1) What are your top priorities for next year and what are your most significant challenges or concerns in addressing those priorities?

The College of Design faces challenges in dealing with the changing demand for our disciplines and opportunities in meeting the growing demand for our research and outreach. Some programs – graphic design, retail merchandising, apparel design, and product design – continue to see stronger demand than we can accommodate, largely the result of student interest in interactive media and consumer culture. Other programs – architecture, landscape architecture, and interior design – have seen a level of softening demand, largely a result of the recent recession’s impact on construction and development. And one program – housing studies – has reached a point where it needs fundamental rethinking. At the same time, a growing interest among outside funders in our disciplines and an increasing regional demand for fee-for-service activities in the college present unprecedented opportunities. Overarching them all is the challenge we face in higher education in terms of changes in how students want to learn, how faculty want to teach, and how we accommodate them technologically and spatially. Addressing these diverse situations remains a top priority for us and we have processes underway to tackle them all.

We have added or are adding faculty in graphic design and retail merchandising and we have proposed having both programs operate year round in order to accommodate the high student demand – as highlighted in President Kaler’s address to the Board of Regents February 8 and in various media reports thereafter (Star Tribune, MN Daily, WCCO). We are looking forward to working closely with the administration on this pilot program to ensure its success. The architecture school has launched some nationally innovative efforts that should stem the slide in applications – graduate applications have increased 40% compared to the same point last year. And we have started a conversation with housing studies faculty about the future of that program. All of this involves change, which has its own challenges, but students are driving these shifts in demand and we must respond to their needs.

Meanwhile, we have a number of entrepreneurial outreach activities – public-interest design initiative, design thinking services, a design and health center, a Virtual Reality Design Lab – that have experienced a great deal of community and professional demand. We have commissioned the Ventures Enterprise group from CSOM to help us develop business and marketing plans for these and other similar efforts, in hopes of growing these activities, meeting the increasing interest in design innovation, and generating new revenue streams in the process. At the same time, established centers like the Center for Sustainable Building Research, the Metropolitan Design Center, and the Goldstein Museum continue to respond to growing community demand. Our challenge remains in connecting this work to the academic core of the college.

Finally, we have incentivized faculty interested in exploring new ways of teaching, research, and outreach. We have launched a successful online course in retail and apparel in China, developed a promising certificate program with Nursing and the Center for Spirituality and Healing, and offered courses and partnered with colleges like CCE and CSOM. Again, the challenge lies in building on these efforts and making them a more integral part of the college.

As indicated during last year’s compact meeting, a significant hurdle for the College of Design continues to be our geographic split between the St. Paul and Minneapolis campuses. Much of the change described above has involved shifting demands for space, technology, and infrastructure. Expanding programs like product design require more workshop space for making prototypes, while online, digitally enhanced, and “flipped” courses demand new kinds of teaching space.

When the College of Architecture and Landscape Architecture merged with the Department of Design, Housing, and Apparel in 2006, the idea was a fully integrated College of Design that could build toward something greater. As noted in the Blue Ribbon Committee report of 2010, in past Compact requests, and in various meetings since, consolidating our college on one campus would increase faculty and student interactions, foster more interdisciplinary teaching and
research, and lead to greater operational excellence within our College. While we've made great strides over the past six-plus years, the fulfillment of a fully integrated College of Design that will live up to the promise outlined during the Wave 1 reorganization, will continue to be a significant challenge moving forward.

It is our understanding that the legislature may once again consider moving the Bell Museum to St. Paul during this session. Should the Bell Museum initiative come to fruition, we trust that our spot in-line for the Bell space remains; thereby allowing us to leave McNeal Hall in St. Paul.

Again, space is of high concern and we have focused in this year's compact on space and facilities, swapping some space to support our mission, renovating other space to accommodate an expanding workshop, and better storing our museum collection in order to preserve this extremely valuable asset.

2) In what ways can University leadership better support your goals? Are there specific areas of guidance or direction related to programming or operations that would help in your planning to achieve your goals? Please do not suggest a specific funding level commitment from central administration in your response. While predictable funding would be helpful for everyone, given the numerous external variables that impact the budget, commitments of this nature are not practical.

