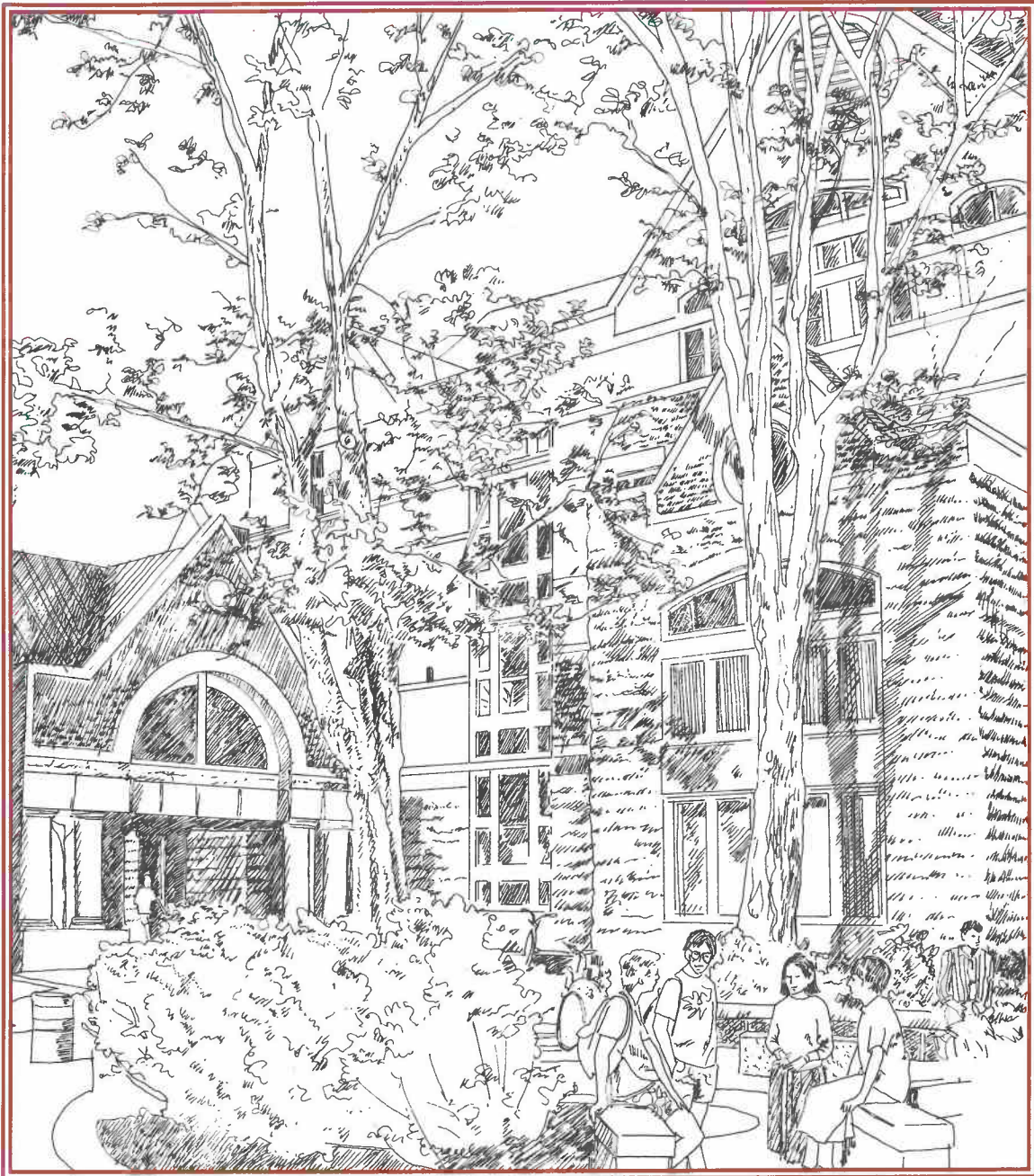


# Strategic Plan for Macalester College

Adopted May 1992



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THE PRESIDENT  
MACALESTER COLLEGE  
1600 GRAND AVENUE  
SAINT PAUL, MINNESOTA 55105  
612-696-6207

September 1992

Dear Macalester Friend,

Over the past two years, the Macalester College community has looked carefully at the college's mission, traditions, and programs, and has challenged itself to set meaningful new goals for the future.

The Strategic Plan which I presented for Trustee approval in May 1992 is the product of a broadly representative process which involved the entire college community. The process began in 1991-92 with a Year of Academic Planning culminating in the faculty adoption of a series of degree requirements (summarized on pages 3-4) that will strengthen the liberal-arts curriculum and further ensure that Macalester plays a leadership role in educating students with an international perspective.

In September 1991, I asked Provost Elizabeth S. Ivey to chair a Strategic Planning Committee, to which I appointed members of the faculty, staff, students, alumni, and trustees of the college. The committee sought other voices throughout the process, and the college elicited the opinions of scores of Macalester alumni across the country through a series of Alumni Soundings.

Through this process, the college has reaffirmed its long-standing commitment to academic excellence, defined in a context of cultural pluralism, international understanding, and service.

Those same historic values were the cornerstone of the most recent Long-Range Plan, adopted through a similarly inclusive process in 1985. Among the chief points of that plan were to build a new library (the new DeWitt Wallace Library opened in fall 1988), to maintain a need-blind admissions policy, to make faculty salaries significantly more competitive, and to improve campus facilities.

In the 1992 plan, the college has restated its commitment to maintaining a need-blind admissions policy. The new plan more emphatically states our intention to seek a student body which reflects the diverse population of the United States and has a significant representation from around the globe. In addition, we state our intention to create a diverse faculty of outstanding teacher-scholars from all parts of the world.

Among other significant initiatives identified in the plan are those to increase the size of the faculty, ensure new opportunities for scholarship both in this country and abroad, and continue to improve faculty and staff compensation; to enable every student to study abroad; to increase the role of service; to provide expanded and improved facilities for educational and community activities; and to shepherd the

**MACALESTER**  
**COLLEGE**

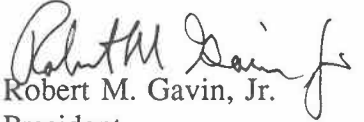
resources necessary for the college to provide leadership in accordance with its historic mission and values.

Macalester is fortunate to be able to undertake these initiatives at a time when many colleges and universities are facing economic hard times. We had a generous benefactor in DeWitt Wallace, son of the college's fifth president, who in 1981 established the DeWitt Wallace Fund for Macalester College, to which he donated shares of stock in The Reader's Digest Association, the company he founded. Thanks to excellent leadership of that company by CEO George Grune and to the dedication of its employees, Mr. Wallace's gift has grown in value from \$10 million to approximately \$399 million. That fund together with other Macalester endowment funds of \$74 million represents a greatly expanded financial base from which to plan.

The college's treasurer has developed financial projections for implementing the measures set forth in the new Strategic Plan. In addition, Macalester submitted its projections to economist Michael McPherson of Williams College. Both concluded that the college's plans are consistent with the resources available to the college. It is important to note that those resources include not only income from endowment, tuition, and fees, but also gifts and grants from alumni, corporations and foundations, parents, and friends. Increasing the level of support, especially from alumni, is a key element of the plan for Macalester's future.

As you read these materials, committees and task forces within the college are beginning the task of implementing many of the major proposals. We welcome your support and participation as Macalester moves forward, and we will report to you our progress over the coming months and years.

Sincerely,

  
Robert M. Gavin, Jr.  
President

## Table of Contents

### THE PLAN

Strategic Plan Adopted by Board of Trustees, May 1992 .....	1
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### BACKGROUND DOCUMENTS

Outcomes from the Year of Academic Planning, 1991-92 .....	3
President's Charge to the Strategic Planning Committee, September 1991 .....	5
Report of the Strategic Planning Committee to President Gavin, March 1992 .....	11
President's Response to the Committee, March 1992 .....	23
President's Remarks to the Trustees, April 1992 .....	29
President's Recommendations to the Trustees, May 1992 .....	35
Subcommittee Reports .....	39

## **Strategic Plan for Macalester College**

**Adopted by Board of Trustees**

**May 1992**

### **Mission**

**Macalester is committed to being a preeminent liberal arts college with an educational program known for its high standards for scholarship and its special emphasis on internationalism, multiculturalism, and service to society.**

**This Strategic Plan is designed to ensure that the College has the students, faculty, staff, physical facilities, resources, and atmosphere necessary to achieve this mission.**

### **IMPORTANT PLANNING ASSUMPTIONS**

- ▶ **Macalester seeks an average annual campus enrollment of 1650 full time equivalent students.**
- ▶ **Macalester will maintain a need-blind admissions policy.**
- ▶ **Macalester seeks a student body which reflects the diversity of the population of the United States and has a significant representation of international students from around the globe.**
- ▶ **Macalester seeks to have a diverse faculty composed of outstanding teacher-scholars from all parts of the United States as well as a significant representation from around the globe.**

### **KEY STRATEGIC OBJECTIVES**

**Enrich our academic program and strengthen internationalism.**

- ▶ **The faculty size should increase from 137 FTE to 165 FTE.**
- ▶ **The support staff size should increase from 260 FTE to 290 FTE.**
- ▶ **Macalester should provide program budgets to meet the needs of the new curriculum and the mission of the College.**
- ▶ **Macalester should provide faculty and staff with compensation that is competitive within the market area within which they are recruited.**

- ▶ The College should enable every student to have an international experience prior to graduation and every faculty member to have international and domestic experiences appropriate to support the international, multicultural and service experiences we desire.
- ▶ The College should have a 90% five-year graduation rate by the year 2000.

Support should be provided to build a stronger community while maintaining our important diversities and to promote social responsibility on the part of the individuals and the institution.

- ▶ The service component of the Macalester experience should be strengthened and expanded.
- ▶ A campus center/student union should be constructed.
- ▶ The College should renovate those academic buildings in need of renovation and improve and expand its athletic facilities.

Resources necessary to achieve our mission should be shepherded and enhanced.

- ▶ The College should double the amount of support to the College from the current level of \$5.5 million per year to \$11 million per year by the year 2000.
- ▶ The College should set its comprehensive fee at a level which is approximately \$2500 below the median of our comparison group for the next two years and which should be reviewed every other year thereafter.

## YEAR OF ACADEMIC PLANNING SUMMARY OF FACULTY ACTIONS

The college's most recent planning process began with the most thorough review of the curriculum in nearly three decades. Faculty deliberations, organized through the existing committee structure, resulted in a series of faculty votes in the fall of 1991. Leading the efforts as chairs of key committees were the following:

Mark Davis, Professor of Biology and Chair, Faculty Professional Activities Committee  
David Itzkowitz, Professor of History and Chair, Faculty Personnel Committee  
Peter Rachleff, Associate Professor of History and Chair, Curriculum Committee  
Norman Rosenberg, Professor of History and Chair, Faculty Advisory Council  
Charles Torrey, Associate Professor of Psychology and Chair, Curriculum Task Force

The work of the faculty committees was facilitated and supported by Provost Elizabeth Ivey, Vice Provost Paul Solon, and Associate Provost Ellen Guyer who also chaired the Advising Task Force.

The following summary appeared in the February 1992 issue of *Macalester Today*.

### Faculty approves new graduation requirements, beginning in 1993-94

The faculty has approved the most comprehensive academic reforms at Macalester in nearly 30 years. They are designed, in part, to reflect the college's longstanding commitment to internationalism and cultural diversity.

The Dec. 4 vote was the culmination of a college-wide review of the curriculum and graduation requirements that began formally with the 1990-91 "Year of Academic Planning" and continued through several faculty meetings last fall.

The changes will take effect in the 1993-94 academic year, as will other major changes. The faculty voted earlier to increase classroom hours by 20 percent in order to assure more teacher-student contact, and to retain Macalester's 4-1-4 calendar but strengthen the January Interim term and better integrate it into the regular curriculum.

The new graduation requirements mean that beginning in the fall of 1993, all students must:

- ▶ Complete a major (a core program will not be sufficient) and all majors must include a senior "capstone" experience that will give students experience doing original work or presenting a performance. The requirement may be met in many ways, such as a senior seminar, independent project or honors project. In recent graduating classes, fewer than 5 percent of the students did not complete a major.

- ▶ Spend at least four semesters in residence at Macalester, including at least one semester of the senior year. Time spent on study-abroad programs will not count toward satisfaction of this requirement.
- ▶ Demonstrate a level of proficiency in a second language (other than the student's native tongue) equivalent to two semesters of college-level study. The requirement may be satisfied by high school work, examination or college work. In the first-year class that entered Macalester in 1990, 97 percent had already satisfied the requirement. But the faculty believed a formal requirement was in keeping with Macalester's commitment to internationalism.
- ▶ Take at least one course in "international diversity" and at least one course in "domestic diversity." The former will address the heritage of a country, region or culture outside the United States; the latter will concentrate upon the diverse cultural groups within the U.S. Many existing courses will satisfy the requirement, but new courses will also be developed.
- ▶ Each first-year student must take a course with a small enrollment (no more than 16 students) in their first semester. First priority for registration in the course will be reserved for entering first-year students and pre-enrollment by mail will be available each summer. The instructor will normally be assigned as the adviser of entering students in the course, although students may request a different adviser. First-year courses will normally offer special instruction in writing.

In addition, the faculty considered requiring students to take an interdisciplinary general education course but decided such action was premature. Instead, the faculty approved a motion asking Provost Elizabeth Ivey to organize and support an experimental program of general education courses to be conducted for three years (1992-93 to 1994-95). At the end of that time, the provost is to report the results of the experiment to the Curriculum Committee and recommend whether requiring such courses of all Macalester students is both desirable and feasible.

The January Interim term—to be renamed Intersession—will be optional for both students and faculty. And the number of courses students must take to graduate will be reduced from the current 35, up to four of which can be Interim courses, to 34, none of which have to be Intersession courses. However, the 34-course requirement will encourage many students to take two Intersession courses—a 4-1-4 course load—during two of their four years at Macalester.

Students will be graded in Intersession just as in the regular term and their grades will be figured into their grade point average. At present, students take Interim courses on a pass-fail basis. In addition, departments will be allowed to offer Intersession courses that count toward a student's major and/or meet distribution requirements.

Students who matriculated before the fall of 1993 will have the option of satisfying either the requirements in effect at the time of matriculation or those in effect at the time of graduation.

—Jon Halvorsen

**1991-92 Macalester College  
Strategic Planning Committee  
Charge  
from  
Robert M. Gavin, Jr., President  
to  
Elizabeth S. Ivey, Provost**

**September 5, 1991**

The Committee is requested to respond to the following charge and questions regarding plans for the future of Macalester College by March 9, 1992. The response should include specific objectives as well as priorities and timetables for achieving those objectives over the next seven to ten years. The President will provide a tentative response to the Committee recommendations by March 20, 1992. There will be an opportunity for the Committee as well as the rest of the Macalester Community to comment on the President's preliminary responses during the month of April. Approval of the Plan will be requested by the President from the Board of Trustees at their meeting on May 22, 1992.

The Committee should review previous Long Range Plans, especially the Plan approved in May, 1985, as well as the Self-Study Report of 1986 and the response of the North Central Association Accreditation Visiting Committee. Committee members should also feel free to review earlier Long Range Plans and/or other College planning documents.

