities helps the University achieve its broader goal of building its national standing. With the arts and humanities comprising 11 of the 41 disciplines evaluated by the National Research Council, the overall ranking of the University of Minnesota depends heavily upon the quality of these departments.

Investments from the fiscal year 1996-97 SIP and the fiscal year 1999-2000 Freshman Seminar Program, along with the additional internal reallocation of collegiate resources, have increased by 19 the number of faculty positions budgeted in the 13 arts and humanities departments. Targeted compact investments have added faculty positions in Asian languages and literatures; Spanish language and literature; film and video studies; arts and technology; and language, logic, and mind. These investments have significantly increased the quality of the faculty, the quality of their scholarship and creative activity, and the quality of the graduate and undergraduate instruction we provide to students from across the University.

**Bridge Funds** As retirements occur over the next few years, it is important that faculty strength be maintained and strategically increased. To take advantage of the surplus of well-trained Ph.Ds on the market at this time and to ensure that we maintain the excellence of these units, when resources permit, the college will invest non-recurring bridge funds to enable searches to occur before faculty members retire.

**The Arts Quarter** Over the past few years, the college and the Senior Vice President and Provost have made substantial investments to ensure the vitality of the arts at the University of Minnesota. Witness the new faculty and programs in electronic art and electronic music, ethnomusicology, and acting, the Barbara Barker Dance Center, and the Regis Center for Art which opened in 2003. The college has forged new and stronger partnerships with theater and dance companies, the music community, and arts organizations throughout Minnesota.

The college is using the Arts Quarter as a vehicle to transform the arts at the University and beyond—to revolutionize the educational experience by helping students explore the creative process at the edges and intersections of the disciplines, to forge an intellectual agenda that will underlie the scholarship and creativity of our faculty and students, to enhance the visibility of the arts and its outreach to the community, and to attract high-ability students to the University. CLA will provide resources to continue to seed creative and curricular innovations in the arts.
Long-Term Measures of Improved Quality in the Arts and Humanities
1. Quality of faculty recruited, as measured by the quality of their Ph.D. or M.F.A. institution, their scholarship, and other positions that they declined.
2. Quality of graduate students recruited as measured by proportion of most preferred graduate students that are successfully recruited to Minnesota and the quality of other offers that are declined.
3. Placement of graduate students as measured by the quality of the institutions.
4. Quality of journals where scholarship is published and venues in which creative work is presented or performed.
5. Quality of undergraduate students recruited.
6. National rankings (NRC and other professional associations) of arts and humanities departments.
7. Number and quality of linkages with relevant community cultural and art organizations.

The college will take new strides in building the arts and humanities beginning in 2004-05 through new investments made possible by the President’s Initiative on Arts and Humanities. Please see Section C: New Long-Term Goals/Priorities for a description of these next steps.

3. Internationalize CLA

As politics and economics have become increasingly global and as cultures and societies grow increasingly interconnected, CLA has expanded the opportunities for students to study the cultural, intellectual, social, religious, political, and economic forces that shape our world. CLA prepares students to interact effectively as world citizens and to participate in the global marketplace. CLA will continue to ensure that students develop foreign language and culture competency, as well as develop the analytical skills to understand the processes of global change and the connections between these processes and political, social, and economic life. Since 1997-98 the number of CLA students studying abroad has expanded by one third (708 students in 2002-03; 536 in 1997-98). Targeted compact investments have helped build the Department of Asian Languages and Literatures, have provided faculty to meet the demand for courses in Spanish language and culture, and have helped provide the faculty needed to establish the Institute for Global Studies. These investments have leveraged new outside resources in the form of Title VI National Resource Centers, the DAAD Center for German and European Studies, and private gifts to support faculty research and study abroad for our students. They have led to a new collaboration with the Austrian Fulbright Commission and reinvigorated collaborations with the University of Amsterdam and Nankai University.

The college will continue to enhance its research and teaching capacity in international and global issues. It secured two Title VI National Resource Center Awards in 2003, secured renewed funding of the DAAD Center for German and European Studies, and will continue to secure private resources to enhance study abroad, and to support faculty research initiatives aimed at international and global issues.

Long-Term Measures of Improved International Education
1. Increased global competencies of graduate and undergraduate students.
2. Increased student enrollments and majors in courses with a global or international focus, and in courses in languages, literatures, and cultures.
3. Increased faculty research on international issues.
4. Increased student participation in study abroad.

4. Enhance Undergraduate Education

Over the past eight years there has been a renaissance in undergraduate education in the College of Liberal Arts.

CLA has redesigned student advising, implemented writing across the curriculum, implemented freshman seminars that serve 1,000 students each year, created new interdisciplinary majors and minors, and invested in technology-enhanced instruction. Our award-winning faculty serve more students from across the University than ever. Applications, particularly among high ability students continue to rise (up 27% over the past year); enrollments in our Honors Program are at an all time high; our students are winning the nation’s most prestigious and competitive awards including two Rhodes, six Trumans, a Marshall, and a Mitchell in the past six years. These awards bring great honor to our college and University.

To continue to attract the best students from Minnesota and the nation, the University will continue to invest in undergraduate education by consolidating existing academic strengths and creating innovative new programs. To increase the proportion of high ability students who matriculate into the college, CLA and the Senior Vice President for Academic Affairs and Provost will continue to partner with the Office of Admissions to support a full-time admissions officer position dedicated to recruiting high ability undergraduates
to CLA (FY05 commitment for funding made during FY04 compact process). Investment in CLA’s undergraduate initiatives will continue to pay large dividends, not only for the college and the University but for the state of Minnesota as well.

To achieve the next level of excellence in undergraduate education as measured by increased number and quality of applicants, increased quality of those recruited as new students, increased student retention, increased average credit loads, and improved 4- and 5-year graduation rates, the college and the Senior Vice President for Academic Affairs and Provost will continue to make substantial investments in undergraduate education.

Expand the Honors Program and Enhance the Honors Experience As the quality of students applying and admitted to the College of Liberal Arts has increased, our ability to recruit outstanding students and to provide them an exceptional educational experience requires that we expand and enhance the CLA Honors Program. By expanding the Honors Program beyond the 300 newly-matriculated students who entered it each of the past several years, the University will be substantially better positioned to compete for its most outstanding applicants and to offer them an exceptional liberal arts education. Additional resources will be used to ensure an adequate number of CLA faculty are available to teach honors courses and to enable students to take honors courses within their majors. In FY 2003-04, the Executive Vice President and Provost provided the resources needed to hire three new faculty positions to enable nine additional honors courses to be offered each year within the Honors Program: gateway courses that will introduce students to core “ways of knowing” in broad areas of knowledge; and enhancement of the upper division honors seminars that serve majors in high enrollment departments. The college matched these recurring resources by assigning three existing faculty FTEs to the Honors Program; by providing the non-recurring funds needed to conduct the searches and provide start-up packages for the incremental faculty; by providing the recurring resources (research funding, SEE, staff support, etc.) needed to support the incremental faculty over the long-run, and by providing non-recurring funds to support development of innovative new Honors courses.