One way to support our goals – and the operational excellence goals of the administration – involves the investment of non-recurring funds to enable us to make this transition to a more efficient and effective use of space, and more consolidated and connected facilities. This involves help with adapting existing space to new, more appropriate uses: converting a computer lab to a fabrication facility, converting classrooms with fixed desks to more flexible teaching space (which includes cooperation with the Office of Classroom Management), and providing the proper storage for the Goldstein Museum collection to ensure its preservation.

In the case of our moving out of part of the 1425 University Avenue (old YMCA) building and swapping it for more appropriate and more efficient space in Rapson Hall, we would count on University leadership's assistance in identifying other activities for the space we would like to leave and in transferring centrally scheduled classes in the rooms we would like to occupy. And, as indicated previously, the University could also help us achieve our goals by funding our transition to full-year, three-term schedules for two of our programs, graphic design and retail merchandising.

Our College has also lead Zero+ efforts on campus aimed at developing solutions that can eliminate or have a net-positive effect on campus emissions, pollutants, and waste stream to reduce long-term costs and align campus operations with the content of related teaching and research. Further support in these efforts would continue to have a positive impact on the environment, scholarship, and the operational excellence of the entire University.

3) What are your unit's plans related to e-learning and online education? A description of your current involvement in this area would be beneficial, along with any plans to increase or decrease your activities in the near future.

A large number of courses in the College of Design are studio based and presented in a face to face format. Almost every course in the College employs some form of digital and online technology, from the base use of email to distribute information and Moodle to post grades within a private environment, up to use of a Virtual Reality Design Lab, DigiFabLab (3D printers), GIS and CAD software, and digital manufacturing.

However, an increasing number of courses are offered in a significantly blended or fully online environment, including one graduate seminar on research ethics and three courses in Retail Merchandising offered fully online. Development of these courses was funded by the College internally and, as mentioned above, includes an online course offered to students in China in conjunction with the online Encyclopedia of World Dress & Fashion (by College of Design Professor Emeritus Dr. Joanne Eicher). Non-studio courses are more easily translated to online learning, and this is reflected by the concentration of online courses in Retail Merchandising.
Integrated into the development of online learning is our development of the three-year plans for degrees in Retail Merchandising and Graphic Design. Both programs, challenged by increasing demand, recognize the value of moving some non-studio instruction to an online environment and, as noted previously, have been College and University leaders in this area.

At the same time, the College is very active in proposing new ideas for the use of technology in teaching. As noted in the 2011 Compact, technology is a significant portion of our teaching effort. There is strong interest by some in the College – noted in the five proposals submitted by members of the College community to the Provost's recent RFP. We have also started discussion of a possible online program in Geodesign, with some donor support for this already in hand.

Development of online courses and e-learning efforts in the College will continue to proceed. With increased funding available for development and translation of courses, along with technical support (including workshops) available for faculty to help make this transition easier, the pace of change could increase dramatically.

4) What are your unit’s plans related to international programs? A description of your current involvement in this area would be beneficial, along with any plans to increase or decrease your activities in the near future.

The College of Design continues to work closely with the Learning Abroad Center to keep learning abroad options thoughtfully integrated with our undergraduate curricula, especially because five of our programs are professional at the bachelor's level and many include sequential studios. Our faculty and advisers work with international program faculty for selected programs to insure that major program requirements can be met and students stay on track to graduate in four years.

The College and the LAC have partnered to integrate our study abroad efforts to better maximize University resources in collaboration with the GPS Alliance and other U of M colleges - including special topic graduate practice experiences, such as the program in Haiti, and the new program in Istanbul, Turkey developed with the LAC and made possible through generous gifts by College of Design alumni & friends.

The College of Design has taken a lead role in the development of Freshman Seminars Abroad designed to be exposure experiences. In the spring 2013 semester two College faculty will be teaching these Freshman Seminars with a component abroad over spring break.