It is expected that the Committee will consult widely with faculty, students, staff and alumni during their deliberations.

**MACALESTER'S MISSION**

Since its founding in 1874, Macalester College has sought to be an academic institution with "standards for scholarship" equivalent to those of the finest colleges in the country and to emphasize high ethical standards and social concerns. The academic program has been a liberal arts curriculum at the undergraduate level with special emphases on internationalism, diversity and service to society. This mission has been reaffirmed by the Board of Trustees on several occasions and should be the reference point for this planning process.

**PLANNING ASSUMPTIONS**

Given the mission of the College, the following planning assumptions should be kept in mind when making recommendations in response to the charge:

- ▶ Macalester's goal is to be regarded as a pre-eminent national liberal arts college with faculty, students, staff, physical facilities and resources consistent with that objective;

- ▶ Macalester seeks a student body which reflects the diversity of the population of the United States and has a significant representation of international students from around the globe;
- ▶ Macalester seeks to have diverse faculty composed of outstanding teacher/scholars from all parts of the United States as well as a significant representation from around the globe.

### CHARGE

The Committee is asked to review the current state of the College relative to our mission statement and goals; to identify areas of strength and weakness; and to make specific recommendations, including priorities and timetables for completing the projects over the next seven to ten years. In addition, the Committee should make recommendations on the changes which Macalester should be prepared to make in the first decade of the 21st Century.

### ACADEMIC PROGRAM

Macalester College is known for its emphasis on internationalism and multi-cultural perspectives within the liberal arts tradition. The academic program requires a faculty committed to teaching and independent student learning, all within a commitment to ethical behavior and social concerns.

The 1984-85 Self Study chose a set of comparison schools to be used in measuring progress. The schools were rated as "five star" academically by the *Fiske Guide to Colleges*. Statistics from those schools were used for comparisons of faculty salary, admissions data, as well as endowment and spending per pupil. In 1984 Macalester's academic program was rated as "four star."

The faculty and Provost have recently completed a Year of Academic Planning. A number of significant proposals from that planning effort are pending.

- ▶ Since Macalester's academic program is rated just below that of the colleges in the comparison group, what will it take to move to the higher rating?
- ▶ Are the "standards for scholarship" equivalent to those of the finest colleges in the nation?
- ▶ Does the current curriculum offer the courses appropriate for the mission of the College?
- ▶ Which of the proposals developed during the Year of Academic Planning should be adopted in the new Long Range Plan?
- ▶ Are there disciplines or areas which should be added in the next decade?
- ▶ Should some disciplines or areas be reconfigured or dropped to improve academic quality overall?

- ▶ Is there an appropriate balance between the Fine Arts, Humanities, Natural Sciences, and Social Sciences? If not, what should be expanded and what contracted?
- ▶ Should the student/faculty ratio be changed? If so, for what reasons and in which areas?
- ▶ Do Macalester graduates demonstrate superior achievements appropriate to the quality indicated at matriculation?
- ▶ Do our students in sufficient numbers gain recognition in national and international fellowship competitions and admission to the best graduate and professional schools?

### EDUCATIONAL ATMOSPHERE

Macalester has chosen to remain small and to provide an educational atmosphere in which there is extensive interaction between students and faculty both in and outside the classroom. We are a mostly residential campus located in a major metropolitan area. In the early years a significant fraction of the students lived at home and commuted to the campus. Over the years the fraction of students living on campus has increased to the point where about 75% now reside in College housing.

- ▶ Are the current residential and dining spaces adequate and appropriate?
- ▶ What are the factors limiting further increases in the fraction of students living on campus?
- ▶ What are the strengths and weaknesses of the student activity and dining space?
- ▶ Is there an atmosphere which promotes intellectual excitement and creative debate?
- ▶ Are there adequate programs of outside speakers and forums for intellectual exchange?
- ▶ Are the campus facilities supportive of this goal?
- ▶ Do the co-curricular programs of the College support the mission especially in the areas of service?

### STUDENT BODY

The admission statistics for the entering classes are competitive with many of the "five star" colleges. However, the academic profile of the entering classes is not yet equivalent to those of the top six liberal arts colleges. In addition, Macalester, like many other colleges, has been attracting a student body with an increasingly narrow range of interests and points of view. Retention and the graduation rates have improved significantly over the past six years but are still below that of the comparison group.

- ▶ What should be done to improve retention and graduation rates to the level of the comparison group?
- ▶ Are we attracting a student body consistent with the College mission?
- ▶ Should our admissions requirements be changed?

- ▶ What goals should the College have for racial, ethnic, economic, geographic, and international diversity?
- ▶ Does Macalester provide adequate preparation for students for life after graduation?

### FACILITIES

The addition of the Wallace Library, the renovations of Weyerhaeuser Building, Carnegie Hall of Science, Bigelow Hall and the addition and renovation of the Humanities Building in the Janet Wallace complex have provided significant improvements to the facilities over the past six years. However, many of the facilities recommended in 1968 have never been completed.

- ▶ How can our facilities aid our mission and goals?
- ▶ Are the academic, residential, athletic, fine arts, and other activity facilities consistent with our mission?
- ▶ Are the facilities being used in the most efficient fashion?
- ▶ Where are there needs for additional facilities or for renovations?
- ▶ What are the highest priority needs for academic facilities?
- ▶ What are the highest priorities for student facilities?
- ▶ What are the highest priorities for athletic facilities?

### ACADEMIC SUPPORT

Academic department budgets are below those of the "five star" colleges as is the library budget. Students and faculty need library resources and equipment for information technology as well as scientific investigation. Both areas have been changing rapidly and it is necessary to have a comprehensive plan for the support for such resources.

- ▶ Is the Wallace Library adequate for the needs of the faculty and students?
- ▶ What are the highest priority needs in the area of information technology?
- ▶ What should be our goals for academic department budgets?
- ▶ What are the priorities for support staff additions and/or reallocation?
- ▶ What areas should we contract for services rather than run our own shop?

### RESOURCES

The three major sources of revenue are from tuition and fees, endowment, and gifts and grants. Current tuition and fee levels are several thousands of dollars below those of the leading national liberal arts colleges. The College endowment is comparable with that of the best endowed liberal arts colleges but is still heavily dependent on one stock. Income from gifts and grants to the yearly operation of the College is considerably below that of our competition.

- ▶ Are current revenues sufficient to support the mission of the College?
- ▶ If not, what areas should be given priority to increase revenues?
- ▶ What should be our plan for future tuition and fees?

- ▶ What should be the priorities for the expenditures of the income from the DeWitt Wallace Fund for Macalester College?
- ▶ What can be done to improve the financial support for the College from alumni and friends so that it is comparable to that at similar institutions?
- ▶ What resources will be needed to support capital needs?



**Report of the Strategic Planning Committee  
to President Gavin  
March 9, 1992**

The Strategic Planning Committee is pleased to report to you its responses to your September 5, 1991 charge to the committee. We have met with representatives of all campus constituencies, in our own meetings, in three open hearings for the whole community and in an open meeting sponsored by the Staff Advisory Council. Preliminary reports have been presented to the Board of Trustees at their retreat on January 26, 1992 and to the campus community at the Opening Convocation on February 11, 1992.

Our work has been guided by the single **planning objective** that everything we recommend should be consistent with and supportive of the mission of the College:

Since its founding in 1874, Macalester College has sought to be an academic institution with "standards for scholarship" equivalent to those of the finest colleges in the country and to emphasize high ethical standards and social concerns. The academic program has been a liberal arts curriculum at the undergraduate level with special emphases on internationalism, diversity and service to society.

The recommendations we make in this report have been developed using the **planning assumptions** given to us in our charge:

- ▶ Macalester's goal is to be regarded as a pre-eminent national liberal arts college with faculty, students, staff, physical facilities and resources consistent with that objective;
- ▶ Macalester seeks a student body which reflects the diversity of the population of the United States and has a significant representation of international students from around the globe;
- ▶ Macalester seeks to have diverse faculty composed of outstanding teacher/scholars from all parts of the United States as well as a significant representation from around the globe.

Our report begins with an assessment of the current state of the College relative to our mission statement and to the goals set forth in the Long Range Planning Objectives adopted in 1988. We then present our broad recommendations as developed around the three themes of (A) enrichment of our academic programs, (B) building a stronger community, and (C) securing the resources to accomplish the goals put forth in sections (A) and (B). Our recommendations are based on the reports of six sub-committees, organized around the six headings of the charge: (1) Academic Program, (2) Educational Atmosphere, (3) Student Body, (4) Facilities, (5) Academic Support, and (6) Resources. The full sub-committee reports begin on page 37. We conclude our report with an assessment of the resources necessary to

support our recommendations and a final recommendation for the phasing in of our recommendations.

### I. Assessment of the College vis-à-vis its mission and goals

Macalester College is a very healthy enterprise. It has an excellent student body, an outstanding faculty, an intellectually challenging curriculum, an able staff, substantial financial resources, good physical facilities, and supportive alumni. Our urban location is a great advantage. And the very strong role that internationalism plays on our campus is an even more distinctive characteristic. The international diversity of our faculty, student body, curriculum, and study away opportunities is a strength that sets us apart from our comparison group of small liberal arts colleges. Our recommendations support our belief that the College should build on these strengths.

Of the seven highest priority recommendations established in 1988, two have been completed and significant progress has been made on four of the remaining five recommendations. The two completed goals are that (1) the endowment be increased by \$30 million over the years 1988-1995 and (2) yearly expenditures for scientific and computer equipment be doubled. Goals yet to be completed are:

- (1) that staff compensation be sufficient to hire and retain first rate staff

STATUS ▶ the college is competitive in the exempt staff salaries with very few exceptions  
▶ compensation improvements need to be made in secretarial staff paygrades 1-5.

- (2) that a phased renewal of residence hall space be implemented, plus construction of new residence space with appropriate dining facilities

STATUS ▶ residence hall space has been renovated each summer according to a phased plan  
▶ no new residence space has been constructed  
▶ no new dining facilities have been constructed

- (3) that net tuition revenue be increased to put us in the third quartile of our national comparison group of small liberal arts colleges

STATUS ▶ this goal has not been met

- (4) that faculty compensation be increased to the third quartile of our national comparison group of small liberal arts colleges

STATUS ▶ the ranks of Professor and Associate Professor have met this goal, and that was achieved this year

- (5) that renovation and space improvements be completed in Old Main, Carnegie, Weyerhaeuser, and Janet Wallace

STATUS ▶ Carnegie and Weyerhaeuser renovations are completed  
▶ Humanities wing of Janet Wallace construction and renovation to be completed Aug/Sept 1992  
▶ Old Main renovation to start in Sept. 1992, to be completed by end of 1992-3 academic year

As we gathered information and discussed what the College has achieved within its present and previous budgetary constraints, we concluded that the College operates very well and very efficiently. However, there are some areas where we feel that it would be wise to increase resources, both human and financial. Our recommendations, therefore, include not only support to build on our strengths and previous goals mentioned above, but also support for improvement in areas such as: our ability to enrich and diversify our curriculum; our processes for evaluating and enhancing teaching and learning; our retention and graduation rates; integration of co-curricular, curricular, and social parts of students' lives; space for staff/student/faculty interaction; our already diverse student body; student leadership development; athletic programming and facilities; individual and alumni giving; better communication of Macalester's strengths.

### II. Broad Recommendations

We have concluded that Macalester's enhanced resources provide us with the fortunate circumstances that we can recommend both the improved support for some of our current efforts on campus and support for new initiatives. We are indeed fortunate not to be in an "either/or" situation. We wish to be clear that we have carefully evaluated the long-term cost of our recommendations and have tried to make recommendations that we believe to be important goals for the College, even if they may require raising additional funds.

#### A. Support should be provided for the enriching of our academic program and strengthening its focus on internationalism.

##### 1. Highest priority recommendations

- a. **The College should expect and enable every student to have an international experience of at least three months duration prior to graduation from the College and every faculty member to have at least a month's international experience once in every 7 years.** Such a program should be coupled with clear statements that it is expected that all students and faculty members will participate in the learning and teaching of global perspectives. The rationale for this effort is to prepare our graduates for living and working in the shrinking world of the 21st century and to build on Macalester's long tradition and strength in the area of internationalism. (See sections A.1.b., A.2.a., A.3.a., B.2.c and d)

EXPECTED OUTCOME: This recommendation is made in the spirit of moving the College in a bold new direction which would keep us in a leadership position in international education.

- b. **The College should provide faculty and staff resources necessary to support greater depth in the curriculum, international programming at the fore-front of American higher education, and flexibility to respond to a rapidly changing global environment.** The faculty has already taken significant steps toward this goal in the Year of Academic Planning. Specifically we recommend a phased lowering of both the student/faculty ratio and the student/staff ratio in a manner that is economically prudent. The goal for the student/faculty ratio is recommended to be at 11:1 for the ratio of tenured plus tenure-track faculty to students and a 10:1 cap for the overall student/faculty ratio. In addition, we recommend staffing the College sufficiently to provide an environment that enhances learning and our academic programs.

The rationale for this recommendation is to enable us to exploit new opportunities in our curriculum, to increase the presence of minority, international and visiting faculty, and to enhance technical, library, and secretarial support services. These changes would provide new courses with small enrollments for first-year students, more advanced courses, new global perspectives in our curriculum, more individual student/faculty interaction, enhanced computing and technology services, enhanced library services in support of a more challenging intellectual program and in support of increased numbers of student/faculty research projects here and abroad, and some summer secretarial support for the academic departments.

EXPECTED OUTCOMES: curricular flexibility, more diverse faculty, implementation of the stronger curriculum planned by the faculty.

- c. **The College should provide faculty and staff with compensations that are competitive with the market area within which they are recruited.** Specifically we recommend moving faculty compensation to the third quartile of our national comparison group of colleges as defined in the 1985 Long Range Plan as soon as possible, and reaching the median by rank in five years. This is imperative if the college is to hire and retain its first-choice candidates in searches.

EXPECTED OUTCOME: completion of a 1988 goal and an excellent faculty and staff.

2. High priority recommendations

- a. **The College should provide faculty and staff development opportunities consistent with the provision of a highly interactive and challenging curriculum and strong co-curricular programs.** We are sure that the rate of change in one's area of expertise will increase over the next decade. Therefore, we specifically recommend that there be funds available for all tenured, tenure-track, full-time visiting, and part-time long-term faculty members, as well as exempt staff, to attend one professional meeting per academic year. Funds for the development of the new courses the faculty have voted to offer, for additional student/faculty research opportunities and for funding for enhancement of teaching are a high priority.

EXPECTED OUTCOME: New courses, new ways of teaching and of evaluating teaching. Additionally, there will be a "Macalester presence" at major professional meetings and Macalester will have well informed faculty and staff.

- b. **The College should renovate those academic buildings still in need of renovation and addition of space as quickly as it can, consistent with the use of the facility and prudent financing.** We recommend that Olin and Rice Halls be improved first in order to have science facilities designed for the way science is taught today. More courses have laboratory classes associated with them now that we know science is best taught as a hands-on experience. Student/faculty research has become a strong and vital part of our curriculum and in science that requires dedicated space not currently available. The Art, Music, and Theater buildings also need renovation to be able to mount their updated curricula and strengthened co-curricular programs. With the addition of new faculty positions, space must be provided for increased staff and faculty in all renovated buildings, as we have in the recent past.