Advising CLA has implemented a new advising model that makes greater use of information technology, increases integration of educational and career planning, expands career advising, tailors services to individual student needs, and integrates departmental-based and collegiate-based advising. As part of the new advising model, CLA will continue to partner with the AHC on health sciences advising.

The top priority for further investments in advising is the development and implementation of the next generation of web-based advising technology. CLA Student Services has embarked on an ambitious effort to develop web-based modules that manage some of the routine advising tasks with a self-service, automated system. For example, this new system sends automated messages to remind students at significant academic checkpoints such as major declaration and application for graduation. This technology gives students access to advising resources 24 hours a day, seven days a week; it provides information and messages tailored to the individual student’s circumstances and needs; it allows CLA to focus the time of its talented advisors on those situations where face-to-face human interactions are most crucial to student success.

The 13-Credit Minimum The new 13-credit tuition band and the 13-credit minimum course load requirement first implemented in fall 2002 have encouraged more students to take full course loads. The change over the next two years will be greatest among the juniors and seniors whose current course loads are below the new 13-credit minimum. Incremental advising and instructional resources are needed to ensure the successful implementation of this change.

1. CLA and the Senior Vice President for Academic Affairs and Provost will continue to partner in the 2004-05 academic year to provide $250,000 in additional soft resources to increase the number of advising hours available to CLA students (FY05 commitment made during the FY04 compact process).
2. To help meet the increased instructional demands of upperclassmen, starting in 2003-04 a portion of the instructional resources that had heretofore been allocated to the freshman seminar program was reallocated to meet the instructional needs of juniors and seniors. By raising the enrollment ceiling in each freshman seminar from 15 to 20, CLA will be able to reallocate 16 seminars from the freshman to the junior/senior level while still serving the same number of freshmen in the college’s seminar program. The 16 upper division courses will be added in those departments that are experiencing the greatest upper division enrollment pressures.
3. To ensure compliance with the 13-credit minimum requirement, the Senior Vice President for Academic Affairs and Provost will monitor trends in full-time registration status to see if additional changes are warranted.
In 2002-03, the combined effect of the financial incentive of the tuition plateau above 13 credits and the 13-credit rule for new students led to an increase in average undergraduate credit loads in excess of 6 credits. In 2003-04, average undergraduate credit loads grew another .3 credits. Even though CLA’s undergraduate headcount did not increase between 2001-02 and 2003-04, student credit hours grew by 6.4%, or over 24,000 credits. Of those credits, 14,000 were in the range above 13 credits for which no incremental tuition was generated. Looked at differently, of the additional student credit hours taken by CLA undergraduate students in 2003-04, only 42% produced additional tuition revenue.

For 2004-05, the financial incentive to take a full load will increase due to tuition increases, but the pricing structure of tuition will be unchanged. Most of the impact of the changes in the tuition pricing structure on credit loads occurred in 2002-03, and increases in credit loads for 2003-04 and 2004-05 will be due to additional students being subject to the 13-credit rule. In CLA, in addition to the approximately 5,600 students who fall under the 13-credit rule because they entered the college as a NHS or NAS student in 2002-03 or 2003-04, in 2004-05 another 2,690 NHS and 1,350 NAS students will be subject to the 13-credit rule. In 2004-05, approximately 65% of CLA’s undergraduate student body will be subject to the 13-credit rule. For 2004-05, CLA is conservatively estimating a 2.0% increase in total CLA student credit hours, just under one-third of the increase the college has experienced over the last two years, presuming a steady head count. The percentage of these credits that will be taken by students taking more than 13 credits should increase because so few students are now taking fewer than 13 credits, but even using last year’s ratio means that approximately 4,600 additional credit hours will be generated in CLA without any accompanying tuition revenue. These additional credit hours will require $450,000 in additional instructional expenses that are not accompanied by additional tuition revenue. The college will provide $450,000 in fiscal year 2004-05 to enable CLA to meet these increased instructional needs.

Meet Extreme Enrollment Pressure in Three Departments. As the 13-credit tuition band and the 13-credit minimum rule encourage more students to take full course loads, the changed behavior on the Twin Cities campus will be greatest among CLA junior and seniors. This increased demand for courses will be most intensely felt in nine CLA departments who serve 62% of CLA’s undergraduate majors (roughly 1/3 of the undergraduates on the Twin Cities Campus). In 2002-03, the Executive Vice President and Provost provided the recurring resources needed to add three faculty positions in Global Studies, Psychology, and Sociology to ensure that there will be appropriate numbers of upper-division courses each year taught by the tenured/tenure-track faculty. The college matched these recurring resources with the non-recurring funds needed to conduct the searches and provide start-up packages and with the recurring resources (research funding, SEE, staff support, etc.) needed to support those faculty over the long-run.

Longer-Term Measures of Enhanced Quality in Undergraduate Education
1. Increased quality of students recruited.
2. Improved retention and four- and five-year graduation rates.
3. Enhanced student satisfaction with their University experience, and their sense of identification with the University.

<table>
<thead>
<tr>
<th>FY2004-05</th>
<th>Recurring</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Ability Recruitment</td>
<td>-</td>
<td>$35,000</td>
</tr>
<tr>
<td>Honors-3 faculty lines</td>
<td>$360,375</td>
<td>$150,000</td>
</tr>
<tr>
<td>Honors-Curriculum Dev.</td>
<td>-</td>
<td>$50,000</td>
</tr>
<tr>
<td>Advising-Health Sciences</td>
<td>-</td>
<td>$130,000</td>
</tr>
<tr>
<td>Advising-13 credit mm</td>
<td>-</td>
<td>$250,000</td>
</tr>
<tr>
<td>Instruction-course demand from 13 cr minimum</td>
<td>-</td>
<td>$450,000</td>
</tr>
<tr>
<td>Instruction-3-4 faculty lines</td>
<td>$360,375</td>
<td>$150,000</td>
</tr>
<tr>
<td>Student Writing Ctr.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$720,750</strong></td>
<td><strong>$1,215,000</strong></td>
</tr>
<tr>
<td>Other contribution</td>
<td>$0</td>
<td>$1,055,000</td>
</tr>
<tr>
<td>RRC contribution</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Central contribution</td>
<td>$720,750</td>
<td>$160,000</td>
</tr>
</tbody>
</table>

5. Enhance Faculty Research and the Mentoring of Graduate Students

CLA faculty continue to capture some of the nation’s most prestigious and competitive awards and grants. Their scholarship appears in the most prestigious journals and is published by the world’s most prestigious presses. CLA artists exhibit their work in some of the world’s most important artistic venues. Recent budget cuts in state support however, combined with imposed cuts in 2003-04 budgets for professional development and travel, have hit the arts and humanities areas particularly hard. External funding for those disciplines is scarce, and cuts to library resources have further hampered research efforts. New initiatives, discussed below, are designed to help advance the priorities.
6. Integrate Human and Social Perspectives into Health Education

CLA has partnered with the Academic Health Center in two multi-disciplinary initiatives designed to enhance the knowledge and skills of health care providers and to provide opportunities for theoretical advances in a variety of disciplines. To better prepare health providers to understand the cultural, ethical, psychological, and social issues around the delivery of health care, CLA has joined with the AHC to build a new program in Medical Anthropology. To ensure well-informed communications about health issues, CLA, in collaboration with the School of Public Health, launched a new interdisciplinary masters program in health journalism. To solidify CLA’s interdisciplinary collaborations with the Medical School, the Center for Magnetic Resonance Research, the Center for Cognitive Sciences, and the Institute of Child Development, CLA and the AHC have filled a joint position in neuroscience and in brain imaging. This appointment will advance our understanding of perception, learning, personality, mental disorders, and brain imaging methodology. It will help recruit and train graduate students and will ensure Minnesota’s preeminence in this important field.