5) What are your unit’s plans for graduate and undergraduate assessment and program review?

Three of our programs are professional programs that undergo accreditation reviews. These programs – Master of Architecture, Master of Landscape Architecture and Interior Design (BS) – are subject to a periodic intensive outside review of curriculum, individual course content, teaching methods, student work and educational environment. The remaining programs are subject to periodic review by respective curriculum committees.

In preparation for the upcoming University accreditation, we are undergoing a change to the way that our programs are evaluated and reviewed. Each program is preparing a program-specific interpretation of how the University of Minnesota Student Learning Outcome objectives translate to the requirements of their professions. All courses will then be evaluated in a matrix that describes how those courses satisfy the interpreted learning outcomes. Finally, courses will be peer-reviewed on a periodic basis to ensure that these outcomes continue to respond effectively to the respective desired outcomes. We expect that the development of the matrix will be finished by this summer, and peer review of courses will begin prior to the accreditation visit.
6) What specific steps has your unit taken to improve undergraduate retention and graduation rates? What specific steps has your unit taken to improve time-to-degree completion rates for your graduate programs? What are your future plans in these areas?

Unlike many colleges at the University, students in the College of Design begin their major program coursework the first term of their first year. Because of this, students enter with a declared major. We work closely with the Office of Admissions and the academic program faculty to shape both the freshman and transfer classes. Transfer students into studio programs go through a holistic competitive review in order to make as best a match as possible. All first-term students are co-horted in required classes and build on the camaraderie they began during Orientation and Welcome Week. Advisers are assigned to particular majors and students have the same adviser throughout their four years. Advisers attend faculty program meetings and serve as a liaison to the major. Advisers are located in the same buildings as the major faculty and where the majority of program courses are delivered to insure accessibility. In order to insure a welcoming advising environment, staff have participated in training and development programming, and in the coming year all student services staff will be completing the OED certificate.

![College of Design First Year Retention Rates](image)

Effective for fall 2013 graphic design and retail merchandising program faculty have restructured their programs to work in both 3-year and 4-year sequences. As noted throughout, we are working to pilot this year-round experience next year. In addition, the architecture faculty have restructured the Bachelor of Design in Architecture (B.D.A.) program, greatly decreasing the number of credits required for the major and adding flexibility for adding minors, foreign language, or a second major and more ease for transfer students.

Research shows that students who take career classes and study abroad graduate at a higher rate than students who don't. We have worked with the Career Center to develop a set of new career courses especially for Design students. One of these courses is required for most College majors; highly encouraged for the remaining majors. We work closely with Career and Internship Services and academic programs to design courses that address the particularities of our programs. We have worked over the past few years with the LAC to extend Curriculum Integration to all our programs. We have increased the number of students studying abroad and continue to have one the highest percentages of undergraduate students who participate.

The College piloted supporting a freshman recruiter in the Office of Admissions this past year and has committed to supporting that position for FY14 to help us achieve the goal of increasing the percentage of freshman admits and decreasing the percentage of transfer admits to our programs.

The Design Graduate Program - including Landscape Architecture - addresses time-to-degree in two ways: 1) Timely Progress Guidelines, and 2) Annual Evaluation of Academic Progress. The guidelines, intended for full-time students, were based on Graduate School Fellowship Office guidelines and those set forth by the Department of Design, Housing and Apparel for assistantship support. Since the implementation of these guidelines in 1996, the
program's time-to-degree for full-time students has improved significantly. Statistics from the past five years indicate the majority of our full-time students have completed degrees within our guidelines, sometimes requiring one more semester, or (less frequently) one less semester. Part-time student time-to-degree varies significantly. In addition to regular meetings with advisees during the semester, the program conducts a formal review of academic progress once each year. Students meet with their advisers to discuss academic progress and submit an evaluation of that progress to the Director of Graduate Studies, who intervenes and assists if necessary. Academic progress is also considered while assigning assistantships.