EXPECTED OUTCOME: 21st century curriculum taught in 21st century space.

- c. **The College should increase program budgets to meet the needs of the new curriculum.** We recommend the development of zero-based budgets for the 1993-94 academic year and that College support should be based on these analyses plus a recognition of some of the special needs that arise every year.

Resources should be available to provide for intellectually stimulating departmental and campus-wide colloquia, symposia, and guest lecturers.

EXPECTED OUTCOME: enhanced curriculum, educational atmosphere, teaching effectiveness, and scholarly productivity.

- d. **The College should set a goal of a 90% 5-year graduation rate by the year 2000.** In particular, we recommend that a statement be placed in the catalog that the normal expected time to graduation is 4 years. Our enriched curriculum, changed financial aid packaging (see section C.1.a.), focus on international experiences being tied to a student's academic program, and stronger academic advising program will all support this goal.

EXPECTED OUTCOME: improved graduation and retention rates.

- e. **The College should increase funds for computer and science equipment to provide for replacement of computers in public laboratories on a five-year cycle and for the updating of outmoded science equipment in accordance with a phased plan to be developed.** The 1988 Long Range Plan recommendation to double money expended for computing and scientific equipment has given the College much needed microcomputers on faculty and staff desks and research equipment in the sciences and social sciences. These funds will support continuation of these programs, but we also need to be planning for the replacement of all outdated equipment on a regular schedule. Improvements in our academic programs have come about and will continue to come about if the College makes state-of-the-art equipment available to faculty and staff. Scholarly productivity is often facilitated by high speed computers and networks.

EXPECTED OUTCOME: 21st century curriculum supported by 21st century equipment.

3. Important priorities

- a. **The College should provide furnished housing for visiting faculty utilizing the High Winds properties.** In order to support the new flexibility desired in our curriculum, we will need to provide an enticing package of teaching, research, and housing options for visiting faculty, particularly international faculty. Currently, we have only two furnished housing units for visiting faculty.

EXPECTED OUTCOME: faculty housing options to support the visiting faculty on campus every year.

B. Support should be provided to build a stronger community while maintaining our important diversities and to promote social responsibility on the part of individuals and the institution.

1. Highest priorities

- a. **The College should renovate and expand the Student Union to make it into a Campus Center providing space for more student/faculty/staff interaction.** One outcome of such a renovation would be improved integration of the intellectual, co-curricular, and residential lives of our students. New programming would be effected by creating a variety of dining facilities including faculty and staff dining areas and dining areas where faculty and students can dine together, meeting rooms, redesigning student activity spaces, and providing performance space. We believe these changes would promote the development of a stronger community.

EXPECTED OUTCOME: improved integration of the students' academic, co-curricular, and social lives, and an improved campus sense of community.

- b. **The College should strengthen its athletic programs and improve its athletic facilities.** We recommend the development of a plan to involve at least a majority of students in physical exercise and/or athletic teams. To achieve this, we will need to renovate and expand the Field House, build new tennis courts, add playing fields, and bring coaches of all varsity sports to full-time status. We also recommend bringing varsity sports programs to an appropriate degree of excellence.

EXPECTED OUTCOME: involvement of more students, faculty, and staff in athletics, and improved performance and support of varsity athletic teams.

2. High priorities

- a. **The College should increase its community service role, both institutionally and as individuals.** Since community service is central to our mission, it is important to take a careful look at ways in which we can strengthen our service components, increase the number of student participants, and, where appropriate, integrate with academic programs. We recommend exploration of new options, including institutional initiatives.

EXPECTED OUTCOME: moving community service to a more central role on campus.

- b. **The College should incorporate more curricular and co-curricular programming in the residence halls.** The College should continue renovating present residence halls in the summers and on a phased schedule determined in part by the condition of the hall and the adoption of new residence hall programs. New programmatic ventures in the residence halls are in the early stages of campus discussion. In particular, we support reducing the density of student rooms in order to add study space, seminar space, and office space for various student affairs functions.

EXPECTED OUTCOME: integration of intellectual, social, and co-curricular lives of students and building community.

- c. **The College should support the maintenance and improvement of the highly valued current diversity of its student body.** We recommend admission of students who meet our academic qualifications and provide diversity of academic interests (e.g. our percentage of students identifying themselves as potential science majors is relatively low), cultural and ethnic backgrounds, financial backgrounds, geographical backgrounds, political interests, and athletic interests and ability. The committee noticed that there was a decline in the number of no-need students admitted this year and recommends a goal of attracting and enrolling more no-need applicants in order to maintain our need-blind admission policy.

EXPECTED OUTCOME: retention of need-blind admission policy, more balanced intellectual discourse on campus.

- d. **The College should move those operations that are central to its mission closer to the center of campus.** Specifically we recommend moving the International Center to the central part of the campus, providing new physical plant space on the periphery, and putting new tennis courts and additional playing fields on the periphery.

EXPECTED OUTCOME: better integration of the international students and their programming with rest of campus and recognition of the central role of study away programs.

3. Important priorities

- a. **The College should explore options for additional on and off-campus student housing.** Today's students want a variety of housing options. We, therefore, recommend that the College coordinate the development of retail and mixed-use residential space on the north side of Grand Avenue between Macalester and Cambridge Streets. If the College concludes it needs to build a new residence hall, we recommend its location to be on the northwest corner of the intersection of Macalester Street and Grand Avenue.

EXPECTED OUTCOME: new student housing meeting the needs of tomorrow's students and new Student Affairs Office program initiatives.

C. Support should be provided to secure the resources needed to do the above-mentioned recommendations and to manage our endowment to the advantage of the College now and in the future.

1. Highest priorities

- a. **The College should make the financial aid package more attractive to all students on aid.** We recommend a reduction in the amount of maximum loan from this year's 20% of tuition to 10% of tuition for the next 5 years, at which time we recommend that the policy be reviewed. We feel we have proposed changes throughout this report that will produce enhanced demand for a Macalester education by students from families at all income levels. This recommendation provides something to help low and middle income families. We feel that it is important to keep the cost of a Macalester education within reach of all families and we prefer to accomplish this through a strong financial aid package rather than by a reduced tuition policy.

EXPECTED OUTCOME: less financial burden on students and their families, perhaps with an associated improvement in graduation rate

- b. **The College should improve external financial support of the College, especially that which comes from alumni.** Macalester's level of giving by alumni and other individuals is much below that of our comparison group of colleges. We endorse, therefore, a Development Office goal of doubling the dollar amount of private support to the College on an annual basis before the year 2000. We recommend that resources be assigned to accomplish this goal.

EXPECTED OUTCOME: more resources for the College and improved connection to and support of the College by its alumni and alumnae.

- c. **The College should inform both its local and national publics about Macalester's strengths.** We recommend increased effort in and support for public relations to put out the Macalester story to all of our various constituencies. This is of paramount importance since we are a college in a transition period.

EXPECTED OUTCOME: wider recognition of the academic excellence of Macalester and its other outstanding characteristics, and an enhanced ability to attract excellent faculty, students, and staff.

2. High priorities

- a. **The College should set its tuition so that its increases put Macalester tuition at the mid-point of those charged by our comparison group of colleges by 2000.** Macalester needs 1-3 years to implement its new curriculum. As this is phased in, our ability to attract and enroll more academically talented students will improve. Once this has occurred we will be in a strong position to raise our tuition more aggressively.

EXPECTED OUTCOME: increased resources, retention of need-blind admission policy.

- b. **The College should fund capital projects from a variety of sources.** We recommend the funding of the capital projects recommended in this report through a combination of low interest bonding issues; fund raising from individuals, corporations, and foundations; endowment; and the DeWitt Wallace Fund for Macalester College. It is important for the College over the long run to be competitive in its fund raising efforts and to be using the funds in the DeWitt Wallace Fund for Macalester College for many different campus priorities.

EXPECTED OUTCOME: maintenance of Macalester's financial strength.

III. Resource assessment vis-à-vis recommendations

The committee asked Williams College Economics Professor Michael McPherson and Macalester College Treasurer Paul Aslanian to do some financial modelling for us. We wished to ascertain the ability of the College to sustain over a period of 10-20 years its support of the recommendations we wished to make.

Our data indicated that there will be enough resources available to support our recommendations. However, it is clear to us that the endowment alone will not support what we recommend. The College will need to improve its fund raising. We have deliberately not made recommendations that would expend all of our resources. Rather, we believe it is important to allow for flexibility in the future and to operate the College in a way that treats current and future students equitably.

Our models include a phasing in of our recommendations to coincide with growth in resources. Thus, not everyone's recommendation(s) will be supported at first. It is our hope that knowing what projects are recommended and roughly when each project can be undertaken will assure people that in the long run we can accommodate the major recommendations.

IV. Conclusion

We have spent the past five months deliberating, gathering data, thinking creatively and analytically, and preparing this report for you, President Gavin. We have responded fully to the charge given us. The individual sub-committee reports are attached as a source of more detailed recommendations. The committee urges you to seek the community's response to our report as you prepare your response to us, the Board of Trustees, and the community-at-large. It has been a pleasure to be involved in planning for the future of Macalester College at this time in the college's history, and we are prepared to work with you in further development of the strategic plan.

Respectfully submitted,



Elizabeth S. Ivey, Provost and Chair of the Strategic Planning Committee

Committee Members:

Jeremy Allaire '93

Barbara Bauer Armajani '63, Chair of the Board of Trustees

Virginia Dahleen Brooks '59, Trustee

Elizabeth A. Cogswell, Director of Corporate and Foundation Relations

William W. George, Trustee

Virgil Herrick '52, Alumni Board Member

Mara Rose '94

Jack E. Rossmann, Professor and Chair of the Psychology Department

Jane Else Smith '67, President of the Alumni Association

Margaret A. Schultz, Assistant Professor, Economics Department

A. Truman Schwartz, DeWitt Wallace Professor, Chemistry Department

Patricia Traynor, Executive Secretary, Dean of Students Office

Gerald F. Webers, DeWitt Wallace Professor and Chair of the Geology Department

**Response to the Strategic Planning Committee  
from Robert M. Gavin, Jr.**

**PRELIMINARY RESPONSE TO THE MARCH 9, 1992 REPORT**

The March 9, 1992 Report of The Strategic Planning Committee provides an excellent framework for a new long range plan for the College. Thank you very much for a very thorough job of evaluating the current state of the College and responding to the charge presented to you on September 5, 1991. The purpose of this preliminary response is to endorse the overall strategic issues which you have identified, to ask questions and raise issues about some of the specific recommendations in your March 9, 1992 report, and to suggest ways to proceed in the implementation of the Strategic Plan.

I look forward to meeting with the Committee on April 16 to discuss this response.

The Committee has made three broad recommendations:

1. Support should be provided for the enrichment of our academic program and strengthening its focus on internationalism.
2. Support should be provided to build a stronger community while maintaining our important diversities and to promote social responsibility on the part of individuals and the Institution.
3. Support should be provided to secure the resources needed and to manage our endowment to the advantage of the College now and in the future.

These three broad recommendations provide excellent focus and support of the mission of the College to provide an undergraduate liberal arts education of the highest standards emphasizing internationalism, multiculturalism, and service to society. In the paragraphs which follow I will provide a point-by-point response to your priority recommendations within the three categories. I will then go on to summarize the areas where I feel we need further discussion.

**ENRICHING OUR ACADEMIC PROGRAM AND STRENGTHENING ITS FOCUS ON INTERNATIONALISM.**

- 1.a. The College should expect and enable every student to have an international experience of at least three months duration prior to graduation from the College and every faculty member to have at least a month's international experience once every seven years.**

This high priority recommendation is certainly consistent with our objectives. I support the recommendation and would add the suggestion that we provide opportunities for faculty international experiences more often than once every seven years, say once every three or four years.

- 1.b. The College should provide faculty and staff resources necessary to support greater depth in the curriculum, international programming at the forefront of American higher education, and flexibility to respond to a rapidly changing global environment.**

The key for our success in the future is our ability to implement the faculty proposals from the Year of Academic Planning. I agree that we need additional faculty resources and should lower the student-faculty ratio to 10:1. However, there may be a difference between the number of new positions which would be tenure-track. The sub-committee report points to the necessity and desire to have both flexibility for future changes in the curriculum and an international presence on our faculty, but I am not clear on how

many of the new faculty positions the Committee suggests be tenure track. My suggestion would be that we add about ten new tenure-track positions, provide ten positions for current tenure-track faculty to move to non-tenured positions in anticipation of retirement, and provide about ten positions for visiting international faculty or faculty to strengthen our international focus. Is that in general accord with the Committee's recommendation?

- 1.c. **The College should provide faculty and staff with compensations that are competitive with the market area in which they are recruited.**

This should be an important objective for the future. The Strategic Planning Committee report provides a specific recommendation for faculty compensation, but does not mention staff compensation. My recommendation would be that we keep the overall planning objective and then work on each of the faculty and staff areas in order to accomplish this goal. The 1992-93 operating budget was developed with special compensation objectives for those parts of the faculty and staff which are least competitive with the market area within which the faculty and staff are recruited—specifically, assistant professors, secretarial staff and others in paygrades 1-5, and staff for the library and physical education.

I do not favor at this time setting the median of the national comparison groups of liberal arts colleges for faculty compensation at all ranks, because I believe we need to improve staff compensation and expand the staff and faculty for educational program reasons now. If we are successful with our innovations and with securing the resources as outlined below, then I would recommend a goal of the second quartile for faculty compensation.

- 2.a. **The College should provide faculty and staff development opportunities consistent with the provision of the highly interactive and challenging curriculum and co-curricular programs.**

Funds need to be increased in order to allow support for faculty and staff to maintain their professional standing.

- 2.b. **The College should renovate those academic buildings still in need of renovation and addition of space as quickly as it can, consistent with the use of the facility and prudent financing.**

Olin and Rice Halls and the Janet Wallace complex need renovation and updating. The order of proceeding suggested by the Committee seems reasonable and now we should develop a specific scheme for sequentially renovating both the science facilities and Janet Wallace.

- 2.c. **The College should increase program budgets to meet the needs of the new curriculum.**

The Committee recommends "the development of zero-based budgets for the 1993-94 academic year" as a way to support the curriculum, educational atmosphere, teaching effectiveness, and scholarly productivity. This seems like a reasonable recommendation but I am not sure what "zero-based budgets" mean. I will be interested in hearing from the Committee a specific definition of the zero-based budget concept and any recommendations they have for its implementation.

- 2.d. **The College should set a goal of a 90% 5-year graduation rate by the year 2000.**

I fully support this recommendation and wish to discuss with the Committee other specific goals which we should have in order to monitor our progress.

- 2.e. **The College should increase funds for computer and science equipment to provide for replacement of computers in public laboratories on a five-year cycle and for the updating of outmoded science equipment in accordance with a phased plan to be developed.**

I agree with the recommendation.

- 3.a. **The College should provide furnished housing for visiting faculty utilizing the High Winds properties.**

I concur with this recommendation, especially if we proceed to have visiting international faculty.