Faculty from the College of Liberal Arts will be participating in the President’s initiative on Development of the Brain over the Lifespan. This initiative will advance our understanding of the neural basis of intelligent human behavior and the key capacities underlying it—perception, learning and memory, motor control, emotion, reasoning, language, and personality. The payoffs will have far reaching consequences for society providing insights into educational innovation, rehabilitation, the treatment of mental illness and neurological disorders, artificial intelligence, and communication. Progress and success in this enterprise will depend critically on integrative approaches that explicitly link the molecular and cellular discoveries in the basic neuroscience laboratory to human health and behavior. The priority for this initiative will be on advancing integrative scientific inquiries across levels of analysis from genes and molecules, neurons and neural networks, to cognition and behavior.

CLA faculty will also be participating in the President’s Initiative on Healthy Foods, Healthy Lives. Obesity is one of the most serious health challenges of the 21st century. Left unabated, escalating rates of obesity in Minnesota and the U.S. will place a severe burden on the nation’s health and its health care system. Levels of child and adolescent obesity have nearly tripled since 1970, with serious health consequences. CLA faculty are committed to addressing this important problem through a multi-pronged strategy involving research, education and policy development focusing on the prevention of obesity. This effort, coordinated with similar efforts in other academic units across the University, will include research aimed at better determining the causes of obesity and ways that it can be prevented, enhanced educational offerings at the undergraduate and graduate level, community outreach through educational programs and resources for professional and lay audiences, and active involvement in the development and adoption of public health policies that will reduce obesity in Minnesota, the nation and world. A plan is underway to establish an active transdisciplinary center devoted to obesity prevention, administratively housed in the Academic Health Center, that will include broad representation across the U of M campus, as well as partnerships with key agencies and organizations, health care providers and industry.

Long-Term Measures of Improved Quality in Human and Social Perspectives in Health Education
1. Quality of faculty recruited as measured by the quality of their Ph.D. institution, their scholarship, and other positions that they decline.
2. Level of external funding.
3. Quality of journals and presses where scholarship is published.
4. Importance of scholarly contributions.

7. Enhance Diversity

CLA is committed to building and retaining a diverse faculty, staff, and student body. In fall 2003, 14.5% of our undergraduates were members of minority groups as were 9.0% of our graduate students, 13.0% of the CLA faculty, and 10.5% of the civil service staff. Over one-third (37.7%) of CLA faculty were women. The college will continue its sustained efforts to recruit and retain a diverse faculty, staff, and student body. As part of this effort, the college will continue to work with the Office of Equal Opportunity and Affirmative Action to develop new strategies to recruit a more diverse faculty and staff; work with CLA faculty to identify additional ways to retain faculty of color; and work with the Office of Admissions to identify new strategies for recruiting students of color.

The college also remains committed to ensuring that departments across the college (especially American Studies, Sociology, African American & African Studies, Chicano Studies, Women’s Studies, and American Indian Studies) continue to advance teaching and scholarship in a fashion that helps students transcend the boundaries of their own cultures, groups, races, and
national identities and understand how other people live and experience the world.

The college will continue to ensure an environment that enhances the diversity of its workforce and supports the professional development of its staff. The college will maintain its professional development leave program for members of its P/A staff and will continue to work with the P/A Board to promote this leave program. In addition, the college will maintain its annual P/A and CSBU staff awards program to recognize and reward outstanding performance among its staff. CLA will continue to ensure gender and racial diversity on its college committees and review all compensation and promotion recommendations to ensure that those recommendations provide gender equity and equity for protected classes.

**American Indian Studies** The Executive Vice President and Provost and the college allocated recurring resources to create four faculty positions to build the Department of American Indian Studies into one of the pre-eminent programs in the country. The expanded curriculum offers a multidisciplinary study of the historical and contemporary situation of Native peoples in the United States and Canada. CLA will also participate in the CIC American Indian Consortium designed to support graduate education and create new scholarly opportunities for faculty and graduate students.

**African American and African Studies** During the 2000-01 academic year, the college provided resources to help the Department of African American & African Studies engage in a strategic planning process which led to a set of priorities designed to enhance the teaching, research, and outreach missions of the department. As part of the implementation of this strategic plan, the department recruited a new African American historian who joined our faculty in fall 2002. The Department of History hired two additional African American historians who joined our faculty in fall 2003. The college will continue to work with the department to realize the priorities set forth in its strategic plan.

**Chicano Studies** For 30 years, the focus of the Department of Chicano Studies at the University of Minnesota has focused on providing undergraduate education within an interdisciplinary context. Given the changing demographics in our state, region, and nation, Chicano Studies can play an important role in the education and research mission of the University of Minnesota, as well as in outreach and civic education on pressing issues in Minnesota communities. The college welcomed a new chair of the Department of Chicano Studies in fall 2004. The chair is charged with building the department, expanding opportunities for our Chicano Studies majors, attracting more students to the department and its offerings, and enhancing our outreach to the communities of Minnesota.

**Asian American Studies** Over the past three years, a multi-disciplinary team of faculty, staff, and students from across the College of Liberal Arts has been working to foster Asian American Studies at the University of Minnesota. The aim is to advance understanding of the history, politics, and culture of Americans of Asian descent; enhance intellectual and artistic collaboration, and the exchange of ideas and knowledge both inside and outside the classroom; and connect the resources of the University to the growing Asian communities of Minnesota. During the 2001-02 academic year, the college collaborated with the faculty, students, and staff associated with this initiative to survey student interest and to help design and establish a new gateway course and new interdisciplinary minor in Asian American Studies. The gateway course (AmSt 3001) was offered for the first time in fall 2002; the new interdisciplinary minor began in fall 2003.