With regards to the M Arch program (Architecture), graduate students now have a Masters Final Project, rather than a Plan A thesis requiring a formal thesis book. While the committee advising and juried final project remains the same, the final presentation takes the place of the thesis book. This change has resulted in a dramatic improvement in the time to degree since previously the primary reason for not graduating on time was a late thesis book.

7) If you received an incremental recurring or nonrecurring compact allocation in the current year (FY13), please report on the status of that investment: how the funds have been used and any reportable outcomes or results that you can share.

**2013 Product Design T/TT Position:** A search is currently underway with expected start date of August 2013. FY13 funds were used for search and start-up costs. Student credit hour production has doubled in just one year. With the new addition scheduled to come on board next academic year an undergraduate minor will be offered this fall. This growing program makes our infrastructure needs and compact requests for funding all the more critical.

![Product Design Student Credit Hour Production](chart)

**2013 Center for Sustainable Building Research (CSBR) Tenured Position:** A search for the director has already begun. As noted in the 2013 request, the current director is scheduled to retire from his directorship at the end of this calendar year. This position will ensure growth of our regional and national leadership in sustainable continue – including our [MS in Sustainable Design](#). CSBR is currently engaging thought leaders from inside and outside the University to position the center for long-term stability.

**2013 Public Interest Design P&A Position:** While we had a failed search for a coordinator last fall, our activity and efforts in this area have only increased. We’ve been able to use a portion of the funds to assemble the first-ever [Public Interest Design Week](#) this March on the Minneapolis campus. This international convening will bring together thought-leaders in the field from around the world for a variety of activities that will showcase Minnesota’s strength in this area. We are scheduled to announce a certificate program offering during PIDWeek and have funded two RA’s to help current faculty who work in this area develop curriculum and move various PID projects forward.

We’ve also been able to leverage the funding with foundations, centered around Grantmakers in Design. Our development team, in coordination with our partners and sponsors of PIDWeek, are working on strategies to incorporate additional funding. In the end, the failed search helped us to better focus our vision and direction for this initiative, and after PIDWeek we will be able to better position the College moving forward.
1) How has moving the first-year graduate fellowship funds from the Graduate School to the College affected your programs’ ability to recruit top quality graduate students?

Moving the first-year graduate fellowship funds from the Graduate School to the College has had a positive effect on our programs’ ability to recruit top quality graduate students. We greatly appreciate the reduced workload previously necessary to prepare graduate fellowship applications, and the increased flexibility and timeliness afforded by being able to manage this funding at the unit level. Additionally, since the amount of money is consistent from year to year, we are much better able to plan and strategize to use the funds in the most effective way possible.

We note, however, that there are still two other programs that our graduates students pay in to that could also be moved from the Graduate School to the College level - Block Grants and Doctoral Dissertation Fellowships. We strongly feel that moving these programs to the College would result in the same benefits that we have experienced with moving the first-year graduate fellowship funds.

We also note that we are among the Colleges that only receive a fraction of the amount contributed to these funds by our students. Each year our graduate students contribute about $330,000 to the combined programs, yet we, on average, only receive back about $125,000. This loss to our students is primarily because our programs are primarily professional programs disadvantaged by metrics that favor Ph.D. programs.

2) Are the College’s academic programs taking full advantage of its centers? How do the College’s centers contribute to the strength of its programs?

Academic programs all have some involvement with the various centers, and all centers actively work to involve students in their work. Most of our centers are not lead by faculty, but by independent directors. Examples of involvement include:

• **Strong & increasing involvement with the Center for Sustainable Building Research with Architecture:** About half of the center’s staff teach within the School supporting the MS Sustainable Design program. Graduate students from the School are employed with the center; and a small number of UROP grants are sponsored by center staff.

• **The Department of Design, Housing, and Apparel has significant engagement with two major centers, the Center for Wearable Product Design & the Goldstein Museum of Design.** The Goldstein employs graduate students in research and communications, employs undergraduates in the gallery, hosts various design classes for tour of designed objects, and regularly uses graphic design classes to create promotional materials for exhibitions and events. [including the current exhibition on Fashion and Sustainability, closing May 26]. Exemplary for the College, the Center for Wearable Product design involves multiple faculty and is highly integrated into both Apparel and Retail Merchandising academic programs.