#### SUPPORT TO BUILD A STRONGER COMMUNITY

- 1.a. **The College should renovate and expand the Student Union to make it into a Campus Center providing space for more student/faculty/staff interaction.**

I concur that the current Student Union is not appropriate for our needs. My recommendation would be that we build a major new Campus Center to house programs associated with internationalism, multiculturalism, and service as well as providing a variety of dining facilities for faculty and staff to interact with each other and with students. Such a facility should be very prominent on campus and provide an architectural statement to our commitments in a fashion similar to the way the DeWitt Wallace Library provides a strong statement regarding our commitment to academics. In addition, we should renovate the Student Union in light of the facilities included in the Campus Center.

- 1.b. **The College should strengthen its athletic programs and improve its athletic facilities.**

I concur with the recommendation.

- 2.a. **The College should increase its community service role, both institutionally and as individuals.**

I concur with the recommendation and feel that we should not only provide regular institutional support for the Community Service Coordinator and other volunteer service programs, but should also provide space for the program which is prominent and central to our activities. That is the reason for recommending that community service offices have a prominent position in the Campus Center. Service is a topic which I would like to discuss with the Committee further.

- 2.b. **The College should incorporate more curricular and co-curricular programming in the residence halls.**

I concur with the recommendation.

- 2.c. **The College should support the maintenance and improvement of the highly valued current diversity of its student body.**



In order to achieve our objectives for internationalism, multiculturalism, and service, the College certainly needs a diverse student body. The Committee did not mention specific goals for this area. My suggestions would be that we set the goal to have the student body from the U.S. reflect the ethnic, religious, socio-economic, and racial diversity of the United States population, and that we have approximately 20% of the total student body be international students by the year 2000. Any reactions to these specific recommendations would be appreciated.

- 2.d. The College should move those operations that are central to its mission closer to the center of campus.**

I fully agree with this recommendation.

- 3.a. The College should explore options for additional on and off-campus student housing.**

I concur with the recommendation and feel that the suggestion regarding development of retail and mixed-use residential space on the north side of Grand Avenue between Macalester and Cambridge Streets is an excellent suggestion. I would further suggest that the High Winds Fund be used to maintain the "beauty, serenity, and security" of the many apartment buildings in close proximity to the campus which are currently used by students for student housing. There is a tendency for the landlords not to maintain the property. The High Winds Fund allows the College the opportunity to be very vigilant in this regard and to ensure proper maintenance.

**SECURE THE RESOURCES NEEDED TO ACCOMPLISH OUR OBJECTIVES AND MANAGE OUR ENDOWMENT TO THE ADVANTAGE OF THE COLLEGE NOW AND IN THE FUTURE**

- 1.a. The College should make the financial aid package more attractive to all students on aid.**

The Committee's specific recommendation of reducing the loan maximum is an interesting proposal but I would like to discuss the context. The rationale for the recommendation is to permit the College to maintain socio-economic diversity. Is there any evidence that the loan component is the primary factor in keeping significant numbers of low and middle-income families in the mix of Macalester students?

- 1.b. The College should improve external financial support, especially that which comes from alumni.**

I concur with the Committee's recommendation and endorsement of the Development Office goal of doubling the dollar amount of private support to the College on an annual basis before the year 2000. This doubling should be both in terms of annual fund and in terms of capital giving.

- 1.c. The College should inform both its local and national publics about Macalester's strengths.**

The Public Relations effort should be expanded to get the Macalester story before the public.

- 2.a. The College should set its tuition so that it increases put Macalester tuition at the mid-point of those charged by our comparison group of colleges by 2000.**

This recommendation is one which needs further discussion. It is my feeling that the College should maintain its current position of being approximately \$2,500 below the median of the national peer group until we have achieved those objectives outlined above. At that point, I see no difficulty in moving to the median by increasing \$500 per year over a five-year period. My concern is that we may, by this tuition move, duplicate the experience of the other national liberal arts college with these higher tuition rates in that they have a greatly reduced fraction of students from middle-income families. Macalester has avoided this depletion of middle-income families with its current policy. We may be missing students from upper income families with our current policy but I suspect that other factors influence that situation.

- 2.b. The College should fund capital projects from a variety of sources.**

I fully concur with this recommendation, especially in the area of fund raising. We need to make increased efforts to raise funds for capital projects from alumni and friends. My recommendation would be at least to set a goal of raising \$30 million for endowment and \$10 million or 25% of the funds for capital projects from alumni and friends. This means raising \$60 million between 1992 and 2000. (See 1.b. above.)

**ADDITIONAL ITEM**

In order to provide the international focus which is recommended by the Committee and with which I fully concur, I believe it will be necessary to have a full time person to coordinate these activities. My suggestion would be that we create the position of Dean of International Studies to provide support for the Provost with the international visiting faculty program, the international experience for faculty, broader support for international study by students, and bring to campus an international perspective. I have in mind hiring a person with broad international experience both in an academic and non-academic sense.

**SUMMARY**

I concur with the Strategic Plan proposed by the Committee and look forward to discussing with you the specific questions regarding your detailed recommendations.

Provost Ivey has already sent to you the preliminary comments which I made to the Board of Trustees on April 3, 1992. It is my intention to hold a public meeting at the end of April to solicit more community reaction. I will make my recommendations to the Board of Trustees in mid-May for consideration at their meeting of May 22, 1992.

It is very clear that implementation of the Strategic Plan will require concerted effort on the part of students, faculty, staff and administration. I would like to discuss with the Committee on April 16 your ideas on the next steps in the process. Clearly, your experience and help will be needed as we move forward together.

Remarks by Robert M. Gavin, Jr. to Trustees

PRELIMINARY RESPONSE TO STRATEGIC PLANNING COMMITTEE

April 3, 1992

In any strategic planning process, the most difficult aspect is to remember that the purpose of the process is to bring into focus the vision of the institution and to identify the key elements necessary to accomplish that vision. All too often the details of specific problems which need immediate attention become the principal topics of conversation and crowd out time to think about where we want to go.

The Strategic Planning Committee did an excellent job of keeping an eye on the vision while receiving volumes of plans for improvements in current activities. I would like to thank all of them for their service, and ask that those committee members who are present stand to be acknowledged. They are: Chair, Provost Betty Ivey; Trustee committee members: Barbara Armajani, Bill George, and Virginia Brooks; Student members: Jeremy Allaire and Mara Rose; Staff committee members: Elizabeth Cogswell and Pat Traynor; Faculty committee members: Jack Rossmann, Peg Schultz, Truman Schwartz, and Jerry Webers; and Alumni committee members: Virgil Herrick and Jane Smith.

Since I asked the Strategic Planning Committee to devote much of its time to the vision, it is only fair for me to begin my response by providing my vision of the future.

Let us assume that we are at Macalester College on March 5, 2024. Those of you who are familiar with the history of the College know that March 5, 2024 will be the 150th anniversary of the granting of Macalester's charter. Let's take a trip into the future to see what the sesquicentennial celebration might look like.

The opening ceremony is being held in the Macalester Center, built in the 1990's to be a strong architectural statement of Macalester's themes of internationalism, multiculturalism, and service. In the auditorium of Mac Center, the President of the College, Maria Gutierrez, is introducing Zhu Di, Secretary-General of the United Nations, as the keynote speaker. Both President Gutierrez and Secretary-General Zhu graduated from Macalester in the class of 2004. President Gutierrez completed her doctorate at the University of California-Berkeley, where she continued a distinguished career in her field of Latin American history. Secretary-General Zhu majored in Political Science and, after graduate work in international affairs at Georgetown University, entered the foreign service in his home country, China.

The address of the Secretary-General will serve as prologue for the three major themes for the Sesquicentennial Symposia: 1) environmental problems of the next decade; 2) cooperation between major trading blocs to bring about more equitable sharing of world wealth; and 3) intercultural dialogues to promote better understanding of the contributions from the peoples of the world. Macalester alumni who have played major roles in these fields have been invited to campus to give presentations and to discuss ways to solve these problems.

The Secretary-General's address will be heard by students and faculty gathered in the auditorium and also carried live to students and faculty worldwide through satellite conferencing. About 25% of the current students come from outside of the United States, representing many of the major ethnic and religious traditions of the world. Students from the United States come from varied socio-economic, ethnic, and religious backgrounds. The faculty on campus are outstanding teacher-scholars with broad international experience.

Wallace International Faculty, who now number 300, are linked to the campus through satellite conferencing. These faculty members are from universities around the world and have all spent one or two years on the Macalester campus in St. Paul working with Macalester faculty and students.

Since returning to their universities, they have hosted Macalester students as visiting scholars. Macalester's state-of-the-art communications system will allow campus participants to interact with those around the world, whether they are in London, Tokyo, or Paris, or are working on projects such as ancient civilizations along the Silk Road or ecological developments in the tropical rain forests of Costa Rica.

The Sesquicentennial Symposia are modeled on the Ivey Symposia which have been held at Macalester for over thirty years. Symposia dialogues are carried out in several languages, with English serving as the lingua franca. With the discovery by leading colleges in the 1990's of the importance of internationalism and multicultural education, Macalester has become known world wide as a leader in 21st century education. The campus is not a "peaceable kingdom," but there is a strong sense of community and an active intellectual atmosphere.

Macalester's curriculum emphasizes both depth and breadth. Courses, like the Symposia, are taught in many languages, with English as the lingua franca. Each student completes a two-part senior thesis which culminates his/her studies—a research quality paper in the student's major field and an extensive essay on an important aspect of a culture other than the student's own. The cultural paper may emphasize philosophy, history, religion, or current affairs, but must be written in the language of the culture. The thesis is defended in May before a committee of faculty, including international visiting faculty.

Macalester graduates are known as persons who can think clearly, who have had both an in-depth major and a broad education in cultures, and as persons who are self-educating. They assume leadership roles in society—in education, business, public service, social services, and professions—and are responsible citizens wherever they live. Most importantly, they are proud of their Macalester degree and strongly supportive of the College.

What will it take to attain this vision?

I believe there are three essential components:

1. An academic program in the Macalester tradition which is second to none.
2. A concerted effort to build support from the entire Macalester community—alumni, faculty, staff, and students.
3. Proper stewardship of the Wallace Endowments in order to promote our strengths and make a Macalester education the standard for excellence in the next century.

**An academic program second to none for Macalester.** The faculty votes this past fall provide tremendous opportunities for establishing a model curriculum for the 21st century. The recommendations for new depth to major programs, a senior capstone experience, and specific requirements in internationalism and multicultural education all are significant changes. We need to provide the resources to accomplish these changes.

**Support from the entire Macalester community.** Support from the entire Macalester community—especially faculty, staff, and alumni—will be essential if we are to be successful. We are a college which has been heavily influenced by one family, the Wallace family. For the first fifty years of our existence, James Wallace was a guiding influence—as faculty member, as administrator, as moral guide, and as fund raiser. From 1887 to 1938, James Wallace set the educational and moral tone for the campus and brought in to the Macalester community numerous families who have provided substantial leadership and financial support. It was James Wallace who first involved members of the Bigelow, Dayton, and Weyerhaeuser families, and brought the institution from a financially precarious state into one which allowed for future growth and established a large fraction of the endowment funds.

DeWitt Wallace began to support the college substantially in the mid-1930's and continued to do so until his death in 1981. For almost fifty years he gave substantially to the College in order to fulfill his "father's dream." His support was generous beyond anyone's dreams, including those of his father. In fact, his final gift of establishing the DeWitt Wallace Fund for Macalester College is probably the most generous gift to any college in this country.

Since 1984, we have also been receiving tremendous benefits from the Reader's Digest Association established by Mr. Wallace. Through the leadership of George Grune and Ken Gilmore, the Digest has grown and prospered. The gift of Reader's Digest Association stock, valued at nearly \$10 million when given by Mr. Wallace in 1981, is now worth approximately \$360 million.

Many of the great universities and colleges of this country have had substantial benefactors. Leland Stanford, the great railroad magnate, provided the funds to establish Leland Stanford, Jr. University. For the first forty years that endowment was sufficient to provide a tuition-free education at Stanford. That changed in the 1930's and certainly is not true today. Now the families of students as well as alumni and friends are now being called on to provide substantial support at Stanford.

Yale University, one of the nation's best endowed, received the John W. Sterling bequest of \$15 million in 1918 to build the Sterling Chemistry Laboratory, Sterling Hall of Medicine, Sterling Memorial Library, Sterling Law buildings, Sterling Divinity quadrangle, Sterling Tower, and Hall of Graduate Studies, as well as \$22 million to provide endowments for scholarships and endowed Sterling Professorships—a total gift of \$40 million (about \$360 million today). Now, as many of you know, Yale is undertaking a massive fund drive to renovate those very facilities. It is interesting to note that in 1926, within only a few years of the Sterling gifts, Yale launched its Great Endowment Drive for "a better, not a bigger Yale." The endowment was tripled in the campaign.

In the same fashion, it is time for Macalester to make bold moves in developing the support of the College by its alumni and friends. The Macalester endowment and funds functioning as endowment had a market value of approximately \$460 million on November 30, 1991. Of that total, only about \$30 million was provided by persons other than Mr. Wallace, his friends, or the Reader's Digest Association.

I propose that we make the decade of the '90s one in which we double the non-Wallace endowment at the College—that is, between now and the year 2000, the non-Wallace endowment should be increased from \$30 million to \$60 million. In addition, we should double the annual support from alumni and friends, and approach our alumni to assist with the massive changes which we envision in the physical facilities of the campus. My suggestion will be that we attempt to raise from alumni and friends about 25%, or \$10 million, of the total needed, for facilities. Overall, when one considers doubling the non-Wallace endowment and the Annual Fund, as well as adding facilities, and providing continued support from national educational foundations, I believe we should set the goal of raising \$60 million between 1992 and 2000.

Now is not the time for us to relax in the fund raising effort but rather to redouble the fund raising effort to ensure that the Macalester of the 21st century is even stronger than the Macalester of the present day.

**Proper stewardship of the Wallace Funds is also crucial.** The enhanced income from the Wallace endowments should be directed to the strengths of Macalester, that is, internationalism, socio-economic and ethnic diversity of students and faculty, and a commitment to service. We need to concentrate on our strengths and on building general support for the Institution.

The Strategic Planning Committee has done an excellent job of laying out the key themes for the future. My three essential components are very similar to their three broad recommendations:

1. Enriching our academic program and strengthening its focus on internationalism;
2. Building a strong community; and
3. Securing resources to accomplish our goals.

I fully support these recommendations as the key elements for a new Strategic Plan. The Committee has been both creative in their suggestions and willing to propose changes which will certainly stir some controversy. In the next few minutes, I would like to endorse a number of their suggestions and add several of my own.

**First, Enrich our academic program and strengthen its focus on internationalism:**

The College should provide additional resources for every student to have an international experience of at least one semester or one summer. In addition, I support the suggestion of devoting resources to enable faculty members to have a month's international experience, but feel it should be available once every three years, much more frequently than the seven year suggestion of the Strategic Planning Committee.

We also need to provide faculty and staff resources to support the educational initiatives which have come out of the Year of Academic Planning. Specifically, I support moving to a 10 to 1 student/faculty ratio, but I feel strongly that in doing so we must preserve flexibility for the future and promote our special areas. We should not simply add one FTE to each department.