**A Multicultural Interdisciplinary Minor and Certificate Program** CLA proposes to prepare students to work effectively within the increasing cultural diversities in the workplace, in families, in schools, and in communities. The new minor will provide students with a better understanding of the history, social relations, and complexities of race, class, ethnicity, and gender in the United States and abroad. The college is working with faculty and staff from the Office of Multicultural and Academic Affairs, the College of Human Ecology, Women’s Studies, Chicano Studies, American Indian Studies, African American & African Studies, Sociology, American Studies, and the Gay, Lesbian, Bi-Sexual and Transgender Studies Center to develop an interdisciplinary curriculum that provides students cross-cultural competencies. We anticipate that an interdisciplinary minor will be available to undergraduates and that a certificate program will be available to non-matriculated students from the community and to ensure that Minnesota students are equipped to work effectively in a multicultural society. Planning is underway with the minor and certificate anticipated to be in place during the 2004-05 academic year.

**Long-Term Investment in Diversifying the CLA Undergraduate Student Body** CLA, in collaboration with the College of Biological Sciences and the Institute of Technology, has developed a pilot partnership over the past three years with the Minneapolis Public Schools that aims to catalyze student engagement in learning; to enrich instruction in math, science, language arts and the social sciences; and to help students see the connections between the
CLA will continue to collaborate with “Project Success,” a partnership that brings Minneapolis high school students and their parents to theatrical performances at the Rarig Center.

As of fall semester 2004, 14.8% (2,085 of 14,140) of CLA undergraduate students were students of color. For Twin Cities campus undergraduates overall, the percentage is 16.4% (4,709 of 28,740).

**Long-Term Measures of Success in Building Diversity in CLA**

1. Increased diversity of undergraduate and graduate enrollments.
2. Improved graduation rates and time to graduation of students of color.
3. Increase in number of students served by American Indian Studies, Chicano Studies, African American & African Studies, and Women’s Studies.
4. Quality and level of outreach to communities of color.
5. Increased diversification of CLA curriculum.

**C. New Long-Term Goals/Priorities**

1. **Establish Competitive Support for Graduate Students to Ensure Graduate Program Excellence**

It is the graduate and professional programs that distinguish the University of Minnesota from all other institutions of higher education in the State of Minnesota. Excellent graduate programs are critical to the standing of the college and University and to their ability to compete nationally and internationally for the best faculty and to advance innovative scholarship and creative activity across the disciplines. Today we find ourselves in a position of fierce competition for the best and brightest graduate students, with many peer institutions offering support packages substantially higher than those provided by the University of Minnesota.

The college has taken two stop-gap measures to help its graduate programs compete for outstanding students. In partnership first with the Graduate School, and then with the EVVP, the college created the Graduate Research Partnership Program (GRPP) to support collaborative research projects between CLA faculty and graduate students. It provides a summer research stipend plus funds to cover modest research expenses to CLA graduate students while they collaborate with faculty on scholarly research and creative activity. Sixty-eight research partnerships were awarded in 2004. The chief problem with the program, though, is its unpredictability. Because it is soft-funded from year-to-year, the partnerships cannot be included as part of a student’s recruitment package—packages that are crafted 18 to 54 months before the GRPP might be used. By funding this program on a recurring basis, GRPPs can be part of the multi-year offers that are needed to recruit top graduate students.

The second stop-gap measure has been the college’s soft funding of the Graduate Student Support Initiative (GSSI) for fiscal year 2004-05. These awards provide flexible resources that can be used for graduate fellowships; graduate research partnerships; summer support grants; and/or “top-off” grants to enhance other fellowship funding and/or teaching assistantship stipends. This initiative, modeled largely after the Graduate School block grant program, is designed both to increase the base funds available for graduate student support and to provide maximum flexibility to the graduate programs on how these funds are expended.

$1.2 million recurring is needed to solidify these two important programs.

The Senior Vice President for Academic Affairs and Provost has committed $200,000 to the Graduate School but dedicated non-recurring funds to support CLA graduate students for up to three years to address this priority.

The college will provide the necessary augmenting funds needed to enable the Graduate Student Support Initiative (GSSI) to continue in the short term and will continue to advocate for solutions to the continued problem of uncompetitive graduate student support at the University of Minnesota. This problem will not be solved until there are adequate recurring resources allocated to it.

*FY2004-05*
2. Expand Undergraduate Research Opportunities

As the state’s only research institution, a signature attribute of our undergraduate program should be the opportunities we provide for our students to be engaged with the faculty in the process of creativity and discovery. Student engagement in research and creative work—whether in the laboratory, the library, in the field, or in the studio—is an essential component to undergraduate education at a research university. It is key to attracting high ability students.

It is a priority of the college to expand dramatically the opportunities for undergraduates to be engaged in research and creative work in collaboration with the faculty. The Senior Vice President for Academic Affairs and Provost committed $100,000 of recurring resources to the Graduate School to expand this program in 2004-05. The college will continue to advocate for new investment in this program.

3. Presidential Initiative on Arts and Humanities

A. Create the University of Minnesota Institute for Advanced Study

The President will provide recurring resources to establish the University of Minnesota Institute for Advanced Study. The Institute will promote and support distinguished, path-breaking research and creative work in the social sciences, arts, and humanities. The Institute for Advanced Study will be a place where scholars and artists of distinction from across the University of Minnesota System can collaborate on research projects, in seminars, and individual research and periodically share their work with the broader community. The Institute will be a place where risks are taken and where scholars, artists, and students encounter ideas different from those within their own discipline. The Institute will be a stimulating environment, an intellectual community for scholars and artists to work together to address important ideas, many of which cannot be addressed within traditional disciplines. It will provide a yeasty environment in which there are formal and informal opportunities for faculty and students to interact in ways that otherwise would not occur at the University of Minnesota. Projects within the Institute may engage as partners faculty from other institutions, independent artists, and individuals from the community. Graduate and undergraduate students will be engaged in these research and creative endeavors as research assistants.

The President will provide $210,000 to cover the recurring costs of the core administrative infrastructure and SEE, and $211,200 non-recurring for faculty fellowships with a match from CLA. The college will continue to seek recurring resources to enable the ambitious programmatic agenda of the Institute to move forward. That agenda includes an annual symposium, interdisciplinary faculty workshops and seminars, as well as 10, one-semester faculty fellowships. The college will raise additional programmatic funds from external grants and private fundraising.

<table>
<thead>
<tr>
<th>FY2004-05</th>
<th>Recurring</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute for Advanced Studies</td>
<td>$210,000</td>
<td>$422,400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>$210,000</th>
<th>$422,400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other contribution</td>
<td>$210,000</td>
<td>$211,200</td>
</tr>
<tr>
<td>RRC contribution</td>
<td>$210,000</td>
<td>$211,200</td>
</tr>
</tbody>
</table>

B. Transform the Humanities by Embarking on Cluster Hires in the Humanities

The President will provide $280,000 in recurring funds and $150,000 non-recurring over the next two years (FY06 and FY07) and $20,000 non-recurring in fiscal year 2004-05 to enable the college to recruit to the University six extraordinary scholars in the fields of humanistic research. The college will search for humanistic scholars who have strong national or international reputations for work that ventures beyond disciplinary boundaries and has begun to reshape how their fields of inquiry are conceived, and how the humanities in general are understood. The work of such individuals should evince a wide range of disciplinary interests, and
should promise to continue to reshape the traditional modes of scholarly inquiry in the humanities over the next decade at least. Candidates should be prepared to engage in collaborative research with colleagues across a large and diverse number of fields. They should also be ready to lead University-wide conversations about the role of the humanities in undergraduate and graduate education and about the lasting importance of the humanities for contemporary civil society, both in the United States and abroad. At least three of these six new appointments will be tenured.