• **Both the Department of Landscape Architecture and the School of Architecture have active relationships with the Center for Metropolitan Design.** The director teaches actively in Architecture and serves as a guest critic in Landscape Architecture [having degrees in both disciplines]. Undergraduate traveling fellowships are administered through the Center and graduate students often work on center pro bono design research projects.

• **The smaller centers of the College are less involved with academic programs but in most cases have connections through graduate students.**

As with all centers in the University, our centers are challenged by the extremely high fringe costs for graduate students, and this has been noted by all as constraining the active involvement in research centers.
As highlighted throughout the compact submission, Design’s FY2014 funding requests all relate to critical infrastructure and operational excellence needs. We are requesting $2.25 Million non-recurring funds to acquire and repurpose four OCM classrooms in Rapson Hall and make necessary upgrades and changes to both Rapson and McNeal Hall.

Fabrication Facilities – Requesting $700,000 non-recurring and one OCM classroom in Rapson for critical upgrades and expansion.

Our currently over-burdened fabrication facilities are in desperate need of upgrades and expansion. A computer lab currently occupies the space closest to the fabrication facilities most optimal for expansion. Moving the computer lab to a repurposed OCM classroom in the basement would allow for growth. However, over the long term, we’ll need to continue to find ways to expand our fabrication facilities if demand continues on its current trajectory. Reasons current investment is needed include:

- The existing fabrication resources are vastly insufficient for our growing programs & student demand. (Note product design expansion from compact questions.)
- We need to regain parity with competing institutions. The workshop and fabrication facilities encompass 4200 ASF. Some of our academic competitors have over 10,000 ASF dedicated to fabrication.
- Overcrowding is a safety risk for students.
- Non-digital fabrication space is unchanged since 2001, despite rapidly growing demand.
- Keeping pace with industry standards and new materials require fabrication capabilities that include metals, plastics, masonry, and composites.
- Dedicated, secure space for materials to ensure compliance with audit requirement of inventory control.

Goldstein Museum of Design Preservation – Requesting $500,000 non-recurring for archival system.

The only comprehensive design museum in the midwest, GMD plays a crucial role in object-based teaching and research through preservation of cultural heritage and design artifacts. However, this essential resource is experiencing a critical lack of space. Most critical is the renovation of a congested space that houses 45% of the collection in crowded, non-archival cabinets. This area contains 13,000 items of historic apparel and textiles from around the world, including objects frequently used by faculty for classes and requested by researchers. Funds would support purchase of high-density, mobile shelving systems and security cabinets that maximize space for fragile objects. This archival system is transportable if/when our McNeal Hall operations eventually move to the Minneapolis campus. This has appeared on our compact requests before. Originally, four years ago, the costs were estimated at $395,000.
Operational Excellence/Mission Support – Requesting $450,000 non-recurring & three OCM classrooms in Rapson in order to leave teaching space in 1425 University Ave.

Acquiring and renovating three OCM classrooms into dedicated design space would allow us to vacate the teaching space in 1425 University Avenue – thereby allowing for some proposed expansion of units in Donhowe. The space in the Old YMCA is not conducive to design teaching and its location impedes collaboration with peers who have studios in Rapson. Further, as noted previously, this is a good example of the challenge we have with our College’s geographic split. While our operations are nearly equally split between St. Paul and Rapson, our fabrication facilities are nearly all in Rapson. Approximately half of our students don’t have any real access to those facilities. And while demand by St. Paul students and faculty continues to increase for Rapson access, we are simply unable to meet those needs. Although we would be giving up approximately 1000 ASF in this swap, we believe the space in Rapson would better accommodate our mission support needs.

Operational Excellence/Enhance Services – Requesting $600,000 non-recurring for revamped two-campus support structure.