For example, as we add new faculty, their areas of expertise should include language, literature, philosophy, or history of Asia. For us to go into the 21st Century without a strong Asian presence on the faculty would be inconceivable. Given the numbers of new faculty we can add, fresh approaches are required.

My recommendation would be that of the thirty faculty positions added, approximately ten to twelve should be for distinguished international faculty members who would be on campus for one or two years. We should also have ten or twelve positions for senior Macalester faculty members who are within ten years of retiring. With the elimination of mandatory retirement age, it is crucial for colleges to have a number of faculty positions which would be available to senior faculty as they plan their retirement. That is, a senior faculty member could apply for the position and if granted, would resign from his/her tenured position. Thus the College would be able to hire a new faculty member into that tenure slot.

**Second, support to build a stronger community:**

Expansion of the curricular and co-curricular programming in the residence halls, increased support for community service, strengthening athletic programs and facilities, and improving the dining and social space on campus are all important to building a sense of community.

I feel that the central element in building a sense of community must come from a commitment to our academic mission. We must draw to campus students, faculty, and staff who share that mission and who are eager to explore the world of ideas.

I would go beyond the Committee's recommendations and suggest that the campus needs a facility which would serve as an architectural statement of our commitment to internationalism, multiculturalism, and service. This facility should be as strong a statement of these commitments as the library has been to our commitment to academic excellence. The facility should be strategically located and should bring into one location the International Center, Multicultural Center, and Community Service Program, and serve as a center for cultural activities. I have in mind a facility which would have rooms devoted to cultures from the U.S. and around the world, an auditorium in which the community could be drawn together for cultural shows, talks, and movies, as well as dining facilities for students, faculty, and staff. We need a place on campus where we can come together to both celebrate our diversity and to learn from each other.

The College should continue its strong commitment to remaining accessible to students from different socio-economic backgrounds. I support maintaining need-blind admissions and the commitment to a diverse student body. I feel that it is an optimum time for the College to make a commitment to

expand beyond the current 10% international goal in each class to a 20% goal. In order to accomplish this, we need to increase the ceiling on financial aid for international students. In addition, I feel we should officially adopt the goal of having a faculty and student body from the United States which reflects the rich diversity of this country.

In any campus planning process, it is quite natural for there to be a very heavy emphasis on improving the current programs. I believe that it is essential for us at this time to take a view from the outside rather than only from the inside. We want to be the best Macalester we can. However, we also must be aware of the fact that we are evaluated by people from the outside—prospective students and their families, foundations and corporations, potential donors, and prospective faculty and staff.

We need to recall that the peer institutions which were chosen in 1985 were selected because they were ranked as the best academic colleges in the nation—specifically, five stars in the Fiske College Guide. I believe that the external evaluation of Macalester will move us from a four star ranking to a five star ranking as we make the moves recommended by the Strategic Planning Committee, not because we have become more like Amherst or Swarthmore but because we have become a **better Macalester**.

Improving facilities, courses, the library, educational technology, staffing, and all the other items will lead to improved external ranking of Macalester, but we must also measure outcomes and be clear on the type of graduate we wish to have in the future.

There is one specific goal mentioned in the Strategic Planning Committee report:

- ▶ increase graduation rate to 90% by 2000.

I endorse this goal and add the following further suggestions for goals for the year 2000:

- ▶ Increase U.S. students studying abroad from the current 50% to 100%;
- ▶ Increase students involved in community service for at least one year to 75% of graduates;
- ▶ Increase international students from 10% to 20%;
- ▶ Increase U.S. students of color from 15% to 30%.
- ▶ Double the number of students receiving national fellowship recognition such as NSF, Fulbright, Watson, and Rhodes;
- ▶ Increase students in top 10% of high school class from 55% to 75%;

If we carry out the enhancements recommended by the Strategic Planning Committee and accomplish the specific goals, then we will certainly be viewed as one of the best academic colleges in the country.

However, I would delay some of the Strategic Planning Committee recommendations. Specifically, I feel that we should not move our tuition and fees to the median of the peer institutions until we have attained the five star ranking. My recommendation for a tuition policy would be that we remain approximately \$2500 below the median of the national group until we receive the external recognition which the other institutions have received. Once we receive that recognition, then I believe we should over a five year period move to the median both in terms of tuition and fees and in terms of faculty compensation.

I also believe that we need new organizational structures on campus to help us move ahead together in the international and multicultural areas. The academic department structure is one which grew out of the 19th century view of the world. Two years ago I suggested that we abolish all academic departments and operate as divisions in the areas of Natural Science, Social Science, Humanities, and Fine Arts. That might not be the correct way, but I still believe that we need to move away from dividing the academic effort into 28 departments and 36 programs. Given our ambitious new international initiatives and the ever increasing importance of interdisciplinary work, a reorganization is essential.

Since we have plans to greatly expand our international efforts, I believe we should hire an internationally renowned scholar and statesperson to serve as Dean of International Programs. That person would be responsible for working with the Provost and the faculty to develop a network of international opportunities for our students, connections for our faculty international travel program, coordination of the visiting international faculty, and development of regular symposia on international and multicultural themes.

Therefore, to summarize my preliminary response, **I fully agree with the Strategic Planning Committee on the necessity to:**

Expand the faculty and staff in areas which support our goals for academic excellence, internationalism and multiculturalism;

Increase funding for international travel for faculty, international study for students and for library and information technology, as well as academic departments;

Improve facilities:

- for athletics (fields, track, fieldhouse);
- for academic program (Olin/Rice, Janet Wallace);
- for student residential life;

**I would expand their recommendations to include:**

Building a new Campus Center which will be a strong architectural statement to support international, multicultural, and service programs.

Hiring a Dean of International Studies;

Doubling the number of international students in the student body;

Having a campaign to raise \$60 million by 2000

- ▶ double the non-Wallace endowments;
- ▶ double the annual fund;
- ▶ provide 25% of the facilities construction or renovation costs.

**I would delay some of their recommendations** until the College has achieved five star ranking; then:

- ▶ move tuition and fees to the median of the national peer group
- ▶ move faculty compensation to the median

Is all of this possible? I believe it is if we all work together to:

1. Have a Macalester academic program second to none;
2. Build strong community support; and
3. Provide wise stewardship of our great resources.

## STRATEGIC PLAN FOR MACALESTER COLLEGE

Recommended to the Board of Trustees

by Robert M. Gavin, Jr., President

May 1992

### MISSION

**Macalester seeks to be a preeminent national liberal arts college with an educational program known for its high standards for scholarship and its special emphasis on internationalism, multiculturalism, and service to society.**

This mission statement is unchanged from the last approved mission statement in 1988 and is very similar to the statement provided in the 1984-85 Long Range Plan. No change in the mission statement is recommended for the current Strategic Plan.

**This Strategic Plan is designed to ensure that the College has the students, faculty, staff, physical facilities, resources, and atmosphere necessary to achieve this mission.**

This statement is unchanged from previous statements with the exception that the phrase "atmosphere necessary to achieve this mission" has been added. The purpose of this addition is to emphasize the Strategic Planning Committee's recommendation that "support should be provided to build a stronger community while maintaining our important diversities and to promote social responsibility on the part of the individuals and the institution."

### IMPORTANT PLANNING ASSUMPTIONS

- ▶ **The College seeks an average annual campus enrollment of 1650 full time equivalent students.**
- ▶ **Macalester will maintain a need-blind admissions policy.**
- ▶ **Macalester seeks a student body which reflects the diversity of the population of the United States and has a significant representation of international students from around the globe.**

Macalester's commitment to socio-economic, cultural, religious, racial, and geographic diversity remains a key strategic objective. Demographic projections imply that by the year 2000 approximately one third of the students from the United States will be students of color. At present Macalester enrolls approximately 15% students of color in each entering class.

For the last several years international students have comprised approximately 10% of the entering class. This percentage has been constrained by the maximum amount allocated for financial aid for international students. My recommendation would be that we increase the maximum financial aid available for international students so that we can offer admission to international students who have a comparable academic rating to those of U.S. students. However, the maximum percentage of international students we would admit would be 20%.

Our commitment to socio-economic diversity is essential if we are to maintain a needs-blind admissions policy. Macalester must attract students from low, middle, as well as high income groups in order to have the resources necessary to achieve our goals.

- ▶ **Macalester seeks to have a diverse faculty composed of outstanding teacher-scholars from all parts of the United States as well as a significant representation from around the globe.**

There is discussion of the key strategic objectives below. One will be a recommendation to expand our faculty. The assumption above will be a guiding factor in the determination of persons hired in the faculty expansion.

### KEY STRATEGIC OBJECTIVES

The Strategic Planning Committee has made a number of recommendations regarding the items which should be key strategic objectives for the next eight years.

#### Enrich our academic program and strengthen internationalism.

- ▶ **The faculty size should be increased from 137 FTE to 165 FTE.**

- ▶ **The support staff size should increase from 260 FTE to 290 FTE.**

The Year of Academic Planning, the Strategic Planning Committee, as well as numerous reviews of our academic program indicate that we need to add additional faculty to bring depth to the curriculum, diversity of points of view and fields covered, more opportunities for students to undertake advanced courses and independent projects and to maintain the atmosphere of good teaching in a close student-faculty environment. In addition, the success of the academic program depends on having highly competent and sufficient support staff to aid the academic program.

- ▶ **Macalester should provide program budgets to meet the needs of the new curriculum and the mission of the College.**

The Strategic Planning Committee recommends the development of zero-based budgets for the 1993 academic year and that future budgets be based on these analyses plus the recognition of the special needs that arise each year. The academic programs and library budgets will be developed from a zero base in 1993 and a five year cycle for the development of zero based budgets in all areas will be established.

- ▶ **Macalester should provide faculty and staff with compensation that is competitive within the market area within which they are recruited.**

- ▶ **The College should enable every student to have an international experience prior to graduation and every faculty member to have international and domestic experiences appropriate to support the international, multicultural and service experience we desire.**

The College currently supports many international study opportunities, a limited number of faculty international travel opportunities, as well as a number of domestic programs that relate to service to society and to domestic issues of multiculturalism. The Strategic Planning Committee and other committees have observed that the number of worthwhile projects, study opportunities, and faculty and staff development proposals generated far exceeds the resources currently available to support these programs. More resources should be allocated to this area.

- ▶ **The College should have a 90% five-year graduation rate by the year 2000.**

A key element in our attractiveness to students and their families is a high completion rate for students. The Strategic Planning Committee recommends that a statement be placed in the catalog that the normal expected time to graduation is four years. They also point out that the enriched curriculum, financial aid available, focus on international experience being tied to the student's academic program, and stronger academic advising will all support this goal.

**Support should be provided to build a stronger community while maintaining our important diversities and to promote social responsibility on the part of the individuals and the institution.**

- ▶ **The service component of the Macalester experience should be strengthened and expanded.**

The Committee on Community Service report of April 27, 1992, provides an excellent framework for strengthening and making more prominent service to society. Additional programs will be developed to expand on the present activities and to incorporate service components into the life of the campus.

- ▶ **A campus center/student union should be constructed.**

The Strategic Planning Committee recommends that those activities related to the mission of the College, such as International Center, Multicultural Center, and Community Service activities should be brought to the center of campus and be part of a campus center. The campus center will provide opportunities for students and faculty to interact and for the College to bring focus to its key areas of emphasis.

Increased emphasis should be given to service to society in all of the College's activities. In addition, we should strive to provide more curricular and co-curricular programming in the residence halls, explore options for additional on and off campus student housing, and better ways to integrate all students, whether living on campus or off campus, into the college community.

- ▶ **The College should renovate those academic buildings in need of renovation and improve and expand its athletic facilities.**

A comprehensive campus plan is being developed to cover academic, residential, and recreational space. For a number of years, we have planned to expand the outdoor recreational space and now is the time to implement that plan. In addition, a number of campus committees have developed plans for the renovation of academic space and the improvement of student residential space. These plans should be implemented in a staged fashion between now and the year 2000.

#### Resources necessary to achieve our mission should be shepherded and enhanced.

The three primary sources of income for the College are tuition and fees, gifts and grants, and endowment income.

The College is fortunate to have had a substantial increase in the funds functioning as endowment over the last several years. The Strategic Planning Committee strongly recommends, and I fully concur, that those resources be managed in a fashion which will ensure that the endowment spending policy provides support for current operations and reinvestment of earnings to preserve the purchasing power of the endowment.

Tuition and fees and gifts to the College are significantly below those of the colleges with which we compete for students and faculty. While our total endowment and our endowment per student is at the top of the national liberal arts comparison group, our gifts and grants and net tuition income are close to the bottom. Clearly if Macalester expands its faculty, staff, and program support to levels which are similar to those of the national liberal arts colleges, we cannot maintain financial equilibrium at our relative levels of giving and tuition and fees. Therefore, it is crucial that we spend wisely and also that we work on increasing our resources.

Because of the strong emphasis on maintaining socio-economic diversity in the student body, my recommendation is that we have a tuition policy for the next five years which deliberately keeps us \$2500 below the median tuition charged at the national liberal arts colleges.

On the other hand, I recommend that we have a significant effort to increase the support from alumni and friends of the institution. We can accomplish all of these objectives above and be in financial equilibrium as we move into the 21st Century only if we increase voluntary support.

- ▶ **The College should double the amount of annual support from the current level of \$5.5 million per year to \$11 million per year by the year 2000.**

In order to accomplish this objective I believe it will be necessary for us to have a campaign to secure these resources. The raising of the resources is important, but also the building of a sense of partnership and participation by alumni and friends is equally as important. Both are accomplished in a campaign.

- ▶ **The College should set its comprehensive fee at a level which is approximately \$2500 below the median of our comparison group.**

As stated earlier, I believe the College should maintain this policy for five years and then reexamine its pricing policy.

## Subcommittee

## Reports

**Preliminary Report  
Academic Program Subcommittee  
Strategic Planning Committee**

- 1) **Since Macalester's academic program is rated just below that of the colleges in the comparison group, what will it take to move to the higher rating?**

While reliable information on the specific criteria used to rate colleges is difficult to obtain from college guide publishers, a number of documentable or perceived weaknesses have been identified. These include a lower graduation rate within four and five years than our comparison colleges, a higher student/faculty ratio, a somewhat lower median/range of SAT scores among entering students, and a perceived lack of depth in the curriculum. This subcommittee leaves to the Student Body Subcommittee and the Strategic Planning Committee as a whole further discussion of appropriate goals for SAT scores among those students offered admission. The question of student/faculty ratio is discussed below.