Although they will occupy tenured or tenure-track positions in particular CLA departments (to be identified by agreement with the departments and the college), faculty members recruited through this search will be closely involved with the launching of the Institute for Advanced Study.

The search will not specify or prejudge the research or teaching interests of potential candidates. Nonetheless, the best candidates will connect their research and teaching to the ways in which we (as individuals, cultures, and societies) understand and talk about ourselves, each other, and our worlds. The following topics exemplify something of the reach that we expect from them: histories and prospects of humanistic understanding; alternative epistemologies; representational/performative practices; the languages and aesthetics of ethnicity; humanities in global contexts; analog and digital humanities.

<table>
<thead>
<tr>
<th>FY2004-05</th>
<th>Recurring</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster Hires in the Humanities</td>
<td>$0</td>
<td>$20,000</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$20,000</td>
</tr>
<tr>
<td>Other contribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RRC contribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central contribution</td>
<td>$0</td>
<td>$20,000</td>
</tr>
</tbody>
</table>

C. Launch an Interdisciplinary Program in the Arts

The President will also provide $280,000 recurring and $150,000 non-recurring over the next two years (FY06 and FY07) and $20,000 non-recurring in fiscal year 2004-05 to enable the college to search for six new faculty to support a new interdisciplinary program in the arts. The goal of the interdisciplinary program in the arts is to educate students about contemporary art practices and scholarship that crosses disciplinary boundaries. This new curriculum will be broad in conception and will bring together artists and scholars from across departments and media. It will provide a new model of education and artistic practice that allows students themselves to explore new forms of knowledge and creativity. The new curriculum will address the development of artistic expression at the edges and intersections of the disciplines and it will connect creativity and critical perspectives among music, studio arts, dance, film, video, creative writing, and theatre. The program will introduce students to new modes of creative and scholarly practice that break with traditional paradigms to provide students with new ways of thinking about their own creative expression. By creating this new undergraduate degree program, the University will align itself with the most creative and innovative thinking and work within the arts today. This alignment is key to transforming the arts and humanities at the University of Minnesota.

The new curriculum will stress experimentation and excellence, (by providing students with opportunities to experiment, while at the same time helping students to develop the specific skills they need to make powerful artistic statements); liberal education (fueled by a deep understanding of the social, biological, and natural sciences as well as the humanities); history and theory (providing students with the opportunity to engage with the life of ideas and intellectual pursuits within the arts); experience with new technologies; collaboration; and professional experience.
Diversity is an essential component of excellence in the College of Liberal Arts. As such, our commitment to building and retaining a diverse faculty, staff, and student body has always appeared as a major, long-term goal/priority in this document and the steps we have taken to enhance the diversity of the college’s faculty, staff and students are explained there (See B.7.)

The College of Liberal Arts will continue to use the annual budget and planning meetings between the dean and every department as an opportunity to assess and discuss the climate for diversity within the unit. When warranted, the college has and will partner with departments to develop action plans to enhance the climate for diversity.

The new priorities outlined earlier in this document hold great promise for enhancing the diversity of the college. In particular, we expect that funding to provide competitive support for graduate students will enable CLA to be more successful in recruiting and retaining students of color.

E. Outreach and Civic Engagement

Outreach and civic engagement infuses the work of CLA faculty and students in myriad ways. The College of Liberal Arts is committed to service through the dissemination of new knowledge and to civic education and outreach to the people of Minnesota. Our commitment to disseminating new knowledge is evident in many activities. The following examples are illustrative, not comprehensive: the Department of Economics’ partnership with the Minneapolis Federal Reserve Bank to ensure connection between cutting-edge research and our nation’s fiscal policies; the wide spectrum of public lectures and symposia offered by our departments and centers; and collaboration between K-12 educators and CLA faculty to ensure that new knowledge impacts K-12 curricula and pedagogy in areas such as second language instruction, expository and creative writing, U.S. history, globalism and human rights, and holocaust and genocide studies.

Service learning harnesses the interests of students, faculty and community organizations together and directs all parties towards common goals. In addition to providing opportunities for students to apply their new knowledge in the form of service to the community, the relevant faculty and community organizations work together to find a match between the organization’s needs and the faculty member’s area of expertise.

The activities of the West Bank Arts Quarter and the arts departments and programs that comprise it provide extensive opportunities for the community to engage creative expression and for CLA to serve the community. CLA’s partnerships with local museums, symphonies, dance companies, and theater companies yield countless benefits for our students and faculty and bring the research and talent of CLA’s faculty and students to bear on those organizations’ programming and outreach. For more information see http://www2.cla.umn.edu/outreach.

F. Enrollment Management

1. Overview

CLA remains committed to maintaining a steady undergraduate student headcount and to continuing to improve the quality of its student body. Our targets for those students who will matriculate in the college in 2005-06 are:

<table>
<thead>
<tr>
<th></th>
<th>2005-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>NHS</td>
<td>NAS</td>
</tr>
<tr>
<td>Fall</td>
<td>2,625</td>
</tr>
<tr>
<td>Spring</td>
<td>65</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,660</td>
</tr>
</tbody>
</table>

We will continue to monitor enrollment and demographic trends to craft targets and recruitment strategies that optimize the quality and diversity of our undergraduate student body.

In addition, the Admissions Office will continue to engage in a holistic review of all NAS applicants with the goal of raising the quality of the NAS students admitted. The college will continue its efforts within Minnesota and the nation to recruit diverse and high-ability students.

2. Guiding Principles for CLA Enrollment Strategy
• **Provide a high quality education** to students in CLA degree programs and to students in other colleges who enroll in CLA courses.

• **Focus admissions** on students who intend to pursue a CLA major, or a major in a non-freshman admitting college of the University.

• **Shorten the average time to graduation for all students and improve the 4- and 5-year graduation rate for undergraduates.** To accomplish these goals, CLA must continue to successfully monitor and manage the 13-credit tuition band and 13-credit minimum course load requirement, enhance human and technology-based intrusive advising, and recruit students most capable of successfully completing our rigorous undergraduate programs.

CLA projects that over the next three years, the college’s first- and second-year retention rates will increase by about one percentage point. The college’s four-year graduation rate will increase by four percentage points; the five-year graduation rate will increase by three percentage points.

Additional enhancements in the quality of the student body may further increase these four- and five-year graduation rates. The college believes it is on track to meet the University’s 4, 5, and 6 year graduation goals of 50%, 70% and 75% by the end of the decade.