After getting notice that we will not all be on one campus at any point in the near future, we have been working for over a year on different administrative models that would bring us closer to operational excellence and support the programs and departments on both campuses equally - to allow for the ebbs and flows of enrollment and support needs moving forward. We have engaged Ian Ellis, as well as other leading space efficiency leaders (in both the public and private sector) on this issue. The University has asked for an academic unit to participate in pilot efforts. We are ready to participate in the University’s project, but require some help in infrastructure improvements.

Funds would be used in Rapson and McNeal and are needed for infrastructure (some of the electrical/wiring has not been upgraded for 30+ years), consulting/designer fees, carpet, paint, furniture, mobile technology, moving costs, etc. This plan frees up space in both buildings for future program growth and implements service centers in each location. Preliminary planning is underway, but pace of implementation is dependent on funds for renovation.
Reallocations:

The College of Design’s reallocation target is $214,000. We propose to reallocate as follows:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Reallocation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-level administration</td>
<td>148,350</td>
<td>Eliminate college-wide administration reserve; reduce funds in facilities; reduce operational expenses across administrative units.</td>
</tr>
<tr>
<td>Department-level Administration</td>
<td>65,650</td>
<td>Reduce operational and administrative expenses in three departments</td>
</tr>
<tr>
<td>Total</td>
<td>214,000</td>
<td></td>
</tr>
</tbody>
</table>

Almost 70% of the reallocation will be taken from college-level budgets. The reallocation will not impact direct mission, rather, it will be taken from the administrative oversight or mission support areas. We do not expect to reduce personnel.

Significant Financial Issues:

The Department of Design, Housing, and Apparel (DHA) has a long history of conducting research that is funded through the Minnesota Agricultural Experiment Station (MAES). The number of faculty with approved MAES projects has increased over the past several years, yet the MAES allocation has significantly declined. Although the funding to the College of Design represents 1.1% of the total MAES funds, the funds play a critical role in supporting research in Design, Housing, and Apparel. Funds are primarily used to offset faculty salaries and for research assistants. Currently, 12 DHA faculty members have approved MAES projects; the average percentage of MAES funds on salaries is only 15.25%. The research effort on the projects is actually much higher than that. The attached chart (1) illustrates the MAES shortfall, or to put it another way, the amount of MAES research that is being subsidized by tuition. **We are requesting an increase of $186,500 to our permanent MAES allocation for a total allocation of $470,544 to address this imbalance.** Separately, we are requesting a permanent allocation of the $80,000 block grant funds directly from MAES that were a hold-over from the College of Human Ecology administrative funds. See attached letter (2) and original agreement (3).
## (1) College of Design

### Minnesota Agricultural Experiment Station Issue

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
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</thead>
<tbody>
<tr>
<td>DHA MAES Base Allocation</td>
<td>345,807</td>
<td>345,807</td>
<td>345,807</td>
<td>345,807</td>
<td>301,833</td>
<td>284,044</td>
<td>284,044</td>
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<tr>
<td>Non-recurring Block</td>
<td>75,000</td>
<td>67,585</td>
<td>67,585</td>
<td>104,925</td>
<td>104,925</td>
<td>80,000</td>
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<tr>
<td></td>
<td>420,807</td>
<td>413,392</td>
<td>413,392</td>
<td>450,732</td>
<td>406,758</td>
<td>364,044</td>
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<table>
<thead>
<tr>
<th>Current MAES Disbursement</th>
<th>Faculty</th>
<th>RA</th>
<th>Supplies</th>
<th>Enterprise</th>
<th>DHA Admin</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ave. 15.25% to faculty salaries</td>
<td>234,935</td>
<td>145,340</td>
<td>4,630</td>
<td>4,369</td>
<td>15,799</td>
<td>405,073</td>
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</table>

<table>
<thead>
<tr>
<th>FY14 adjustment to reflect effort</th>
<th>Faculty</th>
<th>RA</th>
<th>Supplies</th>
<th>Enterprise</th>
<th>DHA Admin</th>
<th>Total</th>
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<tbody>
<tr>
<td>Ave. 23.5% to faculty salaries</td>
<td>375,032</td>
<td>148,974</td>
<td>4,630</td>
<td>6,090</td>
<td>15,799</td>
<td><strong>550,525</strong></td>
</tr>
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</table>