The subcommittee recognizes the importance of the newly approved requirement for student participation in a "capstone" experience as a means for helping ensure, in perception and in reality, depth of exposure to a particular discipline or field of study. The subcommittee feels that additional measures are, however, advisable. These include: *modification of the reward structure so that faculty and departments are not penalized for offering upper-level courses* that attract only a limited number of students; increasing the hierarchical structure of disciplinary or interdisciplinary study by *increasing prerequisites for admission to some or all upper-level courses*, thereby helping to ensure that all participating students are adequately prepared to fulfill their scholarly responsibilities to the coursework and classroom discussion; *provision of faculty and curriculum development resources adequate to support the development of challenging upper-level courses; a distribution of faculty positions that helps ensure depth as well as breadth in the curriculum.*

Macalester ranks fifteenth out of sixteen comparison colleges in the graduation rate of its students. The median rate among the colleges is 86.5%, while Macalester graduates 61% in four years, and 73% in five years. This relatively low graduation rate influences not only the perceived quality of the institution, but also the future success of its graduates. It lessens the return on the substantial financial investment made by the college, the students' families, and the students themselves for the education of those who fail to complete the degree. While the subcommittee recognizes that flexibility in allowing for individual differences in the path toward the degree has some merit, it *urges that a formal policy on progress toward graduation be developed and published, and that a 90% rate of graduation within five years be established as a planning objective.* The subcommittee urges that timely completion of the degree be explicitly established as an important goal of academic advising of students. *It applauds current initiatives under way aimed at improving academic advising and urges that assessment of faculty recognize and reward those who are especially effective advisors.*

- 2) **Are the "standards for scholarship" equivalent to those of the finest colleges in the nation?**

a) Faculty

With regard to the faculty, criteria for appointment, third year review, and tenure review appear to be appropriate and equivalent to those of the comparison colleges. A need for more effective communication of expectations, including the mix and balance of professional activities that are considered acceptable and worthy of reward, has been identified. The centrality of teaching is emphasized in Macalester's "Statement of Purpose and Belief." *To ensure that high standards of teaching excellence are met, external and internal resources should be marshalled to support faculty*



*development activities aimed at improving teaching skills and methods. In addition, the procedures and criteria for evaluating teaching effectiveness need to be improved and more clearly articulated.* The subcommittee has not examined whether Macalester faculty gain tenure at a rate higher than, equal to, or less than faculty at the comparison colleges and feels that an examination of this issue may shed light on the rigor with which criteria are applied in the review process. In the absence of such an examination, the *subcommittee urges that promotion/tenure decisions recognize the central importance of maintaining or improving the strength of the academic program.*

The subcommittee noted a perception (no hard data were gathered) that Macalester faculty pursue less aggressively than their counterparts at comparison colleges fellowship opportunities such as NEH, Fulbright/CIES, Guggenheim, ACLS, SSRC, etc. Because success in these fellowship programs is highly visible to the scholarly community, *Macalester faculty should be encouraged and expected to pursue these opportunities whenever they are appropriate to their professional development plans.* The college should remove any financial or bureaucratic disincentives for accepting such awards that may exist; successful applicants should be encouraged to participate on review panels of the awarding agencies and to mentor other Macalester faculty seeking fellowships; and *the development office should be provided the resources needed to support more faculty in pursuing such opportunities.*

b) Students

Both students and faculty members raised with the subcommittee the concern that the standards of scholarship demanded of students may not be commensurate with their academic abilities. Students spoke of losing their inner drive to stretch themselves to reach their full potential, and noted that it was fairly easy to find ways to "get by." Faculty members spoke of students who, though very vocal in classroom discussion, come to class unprepared to examine the issues critically through informed reference to in-depth reading and study. Uneven attention by faculty to the quality of student writing skills was also cited. *The subcommittee urges that the highest academic standards be set for students and rigorously upheld by the faculty.* These expectations must be clearly articulated to the students both in the classroom and through the academic advising process, and any disincentives to their fulfillment that may exist (e.g. rewards based on a faculty member's personal popularity or number of course enrollments) should be removed. The subcommittee refers to the college's Statement of Purpose and Belief in upholding these expectations: "The **primary responsibility** (emphasis added) of the students at Macalester is to develop skills in the methods by which knowledge is acquired, critically evaluated and appropriately applied."

Finally, the uneven quality of student internships and independent projects was raised. *The subcommittee urges that procedures established to ensure that credit-bearing internships and independent projects meet the high academic standards set for the rest of the curriculum be applied effectively toward that end.*

3) Does the current curriculum offer the courses appropriate for the mission of the College?

Summarizing the key components of Macalester's mission as academic excellence, diversity, internationalism, and service, the subcommittee makes the following observations—

**Academic Excellence**—The perceived need for greater depth in the curriculum to help ensure academic excellence has already been noted. The subcommittee recognizes that new courses may be needed to implement the graduation requirement of a senior capstone experience recently adopted. Additional upper level courses in existing departments and interdepartmental programs may need to be developed to achieve greater depth. *The subcommittee recommends that resources be made available for curriculum development to add new courses or strengthen current courses at the upper levels of the curriculum.*

**Diversity**—We recognize the new requirements for participation in diversity-related courses and the curriculum development efforts undertaken through grants from the Ford and Knight foundations as supportive of this component of the mission. Indeed these efforts, when combined, appear to place Macalester in a leadership position vis-à-vis other colleges. We believe that the College's approach to diversity in the curriculum, i.e. the infusion of perspectives of and about the diverse peoples of the United States and the world throughout the curriculum rather than as the purview of individual departments is appropriate to the undergraduate liberal arts context. Over the next decade the racial and ethnic makeup of the American population will undergo dramatic changes. Recognizing this fact, *the subcommittee recommends that sufficient curriculum development funds be provided and curricular flexibility maintained to enable the College to respond to these demographic changes. Faculty development support should also be available as necessary to prepare faculty members to teach effectively students from diverse cultural backgrounds. The College should also take advantage of the opportunities provided by new faculty positions (see #8 below) to increase the multiculturalism of its faculty.*

The subcommittee notes the national debate over the effects of a curriculum reflecting multiculturalism on the preservation of the traditional Western canon. It is the committee's belief that a liberally educated citizen of the twenty-first century will require firm grounding both in the history and cultural heritage of Western civilization and those of non-Western and disadvantaged populations. At a college of Macalester's stature and resource base, the curriculum should not reflect "either/or" choices in this regard but rather provide sound and balanced coverage of both the Western canon and multicultural studies.

**Internationalism**—While Macalester has for decades enjoyed a competitive advantage vis-à-vis its comparison colleges in the area of internationalism, the subcommittee is concerned that, given the new initiatives under way elsewhere, the college may quickly lose its competitive edge in this regard, both in public perception and in reality. Several examples of instances when Macalester has been left off various lists of "international" colleges were called to the subcommittee's attention, suggesting that in many circles Macalester's strengths in this regard are unknown. *The subcommittee urges immediate public relations measures to increase the visibility of the multi-faceted aspects of Macalester's internationalism* that set the College apart from others. It also believes that *strengthening the international aspects of the curriculum should be among the very highest priorities* of the college over the next several years. The subcommittee affirms the critical need to strengthen the International Studies major and, without commenting on any particular proposals currently being developed, *urges that a significantly strengthened International Studies Program and major be implemented.*

Because of the increasingly global context in which virtually every aspect of modern life is undertaken, the subcommittee believes that international perspectives should be infused throughout the curriculum, through both the addition of courses related to international topics and the incorporation of international perspectives in courses not specifically dealing with international topics. While the new graduation requirement regarding foreign language skills is a step in the right direction, *stronger measures should be taken to ensure that all Macalester students are fluent in at least one foreign language and such proficiency should be encouraged in faculty as well. The college should explore opportunities for integrating foreign language training or applying language skills to coursework in other disciplines (e.g. social science and humanities courses). It recommends that resources be made available, from both internal and external sources, to support: faculty research abroad; significant numbers of international visiting scholars; international faculty exchanges; increased opportunities for study, research, and internships abroad by students, sometimes in conjunction with faculty members; and perhaps additional long-term relationships with institutions of higher education abroad.* Because of its longstanding international activity, Macalester has far more contacts abroad—alumni, parents, trustees, World Press Institute contacts, and admissions recruitment contacts—than most colleges, positioning us to make further advances in our international efforts more quickly than others. These connections should be fully exploited in arranging new opportunities for our faculty, staff, and students.

Service—The subcommittee recognizes the importance of community service in the development of humane, liberally educated, and socially responsible men and women. We believe, however, that just as in adult life, where most volunteerism occurs outside the workplace without pay or other remuneration, service by undergraduates should, by and large, be just that—service, without pay or course credit. While *we encourage adequate staff and resources to support extracurricular programs of community service*, we see no need to add new courses in this area. For those courses that do include a service or other experiential learning component, we urge that those out-of-class components meet standards of quality and expectation consistent with the pursuit of excellence described in #2 above.

*The subcommittee suggests that consideration be given to developing summer learning opportunities for on-campus and/or community constituencies that support and give visibility to the major components of the college's mission. Some of these opportunities might be developed as a means of fulfilling institutional service to the larger community, over and above the service performed by individual members of the Macalester family.*

4) Which of the proposals developed during the Year of Academic Planning should be adopted in the new Long Range Plan?

Many of the proposals developed during the Year of Academic Planning have already been adopted by the faculty during autumn semester, 1991.

Without commenting on the other specific implementation proposals that have been developed by various faculty committees, *the subcommittee recommends that resources be made available to address the academic program-related needs identified. These include a need to substantially improve academic advising of students*, which may require additional staffing support as new models are developed to reflect a strengthened curriculum.

In support of highest academic standards for the faculty, *the college should ensure that annual faculty development allocations available to each faculty member be sufficient to fully cover travel expenses and accommodations for at least one professional conference per year. In addition, other faculty and curriculum development funds should be increased to support faculty research and travel commensurate with expectations for scholarship*, to support the increased internationalism called for in #3 above, and to help ensure that the fruits of faculty research and travel are incorporated in the curriculum.

An important means for ensuring that faculty research has an impact on the primary responsibility of teaching, as articulated in the "Statement of Purpose and Belief" of Macalester, is to involve students in faculty research. Research participation deepens students' encounter with their discipline or field of study, and helps them learn to apply their theoretical knowledge. Opportunities for student participation in faculty research thereby help strengthen the upper levels of the curriculum. For these reasons, *the subcommittee urges that funds be made available for student/faculty research collaborations*. While the subcommittee has not arrived at a specific number of such opportunities to be made available, the costs of various models of summer and academic-year research opportunities should be explored, recognizing that not all students will find such opportunities appropriate to their academic plan.

In awarding faculty research and faculty/student research grants from internal resources, some incentive should be provided for faculty members to seek outside funding. This should not be interpreted to mean, however, that those not successful in attracting outside funding should be denied internal support for their research and research-training.

5) Are there disciplines or areas which should be added in the next decade?

*The subcommittee believes that instead of adding new disciplines or areas of study, those already in the curriculum should be strengthened and given greater depth.* At the same time,

because we live in a rapidly changing world, substantial flexibility should be allowed in faculty hiring plans to permit new courses or areas of study to be added as the need arises, perhaps initially through the hiring of visiting scholars. The question has arisen at several of the YAP open sessions as to whether, in a college which stresses internationalism, more area studies programs should be offered. *Since there appears to be no consensus on which areas should be covered through new area studies programs, we recommend strengthening those already present at Macalester (East Asian and Japanese Studies, Soviet and East European Studies, Latin American Studies)*. For the foreseeable future, other areas of the world should be covered, as student interest and world events dictate, through temporary hires and visiting scholars as well as by the faculty expertise that may already be represented among current tenured and tenure-track faculty.

It has been suggested to the subcommittee that additional languages need to be added: *Chinese or Korean* to strengthen the East Asian Studies Program, *and Arabic* to provide access to a major world culture and a region of the world where American strategic interests are likely to remain of considerable consequence in the decade(s) ahead. *We recommend further study on the relative advisability, feasibility, and cost of adding these languages to the curriculum.*

6) Should some disciplines or areas be reconfigured or dropped to improve academic quality overall?

The subcommittee is aware of no disciplines currently covered in the curriculum that should be dropped. It does appear, however, that *there are certain disciplines that may achieve greater strength through consolidation or joint appointments with one or more larger departments*. Such reconfigurations seem advisable when a combination of faculty retirements and a small number of student majors promise little hope of rebuilding a department or program of sufficient strength to meet the standards of depth and excellence that should be Macalester's goals for the future. Journalism, classics, and the humanities program have been mentioned to the subcommittee as being particularly vulnerable due to faculty deaths and retirements and low numbers of student majors and/or minors. Models for strengthening these departments/programs through joint appointments with other departments or for merging them with other departments should be developed.

*The subcommittee urges that interdisciplinary programs as well as individual departments be evaluated on a regular basis*, through outside reviews and other means, for their academic excellence and viability. *Those identified as appropriate for continuation should be strengthened and provided adequate administrative support.*

7) Is there an appropriate balance between the Fine Arts, Humanities, Natural Sciences, and Social Sciences? If not, what should be expanded and what contracted?

Overall, there appears to be an appropriate balance between the divisions. The subcommittee has recognized, however, that in comparison with most of the preeminent liberal arts colleges, Macalester's Fine Arts division is weak in theory and history courses, as opposed to applied arts. We believe that theory and history courses in the fine arts should be available to those who would be liberally educated. We therefore *recommend that greater strength in the theory and history of the fine arts be developed*, and that they be given priority, at least in the short run, over additional applied courses that current students may be requesting. This recommendation in no way implies a diminution or devaluation of the current applied arts courses which have given Macalester special character.

Science faculty members have pointed out that a smaller percent of Macalester students major in the sciences than is the case at our comparison colleges. For example, the 1991 freshman survey indicates that only 14.9% of Macalester's entering students indicated they would probably major in the sciences, while at Carleton the comparable figure is 33.8%. Faculty see this shortfall as not so much a problem of too few faculty members or courses in these disciplines, but rather as resulting from insufficient efforts to recruit students interested in the sciences and inadequate representation of the sciences in admissions tours, samplers, and public relations materials. *The subcommittee urges that a plan be developed for improving the recruitment of students with an interest in science.*

8) **Should the student/faculty ratio be changed? If so, for what reasons and in which areas?**

*The subcommittee recommends that the student/faculty ratio be decreased gradually over the next seven to eight years to 10 to 1, and that this reduction be accomplished primarily through faculty additions rather than reductions in student enrollments* (although some minor downward adjustment in student enrollments may be desirable for other reasons, e.g. housing, not associated with the academic program). *We recommend that one-half to two-thirds of the faculty positions added be tenurable, with the balance in the form of non-tenurable temporary positions and visiting scholar appointments. Moreover, to ensure some flexibility, we recommend that the student/faculty ratio be allowed to fluctuate as needed by  $\pm .5$  student FTE per faculty member.*

A lower student/faculty ratio is needed to implement the recommendations and new requirements already adopted by the faculty this past autumn. We believe that additional faculty positions will be needed to ensure that the curriculum has sufficient depth of coverage as well as breadth. An increased faculty size will help encourage the development of inter-disciplinary courses, team teaching, and other stimuli to intellectual ferment. We believe that depth in the curriculum should be ensured largely through tenurable positions, with visiting and temporary positions added primarily to provide breadth and flexibility to the college's offerings.

While it is our hope that all faculty will see it as their responsibility to incorporate international and domestic multicultural perspectives in their teaching, some visiting and temporary faculty can be positive catalysts for further development in these directions. Appointing a significant number of international visiting faculty can enhance the exposure of both Macalester students and faculty to global issues and perspectives. It is hoped that in making such appointments, some consideration will be given to the visitor's ability to work with faculty to create lasting enhancements to Macalester's programs and/or to arrange overseas opportunities for our faculty and students.