Although the 13-credit minimum and 13-credit tuition band will contribute to this increased performance, CLA also remains committed to the accelerated improvement in the quality of our NHS. The quality of the applicants for fall 2004 improved again this year after the dramatic increase in quality we experienced among applicants for fall 2003. Our goal is to continue to improve the quality of applicants and students who enroll in the college. The admissions officer dedicated to the recruitment of high-ability undergraduates to the College of Liberal Arts, in place since fall 2002, will help the college achieve this goal. Undergraduate scholarships will remain a top collegiate priority for private fundraising to help ensure that adequate scholarship funds are in hand to enable CLA to attract the best and brightest students.

3. **Strategies for Ensuring Timely Graduation Among Students with 90+ Credits**

CLA Student Services establishes clear expectations for full-time enrollment and timely progress toward graduation beginning at matriculation. As students progress through their program, CLA Student Services provides support, information and outreach to students to facilitate timely graduation.

We aim to prevent problems **before** students reach 90 credits. To do so, advisors provide undergraduates with the following **Pre-90 credit** reminders and prompts regarding timely progress:

• Checkback appointments for first-year students.

• Intervention with students who receive mid-term alerts and are deemed at-risk.

• Outreach to students between 45 and 60 credits who have not declared a major.

• Outreach to students at the point of major declaration to facilitate transition from lower division to upper division advising.

• Requests to begin scheduling appointments to assess progress toward degree as early as a student’s junior year of study.

• Active outreach to students who have accumulated 75 or more credits and who are deemed at risk of being off track for graduation on the basis of a risk factor analysis.

To ensure timely graduation among students with 90 or more credits, the college has initiated a special communication program aimed at seniors that provides them with degree progress information and underscores the work that must be completed. Students at 90 or more credits are divided into two basic groups: those who appear to be “on track” and those who are “off track” for graduation. CLA Student Services provides the following **post-90 credit** services to students:

• On track students generally rely on regularly scheduled balance sheet appointments and contact with departments to support progress toward degree.

• Off track students receive several different types of support, depending on their needs and their response to outreach.

• We have developed a set of at-risk indicators that enable us to customize our outreach to the needs of different individuals.

• Students who have never had a balance sheet appointment are invited to schedule a degree progress appointment by an established deadline.

• Students who do not attend these individual appointments are invited to attend a degree progress group session in their student community.

• Students who attend neither the individual meetings nor the group sessions receive their degree progress sheets via mail and are strongly urged to see their advisors.
Finally, we are modifying the degree application process so that receipt of a student’s degree application triggers earlier feedback about degree status and remaining requirements. Ideally, this occurs early enough so that the student can make changes to his or her registration as appropriate before their final semester begins.

To ensure that the faculty, departmental advisors, and DUSs are attentive to this issue, the college has asked each department, as part of its annual budget and planning discussions, to identify the steps the department has taken to ensure that students with 90+ credits will complete their degree in a timely fashion.

4. New Degree Programs and Minors

Degree Programs and Minors Initiated in the Past Three Years

<table>
<thead>
<tr>
<th>Program</th>
<th>2003-04 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFA in Acting</td>
<td>43</td>
</tr>
<tr>
<td>Undergraduate Minor in Art</td>
<td>32</td>
</tr>
<tr>
<td>Undergraduate Major in Asian Languages and Literatures</td>
<td>68</td>
</tr>
<tr>
<td>Undergraduate Minor in Asian Languages and Literatures</td>
<td>28</td>
</tr>
<tr>
<td>Undergraduate Major in Cinema, Media and Culture</td>
<td>102</td>
</tr>
<tr>
<td>Undergraduate Minor in Cinema, Media and Culture</td>
<td>13</td>
</tr>
<tr>
<td>Undergraduate Minor in ESL</td>
<td>12</td>
</tr>
<tr>
<td>Undergraduate Minor in New Media</td>
<td>2</td>
</tr>
<tr>
<td>Professional Masters in Health Journalism</td>
<td>12</td>
</tr>
<tr>
<td>Undergraduate Minor in Asian American Studies</td>
<td>*</td>
</tr>
<tr>
<td>Graduate Minor in Population Studies</td>
<td>*</td>
</tr>
<tr>
<td>Graduate Minor in Human Rights</td>
<td>*</td>
</tr>
<tr>
<td>Undergraduate Major in Biology, Society, &amp; Environment</td>
<td>*</td>
</tr>
</tbody>
</table>

2003-04 is the first year of the program

New Degree Programs and Minors Planned

- Undergraduate minor in Austrian and Central European Studies: Approved by the Board of Regents in February 2004.
- Undergraduate Multicultural Minor: Currently being planned by a cross-collegiate committee. We anticipate that the minor will be up and running in spring 2005.
- Undergraduate GLBT Minor: Approved by the Board of Regents in July 2004.
- Undergraduate Major in Ancient Mediterranean Studies: Approved by the Board of Regents in May 2004.
- Doctor of Audiology: Approved by the Board of Regents in February 2004.
- Asian Languages and Literature Ph.D: Approved by the Board of Regents in February 2004.
- Strategic Communication M.A. in Journalism: Currently under consideration by Course Review sub-committee of the Social Sciences Policy and Review Council in the Graduate School.

G. Facilities Issues

1: Compact Initiative Impacts and Space Management

Priority Number 1: Predesign funding for the Institute for Advanced Study

The college has identified two possible sites for the Institute for Advanced Study at the University of Minnesota: a renovation of the Nolte Center or the construction of a new building on the West Bank (across from the Barker Dance Center on Riverside Avenue and 21st Street). Renovation of the Nolte Center will require relocation of the existing units, including ILES, to Folwell Hall. The college will develop a predesign for the Nolte and West Bank options. Space Management and Capital Planning and Project Management have worked with CLA to study the feasibility of placing this program in Nolte Hall. The priority and funding strategy for this project must be approved by the president before additional predesign work will be undertaken. Funding for this all-University facility will come from three sources: University funds, funds provided by the College of Liberal Arts, and private gifts secured through fundraising efforts. The recurring costs of maintaining a facility of this size will be quite modest.

Priority Number 2: Renovation of Scott Hall basement.

The reorganization of the Scott Hall Facilities Management staff has provided the college with an opportunity to capture valuable basement space for three of our Scott Hall units, including American Studies, American Indian Studies, and Chicano Studies. Each has significant needs for additional space. We will relocate the American Indian-Chicano Studies Departmental office and two associated chairs’ offices, create an
undergraduate lounge and computer laboratory and space for the potential American Indian Studies Sovereignty Center. Although the costs of this project are uncertain at this time, it will likely exceed the $100,000 limit, and is thus reported here. All costs associated with the project will be provided by CLA.

2: College of Liberal Arts 2004-2010 Major Capital Investment Priorities

The Historic Knoll Humanities District

The following capital requests contain projects that have been CLA priorities for years, and remain extremely important to the welfare and development of academic programs and students in the college. Our top priorities are essential components in the ongoing restoration of a key district in the precinct-planning model for capital projects: the Historic Knoll. Renovation of the Knoll District as a home to the Humanities is vital to the health and quality of the College of Liberal Arts and the University of Minnesota. This project will directly affect 12 humanities departments and their ability to deliver quality instruction, serve students, build quality faculty and interact with other units in collaborative teaching and scholarship. These key departments in the humanities currently have 166 full time tenure track faculty. They serve 1,905 undergraduate majors, 407 graduate students, and generate 130,742 student credit hours (11.5% of the total SCH on the Twin Cities campus).