- **Needed to reflect effort**: 550,525
- **Current Allocation**: 284,044
- **Balance subsidized by tuition**: $266,481
- **Block Grant request**: 80,000
- **Recurring increase needed**: $186,481
February 8, 2012

Al Levine
Dean, CFANS
Director, MAES
277 Coffey Hall

Abel Ponce de Leon
Associate Dean, CFANS
Deputy Director, MAES
277 Coffey Hall

Dear Al and Abel,

We are writing to request a change effective FY14 in how former College of Human Ecology (CHE) MAES funds are allocated to the College of Design and the College of Education and Human Development.

Background:
In 2006, the closing of the College of Human Ecology resulted in an agreement with regard to $467,767 in college-level administrative funds (attached). The funds were divided into two categories, administrative ($240,000) and projects/initiatives ($226,767) and distributed among units that had been part of the College of Human Ecology: the College of Design, College of Education and Human Development, and the Department of Food Science and Nutrition. The agreement further instructed that these funds would ONLY be available to these units.

Over time, the funds have been affected by budget cuts, and the current annual allocation is as follows:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Administrative funds</th>
<th>Project funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Design</td>
<td>$87,400</td>
<td>$80,000</td>
<td>$167,400</td>
</tr>
<tr>
<td>College of Education</td>
<td>$87,400</td>
<td>$80,000</td>
<td>$167,400</td>
</tr>
<tr>
<td>Food Science &amp; Nutrition</td>
<td>$34,960</td>
<td>$32,000</td>
<td>$66,960</td>
</tr>
</tbody>
</table>

In the past 7 years, the funding distribution has been consistent with the original agreement. We believe it is now time for these funds to become a part of each unit’s permanent state special allocation, administered through the University’s Central Budget Office and replacing the annual transfer from the MAES office. We are hard pressed to find a reason to continue with the current system given the President’s call for a reduction in administrative and bureaucratic processes.

Sincerely,

Brad Hokanson
Associate Dean, Research & Outreach
College of Design

David Johnson
Senior Associate Dean for Research & Policy
College of Education and Human Development

cc: Julie Tenneson, Lincoln Kallsen, Lynn Moore, Ruth Sanborn

Driven to Discover™
Disbursement of Agricultural Experiment Station Administrative Funds
in the College of Human Ecology
FY 06-07

Background

In FY05-06, the College of Human Ecology received a total of $2,383,429 from the
Minnesota Agricultural Experiment Station (MAES). Of this, $476,767 (state dollars)
was allocated for administrative purposes; the rest was distributed to the departments of
Family Social Science; Design, Housing and Apparel; Food Science and Nutrition; and
the School of Social Work. At the MAES Executive Council meeting on March 2, it was
decided that all department based dollars, which are used by faculty for research projects,
will follow the researcher to their new department/college (36 faculty in all). No decision
was made regarding the administration dollars at this meeting.

Recommendation

Based on the $476,767, I propose:

1. Half of that amount, $240,000 be allocated to the College of Design, the College
   of Education, and the Department of Food Science and Nutrition in the following
   manner:
   a. $100,000 to the College of Design to compensate for additional MAES
      responsibilities by the Dean and a support staff person.
   b. $100,000 to the College of Education to compensate for additional MAES
      responsibilities by the Dean and a support staff person.
   c. $40,000 to the Department of Food Science and Nutrition to compensate
      for additional MAES staff responsibilities within that department.

2. The remaining dollars $ 236,676 will be administered in the MAES central office
   for special projects/seed dollars for yet unknown projects/initiatives in these new
   Colleges. These dollars would only be available to these two colleges and the one
   department. An RFP will be issued after July 1, 2006.

Conclusion

The MAES Executive Council and staff are looking forward to working with our new
partners in the coming year. We believe this is an equitable way to allocate the
administration dollars to reflect the additional effort with regard to managing the MAES
program within their colleges/department.

Beverly R. Durgan
Director