While in general we believe that faculty additions should support the new program enhancements already adopted by the faculty and those outlined above, we leave the appropriate faculty committees and administration to determine which specific areas should receive additional appointments.

9) **Do Macalester graduates demonstrate superior achievements appropriate to the quality indicated at matriculation?**

In attempting to answer this question, the subcommittee became aware of the college's lack of sufficient data about its alumni, their career and educational histories, and their accomplishments. We do note that in the Franklin and Marshall College study of the undergraduate origins of Ph.D. recipients, Macalester's rankings fall well below that of its comparison colleges in virtually every discipline except political science/international studies and geography. While searches of other biographical indexes were not completed by the committee, a search of *Who's Who* listings did reveal that Macalester is last among our comparison colleges in alumni entries. Since the quality of students matriculating at Macalester has improved substantially over the last decade in terms of SAT scores and academic achievement, it will take some time before the accomplishments of this talented young alumni pool can be recognized and evaluated.

*The subcommittee urges that resources be made available to investigate and develop/maintain records on alumni employment, education, community involvement, and other accomplishments.*

10) **Do our students in sufficient numbers gain recognition in national and international fellowship competitions and admission to the best graduate and professional schools?**

The success of Macalester students in Fulbright and Rhodes competitions is a source of pride and prestige for the college. Our success in Truman, Mellon, and NSF competitions is respectable, but below that of most of our comparison colleges. Macalester has not yet been extended an invitation to

participate in the Watson Fellowship program. *Macalester faculty and administration should support students in pursuing each of these awards as aggressively as they pursue Fulbrights.* When our students are not selected, follow-up contact should be made with awarding organizations to determine how we can nominate more competitive candidates in the future.

Although many Macalester students who do pursue graduate degrees are accepted at first-rate graduate schools, the percentage of our students who pursue advanced degrees, especially the Ph.D. as opposed to professional degrees, appears to be lower than at most of our comparison colleges. We do not have adequate data to determine what graduate programs are rejecting our graduates, or what percent of the students pursuing advanced degrees are in their first-choice institution.

We recommend that the career development center, director of institutional resources, academic department chairs, and the alumni office collaborate to *establish a plan for collecting better data about the success/failure experiences of our graduates in applying for graduate school admission.*

We believe that the current academic advising system does not give students sufficient encouragement to attend graduate school. *We recommend that raising students' aspirations for graduate training and providing guidance about course choices appropriate to successful graduate school admission should be incorporated as important components of the academic advising program.*

EAC: 3/5/92

SUBCOMMITTEE MEMBERS

Betty Ivey, Chair  
Jeremy Allaire  
Peg Schultz  
Elizabeth Cogswell  
Jane Smith

**Preliminary Statement—Educational Environment  
Subcommittee of Strategic Planning Committee**

**Preamble**

A fundamental goal of Macalester College should be to create an environment, both in and out of the classroom, that promotes the exchange of a wide variety of ideas and the critical examination of issues. We are a community whose chief commitment is to teaching and learning. This demands a high level of intellectual stimulation—and reasoned discourse among faculty, staff, and students. In valuing the individual and his or her rights, we must not lose sight of the responsibilities that are a consequence of living in this society. Tolerance and mutual respect are cornerstones of such a community, but they do not equate to indifference or anarchy. Therefore, we must foster a commitment to the commonweal while nurturing the capacity and the will to lead. This can happen only in a climate of mutual and self-respect.

We hereby reaffirm our individual and collective commitment to Macalester's long-standing mission of academic excellence, service, internationalism, and diversity—in short, the life of the mind applied to the needs of society. Physical, financial, and human resources must be allocated to assure institutional strength in all of these areas. In so far as possible, these emphases should be integrated across the totality of the Macalester experience—both curricular and co-curricular.

A Macalester education can only be justified if it makes a positive difference in the intellectual and ethical lives of its graduates. While here, students should acquire not only information, but the knowledge and resolve to use it wisely and well in their personal lives and in positions of leadership. The campus environment must promote that ambitious aim. The recommendations that follow propose changes in programming, staff, and facilities—essential and interconnected components. An appropriate educational environment cannot be achieved without attention to all of these dimensions.

**Recommendations**

**A. Residence and Dining**

Macalester should offer a full educational experience through a system of residence and dining that relates more directly to the academic dimension of the College.

Residential spaces should be created that are conducive to varying types of activities (e.g. seminar rooms, classrooms, recreational facilities, study space, and music practice rooms) which could define the intellectual focus of a particular hall and draw the curricula toward the residential experience.

Consideration should be given to creating common interest floors or sections in the residence halls based on language use, cultural emphasis, international dimension, etc. and to incorporating faculty, staff, or guest apartments.

It will probably prove necessary to construct a new residence hall to relieve crowding in existing halls, allow for reconfiguration of existing space, and permit innovative program-related design.

Dispersed dining facilities with flexible meal plans, perhaps three to five in number and located in residence halls, should be considered along with a programmatic component.

**B. Campus Union and Activities**

The campus union should be remodeled and enlarged to house student activity space (offices for student organizations, recreational facilities, performance spaces, meeting rooms, relaxation areas), postal service, a minimum number of administrative offices, possibly a theatre or auditorium, a faculty and staff dining room, and settings that will encourage faculty/staff/student interaction.

**C. Programs, Offices, and Staffing**

The pursuits that mark the mission of Macalester (the International Center, Multicultural Affairs, and MACTION) should be located centrally and in a fashion that announces their significance on campus. A faculty role should be defined in each of these areas. Incentives should be offered to those faculty members who are to be involved.

Volunteer and service activities should be supported with a full-time continuing staff and sufficient space and budget to facilitate this important Macalester mission. An individual (or individuals) should be specifically charged with better integrating service aspects into academic programs and the totality of campus life.

The International Center must have adequate staffing, sufficient and appropriately located space, and a budget that permits the discharge of its responsibilities to international students and to students seeking to study abroad. Moreover, the Center should be significantly involved in efforts to integrate internationalism into the curriculum and other aspects of College life by capitalizing on international students, visiting international faculty, special guests such as World Press Institute Fellows, and faculty and students returning from study abroad.

Student Affairs offices should be integrated in the campus fabric rather than isolated in a single area or aggregated with other administrative units. Examples might include Residential Life in a residence hall, Career Development near the Alumni Office, and the Health Service in one hall with satellite offices in other halls with staff available on a rotating schedule.

The responsibilities of the Campus Program Office should be expanded and restructured to draw faculty closer to student activities and to organize and sponsor events that will encourage intellectual discourse in both small and large settings. This implies a service unit that is free-standing, professional, and staffed to address both campus-wide and Union-based activities.

Significant financial and professional support (released time, summer stipends, special assignments, and other rewards and incentives) should be provided to enable faculty and staff to develop curricular and co-curricular activities integrating the missions of the College by using such devices as intersession, diversity and internationalism distribution requirements, general education and first-year courses, and campus visitors.

Special dedicated funds should be made available to all academic departments to provide expenses and honoraria for visiting scholars. A lively program of external speakers is a hallmark of a vital intellectual community, and such guests might well become part of the newly required capstone experience for all seniors.

The great intellectual asset represented by the Macalester faculty and staff should be exploited in a series of lectures, discussions, debates, colloquia, or seminars for the entire community. A staff member (presumably in the office of the Provost) should be charged with coordinating and facilitating such a series.

In order to maintain the year-round level of intellectual activity and professional productivity that is characteristic of a community of scholars, adequate secretarial and staff support must be provided for faculty and academic departments during summer and other vacation periods.

**D. Co-Curricular Activities**

The role of varsity, club, and intramural athletics in campus life must be defined, clarified, and related to concerns and services promoting health and wellness.

Art, music, communications, and drama play important campus roles that transcend their individual academic departments. Efforts to integrate these activities with the missions of the College should be encouraged and supported with financial and human resources. Personal and artistic expression should be enabled with appropriate facilities (e.g. music practice rooms) and services (e.g. gallery or exhibition programs) that are not exclusively departmentally based.

## Responses to the Charge to the Subcommittee

*Are the current residential and dining spaces adequate and appropriate?*

No. There is crowding in the residence halls, some of the rooms are inappropriate, and there is inadequate common and activity space in the halls. There is insufficient diversity in dining plans, and additional dining space (especially for faculty and staff) would be desirable.

*What are the factors limiting further increases in the fraction of students living on campus?*

Currently, about 72% of students in residence live on campus. Essentially all of the available rooms are filled to capacity, so it would be impossible to accommodate more. In fact, the halls are overfilled if one considers the inappropriate space that has been converted to student rooms and the insufficient space allocated for activities and other common uses. The subcommittee does not necessarily advocate housing a larger percentage of our students on campus, but to house the current percentage well would require the addition of a new residence hall. Cost, the desire for greater flexibility in eating or living arrangements, and privacy are frequently cited as reasons for moving off campus. Physical and organizational changes can address some of these issues, but obviously not all.

*What are the strengths and weaknesses of the student activity and dining space?*

There are too many administrative offices and not enough student-centered activity space in the Union. Moreover, it has been argued in subcommittee meetings that both service offices and activity-space should be interspersed in residence halls. The campus also suffers from an insufficiency of accessible 24-hour study space.

*Is there an atmosphere which promotes intellectual excitement and creative debate?*

Not to an appropriate extent.

*Are there adequate programs of outside speakers and forums for intellectual exchange?*

While there are many outside speakers, they are seldom used to promote significant intellectual exchange.

*Are the campus facilities supportive of this goal?*

The campus does lack suitable space for such activities. The chapel is not a, particularly effective venue for discussion.

*Do the co-curricular programs of the College support the mission, especially in the areas of service?*

There is much room for improvement.

Revised by ATS, 12/18/91  
From drafts by ATS and EAD and  
subcommittee discussion.

### COMMITTEE MEMBERS

Truman Schwartz, Chair  
Barbara Armajani  
Mara Rose  
Elizabeth Cogswell

## Report of the Student Body Subcommittee of the Strategic Planning Committee

March 5, 1992

Charges:

### 1. What should be done to improve retention and graduation rates to the level of the comparison group?

Our retention rates have steadily improved over the last decade and we believe that this trend will continue. We believe, however, that we can accelerate this trend with an improved academic atmosphere, a more challenging curriculum, an improved advising system, and improved facilities. All of the above are a part of the charges to other subcommittees of the Strategic Planning Committee and many are at least being partially addressed at the present time. All of them will help build a sense of community in our students that we believe will help retention rates.

In our curriculum we are already addressing the lack of challenging courses at the junior and senior level, and improvements in this area should continue to be made in the future. The new requirement of a senior capstone course for the major in all departments is a good step in this direction.

There is a need for improved facilities especially in the areas of athletics, science, and community space. We believe our advising system is good but that more emphasis should be placed on tracking students so that they will graduate in four years.

### 2. Are we attracting a student body consistent with the College mission?

Overall, we believe that we are indeed attracting a student body with the academic potential and diversity that is consistent with the College mission. Improvements can be made in the diversity of students in the areas of minority and international recruitment (discussed below), but we are already considerably ahead of the vast majority of liberal arts colleges in these areas. We consider this to be one of the hallmarks of Macalester College.

### 3. Should our admission requirements be changed?

In general they are fine. We need to find ways to attract a higher percentage of the nation's most gifted students—students looking for the highest level of academic challenge. We should strive to achieve an academic admissions profile consistent with statistics from our comparison colleges.

### 4. What goals should the College have for racial, ethnic, economic, geographic and international diversity?

Macalester rightly takes pride in its diverse student body. However, improvements can be made in a number of areas. The above areas of diversity, along with others, are discussed below.

- A. Racial and Ethnic Diversity—we should improve our present racial and ethnic diversity consistent with our long range goals of 15%.
- B. Economic Diversity—Present studies indicate that we have a good mix of students from most socioeconomic levels. These studies, however, show we are below our comparison colleges in the most affluent group. It would be desirable to improve this not only for the added diversity, but also for the financial assistance these students would provide to the College. This added income could then be used to support and enhance the many educational programs of the College.
- C. Geographical Diversity—We are relatively low in students from Minnesota. We should improve this number to maintain the "Minnesota" atmosphere of Macalester. A percentage between 20 and 25 percent seems about right.

- D. International Diversity We presently have about 10% international students. We consider this percentage appropriate, but it could be higher. We need to maintain a geographic diversity of international students within the above percentages.
- E. Gender Diversity—We presently have 46% males and 54% females. We should strive for percentages in the range between 48 and 52. The ideal of a 50/50 ratio is probably unrealistic in light of national enrollment data.
- F. Other Diversity Factors—General Student Interests and Orientations
1. Science vs. Non-science Interests—In spite of an excellent faculty and good facilities, Macalester is not perceived by the larger community to be on the cutting edge of science and does not attract a sufficient number of high school students with interests in pursuing a career in science. We need to significantly improve this.
  2. Athletics Interest—We need to recruit enough quality athletes to have reasonably competitive intercollegiate teams in all of the sports in which we participate.
  3. Liberal vs. Conservative Attitudes—We are becoming more liberal and need to balance the percentages somewhat. Surveys of our incoming students, in which they indicate their political orientation, show that 67% of the students considered themselves liberal or far left (compared with 47% at peer colleges). This compares with 51% of Macalester students in 1981.

A greater number of students with interests in science and athletics would also tend to increase the total number of students with a conservative orientation.

**5. Does Macalester provide adequate preparation for students for life after graduation?**

At present we have only anecdotal evidence in this area but we believe we are doing well. An in-depth study would be in order. Some general yardsticks are offered by the following:

We are in the "Oberlin 50." The Oberlin 50 or the "Science 50" as they are sometimes called, is a list of 50 private liberal arts colleges which have the highest percentages of graduates that continue their education in graduate schools and receive PhD's in science or related fields.

We are in the "Economic 50." In this listing are the private liberal arts colleges with the highest percentage of graduates that achieve high positions in industry and the government.

We are in the "International 50." This is a listing of private liberal arts colleges that have produced the highest number of ambassadors, Peace Corps participants, and other positions of international characteristics.

Significantly, we are one of only 21 private liberal arts colleges in all of the above three categories.

**COMMITTEE MEMBERS**

Virginia Brooks  
Mara Rose  
Patricia Traynor  
Truman Schwartz  
Gerald Webers (Chair)

Consultant: William Shain

**Preliminary Responses to Questions Submitted to Facilities Sub-committee**

**December 17, 1991**

**1. How can our facilities aid our mission and goals?**

All reasonable attempts should be made to move those units which are perceived as central to Macalester's mission (e.g. International Center and language houses) closer to the center of campus.

Serious attempts should also be made to coordinate the development of retail space with mixed-use residential space on the north side of Grand Avenue, between Macalester Street and Cambridge Street.

**2. Are the academic, residential, athletic, fine arts, and other activity facilities consistent with our mission?**

With the exception of recently completed projects (or those about to begin) such as the library, Weyerhaeuser Hall, Carnegie Hall, Bigelow Hall, and Old Main, virtually all other campus facilities need improvement. Some of these improvements may be modest, but some will be extensive.