If the University’s and the college’s goal of building the humanities is to be realized, renovation of these facilities is essential. Currently not only do these units not have enough office and research space for their permanent faculty and staff, but the infrastructure of the buildings is completely inadequate. Support spaces for students, T.A.’s, visitors, and sufficient quality classroom space is desperately needed. The renovation of Nicholson and Jones Halls, now finally in progress, represent our first steps in the Knoll project. As four consecutive CLA compact documents have emphasized, bringing CLA’s humanities departments, research centers, and language-support units together in a single district with adequate facilities must continue on schedule if the full potential of the humanities programmatic initiative is to be realized. Many of CLA’s highest priority capital projects are located in the historic knoll area, including priorities 1 (Folwell, planned for the FY 2006 Capital request), 3 (Scott, planned for the FY 2008 Capital request), and 4 (Pillsbury, planned for the FY 2010 Capital request).

Priority Number 1: Folwell Hall Renovation. (FY 2006 Capital Request)

Folwell has been on the college’s capital request list for six years, receiving legislative planning funds five years ago, and remains CLA’s top priority. Pre-design is complete. Folwell will be a dedicated language and literatures building. The departments of Spanish and Portuguese Studies; French and Italian; German, Scandinavian and Dutch; and Asian Languages and Literatures will finally have appropriate space to serve the many students who pass through Folwell’s hallways, classrooms, and faculty offices. The unique features of this beautiful building will be preserved—the cornices, gargoyles, chimneys, fireplaces, and marble floors—and like Jones and Nicholson, Folwell will be enhanced with technological and environmental improvements that will serve students, faculty, and staff well into the future. It is anticipated that this project will cost approximately $30,000,000.

Priority Number 2: Blegen Hall renovation, is discussed under West Bank District projects below

Priority Number 3: Scott Hall Renovation. (FY 2008 Capital Request)

Scott Hall has also been a CLA priority for years. The units occupying the building cannot grow due to physical space limitations, and because conditions worsen each year. Scott currently houses American Studies, American Indian Studies, and Chicano Studies (as well as Facilities Management’s Zone 5 offices). Scott is one of the oldest and most charming buildings in the Knoll. CLA has invested in some interior cosmetic changes to help faculty, staff, and student morale in the building, but basically Scott is in deplorable condition. Its beautiful and historic auditorium space has been ravaged, turned into offices and a warehouse for Facilities Management. Ventilation is inadequate and piecemeal. Specific programming and plans for Scott Hall will need to be further addressed in a pre-design effort, and will need to include corrections of code deficiencies and reconstruction of interior spaces for faculty and administrative offices, classrooms, and student study areas. Such a renovation might also allow the college to “return” philosophy to the East Bank humanities district, since the spaces used by American Studies-American Indian Studies-Chicano Studies and Philosophy are basically equivalent, allowing for a possible swap. A high priority for a Scott Hall renovation should be the acquisition of alternate space for Facilities Management and the restoration of the original theatre. The likely cost of this project is $20,000,000.

Priority Number 4. Pillsbury Hall Renovation. (FY 2010 Capital Request)
The relocation of the English Department to Pillsbury Hall is an essential component of the master plan for the clustering of the humanities in the Historic Knoll District. English is currently located in Lind Hall (in “IT row”), and, due to its size and continued growth, has migrated to surrounding buildings. English teaching assistants, for instance, are currently located in the bottom level of civil engineering. This move will likely follow the renovation of Shepherd Laboratories for Geology and Geophysics, and a new Institute of Technology classroom building. Estimates are “soft” at this time, but the building will need interior remodeling and technology upgrades to meet the programmatic needs of the Department of English, code upgrading, fire and life safety improvements and completion of deferred maintenance. The estimated cost of renovation is $25,000,000.

Priority Number 5: Nolte Center Renovation. (FY 2010 Capital Request)

Nolte houses several CLA academic and language support units. It is an essential component to CLA’s goal to cluster humanities disciplines and interdisciplinary centers in the Knoll. Built in 1936 as a conference center, Nolte has charming and unique elements, including a library, chapel, cafeteria etc., but is in serious need of updating and refurbishing. Its current offices were former sleeping rooms and many still contain sinks and bathtubs! Nolte has great potential, if enhanced, as an attractive home for academic units and gathering place for students, faculty and staff. It needs accessible bathrooms, improved ventilation, and an elevator.

The West Bank District

The West Bank campus of the University of Minnesota is now home to many of the College of Liberal Arts departments, including most of the social sciences (Anthropology, Economics, Geography, History, Sociology, and Political Science), all of the arts (School of Music, Theatre Arts and Dance, and Art), several of the humanities departments (Philosophy and Art History), and African American & African Studies. Many of the college’s programs, centers and institutes are also located on the West Bank, including the Institute for Global Studies, Urban Studies, Greek Studies, Political Psychology, The Minnesota Population Center, Life Course Center, Immigration History Research Center, Center for Early Modern History, and the Center for Austrian Studies. Clearly, a major goal for the college is to make certain the West Bank facilities and spaces, many of which were built in the early 1960s and are now over forty years old, are modernized over the next decade. The completion of the magnificent new art building in the fall of 2003 represented the first step in the building/renovation of CLA West Bank spaces. A second priority for the college is to begin the process of renovating spaces for social science units, most of whom are cramped into the antiquated social sciences building. Based on a formal Minnesota Facilities Model (MFM) assessment of West Bank units, the total MFM deficit is 24,445 asf, with the breakdown as follows:

<table>
<thead>
<tr>
<th>Unit</th>
<th>MFM Deficit (asf)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American &amp; African Studies</td>
<td>727</td>
</tr>
<tr>
<td>Art History</td>
<td>811</td>
</tr>
<tr>
<td>Center for Austrian Studies</td>
<td>637</td>
</tr>
<tr>
<td>Anthropology</td>
<td>1,242</td>
</tr>
<tr>
<td>Economics</td>
<td>2,285</td>
</tr>
<tr>
<td>Geography</td>
<td>3,802</td>
</tr>
<tr>
<td>History</td>
<td>11,252</td>
</tr>
<tr>
<td>Institute for Global Studies</td>
<td>551</td>
</tr>
<tr>
<td>Philosophy/Philosophy of Science</td>
<td>679</td>
</tr>
<tr>
<td>Center for Study of Political Psychology</td>
<td>116</td>
</tr>
<tr>
<td>Political Science</td>
<td>1,060</td>
</tr>
<tr>
<td>Sociology</td>
<td>1,283</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24,445</strong></td>
</tr>
</tbody>
</table>

This massive space deficit will be greatly reduced with the construction of the West Bank Central/Carlson School of Management Instructional Facility, currently in the planning stages and scheduled for Capital approval in 2006. In addition to providing valuable state-of-the-art classroom space, this new structure would allow the college to reconfigure the Blegen-Social Sciences complex, and bring the social science units to their MFM minimums. The importance of the Blegen renovation for social science office space cannot be overemphasized. Many of the college’s top NRC departments (economics, geography, history, political science, and sociology) now reside in quarters built in the early 1960s. Office space is insufficient, quality laboratory space is nearly nonexistent, and graduate students are cramped in spaces where they must double or triple their use of desks. Thus, aside from the completion of the Nicholson-Jones-Folwell complex for the humanities and languages, the Social Sciences-Blegen renovation has emerged as the college’s highest priority space project. If the opportunity to solve this problem through a Blegen renovation is lost, it may be decades before another solution becomes possible for the West Bank social science units.
Our second priority is thus a Blegen Hall renovation, which follows close behind the West Bank Instructional Building.

**Priority Number 2: Blegen Hall Renovation (FY 2006 Capital Request)**

The college is proposing moving one of its larger units, the Department of History, into the first two floors of Blegen and the 2nd floor of the Social Science Building (Blegen and Social Sciences are connect at the 2nd level with a skyway). Such a plan would increase History from their current 14,000 asf to over 22,000 asf, near their MFM allocation. It would also move History into a building named for Theodore Blegen, one of Minnesota’s most significant historians. The college would also propose renovating parts of the 3rd and 4th floors of Blegen to serve the departments of Geography and Anthropology’s needs for high quality laboratory space. The move of History into Blegen Hall will allow the college to reconfigure space usage in the Social Sciences Building and bring the remaining units up to their MFM minimums. Such a reconfiguration would allow for adequate faculty offices and social spaces, increased graduate student spaces, and a consolidation of CLA centers onto one or two floors. We are requesting the cost of a predesign of $500,000.

CLA continues to be concerned about the sources of funding these projects. The college’s development office has assessed the capacity of the humanities units slated for the Knoll to raise funds for capital projects in conjunction with the capital campaign, and with the possible exception of Pillsbury Hall for the English Department, CLA does not anticipate that it will be able to raise 1/6th of the cost of these projects. In addition, a large portion of Folwell Hall will be devoted to classrooms and general-purpose space, for which the college should not be held responsible.

**Potential HEAPR Projects**

In addition to the projects listed above, the college has several urgent needs in the HEAPR capital request involving the safety and accessibility of buildings housing CLA academic units.

1. **Safer and Adequate Home for the Marching Band**
   
   For many years CLA has expressed its concern that the University’s Marching Band, (currently housed in Northrop) does not have adequate or appropriate practice space for students and staff. Testing has shown that the hearing of our staff is being regularly exposed to decibels above OSHA standards. Appropriate measures, such as protective ear wear, will be taken to ensure OSHA compliance. However, safety issues remain, emphasizing the need for practice space specifically constructed for a large marching band. The current rehearsal space for the band is not only acoustically deficient, but the space is not consistently available. We strongly urge, as we have in the past, that attention be given to providing an appropriate home for the University’s acclaimed Marching Band.

2. **Nolte Center**
   
   Nolte is not handicap accessible beyond the first floor. It has no handicap restrooms; its ventilation is poor. The units in Nolte generate faculty, student, and staff traffic and also offer extensive advising services.

**Other College of Liberal Arts Projects**

1. **Completion of the Arts Quarter.** The Art Building opened in the fall of 2003. However, the District will not be complete until the landscaping plan is realized, the Sculpture Garden is brought into being, additional parking and student housing built, and the District becomes a true Gateway into the university. Completion of the District will transform the West Bank campus, the quality of our arts programs, the recruitment of students, the relationship of the University to the surrounding community and the quality of life for students, faculty and staff on the West Bank. The Arts Quarter is a remarkable opportunity; it needs to be fully realized.

2. **Classroom upgrades.** Responding to Classroom Management’s appeal for partnerships in providing upgraded classrooms for our students and faculty, CLA has agreed to share in the cost of upgrading many classrooms on the East and West Banks. These classrooms have been identified by our units as meeting critical needs. The partnerships which Classroom Management is able to put together will, however, be wasted if recurring funds are not allocated for maintenance and regular upgrades of the equipment in these classrooms. We are concerned about the lack of ongoing support for what is a fundamental ongoing need for the quality of education of our students, and the teaching needs of our faculty. The Senior Vice President for Academic Affairs and Provost has committed $250,000 on a recurring basis beginning in fiscal year 2004-05 in support of classroom needs on the Twin Cities campus.
H. Financial Issues

In fiscal year 2004-05 CLA is absorbing $900,000 in new fringe costs associated with graduate students who are employed out of O&M funds. The handling of these increased costs remains an issue to be resolved by the Provost.

Tuition: The agreed upon tuition revenue estimate for the College of Liberal Arts is $104,520,907 for fiscal year 2004-05.

ICR: The agreed upon ICR revenue estimate for the College of Liberal Arts is $1,674,973 for fiscal year 2004-05.

I. Compact Development

The major long-term goals and priorities discussed in this document are the priorities that have appeared in previous CLA Compact and Planning Documents and have been discussed over the years with the CLA Executive Committee and department chairs and directors. The specific steps being taken during the 2003-04 academic year grow out of the spring 2003 budget and planning discussions that the college held with each chair and director.

J. Data Profile

For a display of planning data related to the College of Liberal Arts, refer to a link off the University Web site managed by the Office of Institutional Research and Reporting at http://www.irr.umn.edu. This site contains standard financial, staffing and student information.

By whatever measure one chooses (student/faculty ratio, degrees awarded per faculty member, the costs of instruction per student, or the number of support staff per faculty member), CLA is remarkably efficient and cost effective. See also http://ir.cla.umn.edu for planning data for CLA departments.

K. Report Summary and Allocation Summary

No reports associated with compact items will be submitted in the next year.

<table>
<thead>
<tr>
<th>Historical Allocation Summary</th>
<th>FY1999 through 2004 Compact Investments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Central Allocation Summary – FY2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2005 Amount</td>
</tr>
<tr>
<td>Top Ranked Departments</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>High Ability Recruitment</td>
</tr>
<tr>
<td>Advising</td>
</tr>
<tr>
<td>Faculty Positions-Honors &amp; Enrollment Needs</td>
</tr>
<tr>
<td>1st Yr. Learning Community Grants</td>
</tr>
<tr>
<td>Cluster Hires in Humanities</td>
</tr>
<tr>
<td>Interdis. Program in the Arts</td>
</tr>
<tr>
<td>Institute for Advanced Studies</td>
</tr>
<tr>
<td>Center for Cognitive Sciences</td>
</tr>
<tr>
<td>Support for Grad Students (to Grad. School dedicated to CLA)</td>
</tr>
<tr>
<td>Research/Grad School Support*</td>
</tr>
<tr>
<td>Total FY2004-05</td>
</tr>
</tbody>
</table>

*As of September 2004