**3. Are the facilities being used in the most efficient fashion?**

The only space which does not appear to be used efficiently at the present time is the first floor of the Student Union.

**4. Where are there needs for additional facilities or for renovations?**

(see below)

**5. What are the highest priority needs for academic facilities?**

There are two significant renovation projects related to academic facilities Rice/Olin Halls and 2) the fine arts complex (art, music, and drama). Both projects are important. Top priority, however, should be given to the Rice/Olin project because of the potential non-compliance issues related to animal care facilities and chemical storage. This could have a detrimental effect on future funding from the National Institutes of Health. In addition, a Rice/Olin renovation committee has been in existence for several months and has reached consensus on key aspects of the proposed renovation.

**6. What are the highest priorities for student facilities?**

There are three categories of need in student facilities: 1) renovation of existing residence halls; 2) renovation of the Student Union; and 3) construction of a new residence hall. Establishing priorities among these needs is not an easy task. Tentative priorities are:

- a. continued renovation of existing residence halls
- b. renovation of the Student Union
- c. construction of a new residence hall

In addition to these priorities, consideration should be given to acquiring and renovating apartment buildings near campus which are in high demand by students.

**7. What are the highest priorities for athletic facilities?**

There are three primary needs among the athletic facilities: 1) renovation of the outdoor track and tennis courts; 2) renovation of the field house to improve the indoor track, weight room facilities; etc.; 3) expansion of athletic fields. Priorities should be as follows:

- a. renovation of the outdoor track and tennis courts
- b. field house renovation
- c. playing field expansion

#### 8. Other needs

In addition to the needs outlined above, it is important that the need to consolidate the physical plant facilities not be forgotten. New space on the periphery of the campus would greatly enhance the efficiency of this important aspect of the college. It is also likely that additional parking spaces will need to be developed in areas adjacent to the campus.

#### 9. Overall Priorities

Among all the facilities needs identified, it is our judgment that overall priorities should be as follows:

##### Highest Priority (projects to be completed within one to three years)

- Olin/Rice renovation
- Student Union (College Center) renovation
- Renovation of outdoor track & re-surfacing of existing tennis courts

In addition to these specific projects, we also recommend that funds should continue to be available for the renovation of existing residence halls (e.g. bathroom improvements) and that the size of the REM budget should be increased by \$50 \$100,000 in order to provide funds to support programmatic facilities needs in academic departments.

##### High Priority (projects to be completed within three-five years)

- Fine arts renovations (art, music, drama)
- Field house renovation
- Playing field expansion
- New tennis courts
- New space for physical plant

##### Important (projects to be completed within seven years)

- Construction of a new residence hall
- Acquiring and renovating off-campus apartment buildings
- Development of additional parking spaces

#### SUBCOMMITTEE MEMBERS

- Barbara Armajani
- Sandy Hill, Consultant
- Betty Ivey
- Jack Rossmann, Chair
- Pat Traynor

/kc

## Preliminary Responses to Questions Submitted to the Academic Support Sub-committee

December 30, 1991

#### 1. Is the Wallace Library adequate for the needs of the faculty and students?

As the Wallace Library is at present, it is not adequate to meet the needs of the faculty and students at Macalester College. The library has critical needs in both print media and information technology. The Wallace Library is close to the bottom when ranked in comparison with comparable colleges in terms of budget and staff. The Wallace Library's low ranking in terms of resources is in contrast with its relatively high performance/service ranking. Thus it is an efficiently run library. To meet the increasing demand on the library staff, the efficient system needs additional input in terms of staff. It also needs an increased annual budget to purchase additional titles in print media and information technology to move the library's ranking to at least the middle ranking of the comparable colleges' libraries in these areas. In sum, to bring the library up from the bottom ranking it has in terms of resources, and to meet the increasing demands on the library's staff, the Wallace Library needs a sizable annual budget increase. (See: Report to the Academic Support Subcommittee From The DeWitt Wallace Library, December 16, 1991, for exact figures)

#### 2. What are the highest priority needs in the area of information technology?

As per the recommendations of the Computing and Information Technology Department's Strategic Plan for the 1990's, December 16, 1991, the area is understaffed relative to the 12-college comparison group, the first priority is to close the staffing gap. Additional support staff should be hired. Alternatively, this support staff could be contracted for off campus. Either way, there is a high priority in having more staff available to meet the fast growing demands on this department.

A second highest priority, as per the same report, is to create an annual fund to keep up to date the microcomputers in public facilities: dormitories, public clusters, and departmental computer labs.

Under this category, media services' needs for an annual budget increase should be met. As new facilities for Media Services and the Humanities Learning Center were designed, a heightened demand for these services can be expected, as has been experienced with the library. (See: Changing Needs of Macalester College Media Services, November 26, 1991).

#### 3. What should be our goals for academic department budgets?

The highest priority for academic department budgets should be additional faculty /staff/students workers. As the departments change in size, most often growth, it must be recognized that the staffing for those departments must change to meet the increased demands of the departments.

The second highest priority should be academic department program/operating budgets. A case by case analysis of department budgets should be done to get an accurate assessment of needs and then rationalize that with current capabilities. Those departments now underfunded should be brought up to a realistic figure through a one time adjustment. After that, adjustments will be through the annual budgeting process.

#### 4. What are the priorities for support staff additions and/or reallocation?

It is strongly recommended that the support staff additions be addressed as each department has indicated its needs. As the college changes the nature of its functions, those functions must be supported, e.g., maintenance, library, athletic facilities, etc.

In relating this priority to academic departments, the faculty should be encouraged to concentrate on teaching and pure scholarship, in keeping with the mission of the college. The faculty should not be forced into support staff functions. The staff support in the college should be brought to a middle ranking when compared to the support staff functions in the 12 comparison colleges.

In order to achieve the above goals, the college needs a plan for hiring in all aspects of what is termed support staff.

#### 5. What areas should we contract for services rather than run our own shop?

Services contracted off campus at present are: security, safety, bookstore, ARA food service, college vans. Perhaps, due to budget efficiency, the technical staff needs in computer and information technology should be reviewed as to whether they should be FTE or contracted off campus.

When there are ways in which the college can cooperate with ACTC, such as in the areas of health care services, the college should do so.

Maintenance of scientific equipment is contracted for at present. This is a large budget item, especially on the major pieces of equipment. There should be an assessment of this budget item as to whether this should be done with FTE, self insurance, or handled as it is now.

#### 6. Other areas which come under the concept of "Academic Support."

The sub-committee strongly recommends that Macalester College make a commitment from the Administration level on down to excellence in the area of athletics. This is in keeping with the college's mission which emphasizes "standards for scholarship" equivalent to those of the finest colleges in the country. The standards at the college for athletics, in support of the mission, should also be equivalent to those of the finest colleges in the country.

The subcommittee also recommends that better use of the student union be made to further support the student/faculty activities, and campus community meetings. It is also recommended that a faculty lounge be developed to increase and support faculty communication.

#### 7. Overall priorities

There are three highest priority items. They are not listed by number as they are all of equally high priority.

- ▶ The Wallace Library resources should be brought up from the very bottom of the comparison group to a level of excellence at least at the mid way mark in comparison with its 12-college comparison group.
- ▶ The highest priority needs of Information Technology should be met.
- ▶ The priorities for support staff additions as per each department's needs should be met.

As the academic departments budget expressed needs were primarily for additional support staff/faculty/student workers, by meeting the highest priority concerning support staff additions, this highest priority is addressed.

#### High Priority

High priority should be given to making a commitment to excellence in athletics from the Administration level on down.

Equally high priority should be given to the above noted changes in the use of the Student Union.

#### SUBCOMMITTEE MEMBERS

Jeremy Allaire  
Paul Aslanian, Consultant  
Bill George  
Virgil Herrick  
Jack Rossman  
Jane Smith, Chair

## Draft report of the Resources subcommittee

January 8, 1992

Responses to the 6 major questions:

#### 1. Are current revenues sufficient to support the mission of the college?

Nearly all of the current (1991-92) revenues to the college come from endowment, annual giving and tuition revenue. Historically Macalester has been very dependent on tuition for most of its revenue, with income from the endowment and annual giving playing relatively minor parts. At least at first glance, these revenue streams have been sufficient to support an academic program which is in keeping with the mission of the college.

Without growth in the endowment or annual giving, and given that tuition is not likely to increase more than 1 or 2 percent beyond inflation, future revenue streams are likely to remain steady, assuming the size and composition of the student body stays the same. However, demographic projections suggest that the prospective first year student profile will in fact change, with minorities comprising a much larger fraction than currently. If economic profiles shift toward lower income groups as well, it is likely that our financial aid obligations will increase substantially, causing net revenues from tuition to actually decrease.

If additional expenditures are warranted to improve the academic program, *it is doubtful that current revenues are sufficient to support the mission of the college at a level which would also put it in the ranks of the five-star (Fiske) schools*

#### 2. If not, what areas should be given priority to increase revenues?

Of the three possible areas to increase revenues, (tuition, endowment income and annual giving), **tuition** seems to be the least likely to be the major source for increased revenues. While it is true that comparison colleges draw a much larger portion of their revenues from tuition, this is at least partly due to the economic profiles of their student body.

The **annual fund** does not provide a major source of revenue for the college. Gifts to the annual fund in 1991-92 budget were 4.7% of total operating income. Five year projections, assuming 5% increase in tuition, room board and fees and 4% increase in annual fund gifts, show annual gifts declining to 4.256% of operating income in 1995-96. Clearly, the current expectation is that the annual fund will decline in overall importance in the revenue picture.

Annual giving and alumni support is one area that is in stark contrast to comparison schools. From a draft of the Development Office's Long Range Plan (4/16/91), it was stated that:

"By every measure, Macalester today ranks behind its peer colleges in alumni giving:

- ▶ participation,
- ▶ annual fund,
- ▶ gifts to endowment,
- ▶ average gift size (and)
- ▶ lifetime giving."

Possible reasons have been suggested for this include:

- ▶ Macalester students do not come from the same income classes as its comparison schools. It follows that they do not share the same attitudes towards giving to their educational institution.
- ▶ The recent windfall to the endowment has had a negative effect on current giving.
- ▶ Macalester students do not feel the same ownership in the school and program, and subsequent do not feel the same responsibility for sustaining it.



- ▶ Current Macalester students do not feel connected to alumni and vice versa.

Currently, the Development Office has planned alumni participation and ownership programs designed to enhance the current level of support. While these initiatives are laudable, a comprehensive program to enhance alumni support should be implemented beginning in the freshman year.

*Income from the endowment* has become a much larger portion of revenues for the college we see the continued liquidation of Reader's Digest stock and investment of those proceeds in the endowment, subject to the 5% spending rule, the income from the endowment will become much more important in the overall revenue picture for the college.

The endowment income will only grow, however, if the endowment grows. The endowment will grow from two sources: management and gifts. Current management practices of the endowment have sustained a very good growth record. Assuming that the remainder of the RD stock is liquidated and invested in the endowment, this growth is likely to continue. However, if Macalester relies only on internal growth of the endowment without the infusion of new gifts, it is unlikely to keep pace with similar schools.

*Grants* from corporate, private foundation and government sources are becoming important to the programmatic needs of Macalester. Sufficient staff and resources should be available to either raise these funds or assist faculty in grantsmanship.

### 3. What should be our plan for future tuition and fees?

As Macalester has increased its tuition in the late 1980s, its financial aid bill has increased at twice the rate. (Please see Appendix A). However, given a projected 5% increase in tuition, and low future increases in financial aid, financial aid as a portion of tuition is relatively constant at about 30%. Moreover, tuition as a percent of net operating income less off campus program income and financial aid) is stable at around 80%. The key assumption, however, is in financial aid increasing at a rate less than tuition in later years. If current trends continue, clearly the proportion of financial aid to tuition will not remain stable trend upwards, all other things equal.

Given that tuition will remain an important part of net operating income, Macalester has several choices:

- a. It can lower tuition and lower financial aid at a greater rate:

It is feared that a decrease in tuition may have two basic problems:

- ▶ quality may be perceived as lower than an equivalent but higher tuition school
- ▶ sustaining the tuition cut in the long term may be very difficult. Reversing the tuition decrease may have undesirable consequences

Also, it should be noted, that in order for the college to be able to deliberately lower financial aid may very well have to abandon, at least in part, its need-blind admissions policy.

- b. It can raise tuition faster than it raises financial aid:

If perceived quality is not in line with higher tuition, Macalester will run the risk of not attracting the diverse and talented student body, and may be forced to fill its freshman class with lesser qualified students.

- c. It may continue raising tuition at a modest rate, with financial aid rising at a greater rate:

This policy clearly cannot be sustained without forcing the college to rely on other income sources for a larger part of its operating income.

Macalester should consider raising its tuition gradually to come into the comparison group's range as it is able to demonstrate an increase in value added.

Macalester should balance its need for net tuition revenue and its expenditure per student in a manner which is inter-generationally fair.

### 4. What should be the priorities for the expenditures of the income from the DeWitt Wallace Fund for Macalester College?

The increased revenues should be spent to increase the perceived and actual value of the academic program. Some of the evidence gathered suggests that Macalester's program is one of the best kept secrets on the market today. Public perception of Macalester doesn't seem to be terribly accurate or up-to-date. Judicious use of marketing tools and strategies would be of great value in changing these perceptions.

Macalester should be competitive with its comparison group in the areas of faculty and staff salaries, student/faculty ratio, staff support, and physical plant.

### 5. What can be done to improve the financial support for the College from alumni and friends so that it is comparable to that at similar institutions?

As outlined in question 2, alumni and friends programs need to be aggressively developed and maintained. This will provide ongoing ties for alumni to campus as well for students to the alumni. Fostering a sense of community is crucial to student and alumni perceptions of Macalester after graduation. Ultimately, these perceptions are what give rise to ongoing financial support.

A clearly articulated message to the community at large, about Macalester and what it is doing with its programs is long overdue. An effective marketing strategy would assure current and potential friends of the college that Macalester is a quality school and is worthy of their support.

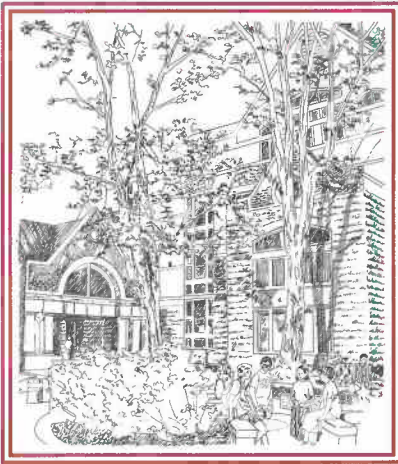
### 6. What resources will be needed to support capital needs?

The budget should include a capital maintenance charge which fully recognizes depreciation of buildings as well as equipment. If two percent of the market value of the physical plant were set aside each year, funds would accumulate to take care of periodic maintenance and refurbishing as the need arose.

Low interest (e.g., tax-free municipals) bonding strategies should be explored to fund capital projects. These tools would lower our real cost of building by borrowing at or below market interest or allowing us to use the cash in alternative projects or higher yield investments.

### SUBCOMMITTEE MEMBERS

Peg Schultz (Chair)  
 Jerry Webers  
 Virginia Brooks  
 Virgil Herrick



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