
SECTION 3

ACADEMIC INITIATIVES AND PLANS

This Budget Plan is an expression of Stanford's programmatic directions and the financial requirements to support them. In this section we review some of the important academic plans and initiatives reflected in the budget.

UNIVERSITY-WIDE ACADEMIC INITIATIVES

Stanford Introductory Studies

Stanford is many things to many people—a research institution, a graduate school, a professional school, and a provider of health care—but it is, first and foremost, an undergraduate institution. This is how President Casper characterized Stanford in May when he announced a new initiative designed to bolster the first two years of the undergraduate curriculum and to ensure that the required study during this period is sensible and compelling. This initiative, and the first two years of undergraduate programs in general, will be called “Stanford Introductory Studies.”

The initiative combines several existing programs—Sophomore Seminars, Sophomore Dialogues, and Sophomore College—that already provide close interaction between faculty members and students with new programs intended to offer that experience to students in their first year, and by expanding the number and variety of programs for sophomores. In particular, the creation of Freshman Seminars, within three years, will provide every entering student the opportunity to work with a faculty member in a small class setting. Seminars will draw from a wide variety of disciplines on almost any topic. The introduction of Freshman Seminars is not meant to add to the first year course load. Rather, they must be integrated into other freshman requirements such

as CIV, Writing and Critical Thinking, Science Core, or other existing distribution requirements.

We will require additional faculty to absorb fully the additional effort required to sustain the Stanford Introductory Studies. A generous gift from Peter Bing will support up to 20 incremental billets for five years. These billets will expand the teaching capacity of the faculty and provide the opportunity to make strategic appointments in a number of areas.

Stanford Graduate Fellowships

The President also announced the creation of a new program of Stanford Ph.D. Fellowships. The purpose of the Stanford Graduate Fellowships will be to continue to attract the finest graduate students possible and to give those students full freedom to pursue their work at Stanford without worrying about the vagaries of sponsored research support or other traditional sources of support. In addition, this program will reduce our dependency on federal funding for graduate students and may allow us to reduce the number of federally funded research assistantships by one-half once the program is fully established.

The program will be nationally advertised as a Stanford initiative but will be organized as an internal competition, thus assuring that the dollars go to provide support to the best graduate students, regardless of discipline. A steering committee has been established to finalize the details of this program and oversee the initial round of awards. We hope to attract the first class of Stanford Graduate Fellows in the fall of 1997.

The goal is to provide for 300 Fellowships (100 three-year Fellowships awarded each year). Initially, the program will be supported by \$10

million from unrestricted gifts. This amount will provide funding for the first two years, with endowment and gift funding required for the third and subsequent years. Once established, the program will have an annual cost of \$8.4 million.

SCHOOL BASED PLANS AND ISSUES

School of Earth Sciences

In 1995/96, the School of Earth Sciences has worked to implement a new academic plan developed last year. This plan maintains strength in certain Earth science disciplines in which Stanford has been a leader, broadens the School's intellectual reach, and keeps it in the first rank of academic programs in the science of the Earth. It is designed to appeal to undergraduates in new ways, to strengthen work in environmental sciences, and to leverage resources within the School by relationships inside and outside Stanford.

The most significant new program in the School is the Ocean Margins Initiative. It represents a major expansion of the scope of the School and it connects to current strengths of the School in five areas: environmental Earth sciences, geochemistry and geochronology, fluid flow in the Earth's crust, sedimentary systems basin structure and evolution, and continental dynamics. Three new faculty billets have been allocated to establish a research and teaching program in the physical, chemical, and biological processes along ocean margins. At least two positions will be at the junior level, and all are expected to be filled within the next two years.

The Ocean Margins Initiative will create opportunities for links between the School and organizations inside and outside Stanford. It will complement research in the Department of Civil Engineering on degradation pathways of organic contaminants, adsorption at mineral surfaces, and fluid mechanics applicable to the coastal zone. It will strengthen interactions with the Department of Biological Sciences and the Hopkins Marine Station. Environmental aspects of the Ocean Margins Initiative will contribute the full spectrum of environmental science and engineering to work

on environmental policy at the Institute for International Studies. The initiative will also strengthen and expand connections externally: with the U.S. Geological Survey and through the University's new formal relationship with the Monterey Bay Aquarium Research Institute. The leveraging of these links makes it possible to build a program that can lead its field, with only modest incremental resources.

The School is continuing a review of its undergraduate and graduate teaching programs to insure wise use of resources, to improve evaluation of teaching performance, and to make more courses accessible to students inside and outside the School. A group of Earth Sciences faculty are participating in the University's new Science Core for non-science and engineering majors by developing a new three-quarter sequence called *Planet Earth: A Survival Guide* which will be taught next year. The School has established undergraduate minors in each department in response to another CUE recommendation. Finally, several new sophomore seminars provide an opportunity for undergraduates to work closely with senior faculty in small group settings.

School of Education

The academic mission of the School of Education is to provide leadership in ground-breaking, cross-disciplinary research that reshapes educational ideas, policies, and practices; and to advance students' knowledge, imagination, and wisdom to enable them to lead in improving the quality of education.

Economic, social, political, and demographic trends continue to impact youth, families, and education, especially in the current policy environment. To fulfill its mission within this context, the School of Education has developed an academic plan that responds to a changing environment. The academic plan provides a solid foundation for the School to strengthen its operations, focus its programs, and build on its existing expertise.

The School of Education has been working on several new initiatives. An innovative master's program in Learning, Design and Technology will

prepare students to develop and evaluate learning environments that use emerging information technologies. Principles of learning and cognition will guide the application of these technologies in classrooms, work settings, homes, museums, and other learning environments. A new program in evaluation will be integrated into the policy analysis master's program, with the objective of increasing the capacity to evaluate the myriad of school reforms sweeping the country. A longitudinal evaluation of the Summer Teaching School, a key component of the Stanford Teacher Education Program (STEP), will seek models for the preparation of teachers in cutting-edge reform ideas and teaching skills that address changing demographics.

New research activities result from three major awards from the U.S. Department of Education: a \$12.5 million grant for the National Center for Postsecondary Improvement to be based at Stanford; a \$2 million subcontract from the Center for Policy Research in Education; and a \$1.5 million subcontract from the Center for Research on Evaluation, Standards, and Student Testing. A major research initiative will focus on communities as the center for school reform and collaborative efforts to improve conditions and offer opportunities for children and youth.

A master space plan for the School of Education includes renovation of the 60 year-old Cubberley building to provide improved teaching, research, and student spaces, as well as administrative and physical resources that support the academic and research mission. Working collaboratively with ITSS and the Libraries, a Technology Committee will undertake a study to determine future needs in information technology for the support of research and teaching throughout the School.

The School is working toward balancing centralization and decentralization of operations in order to reduce redundancy and cost while retaining program identity. A staff study has surveyed key processes and functions within the School to identify problems and recommend restructuring of administrative processes.

School of Engineering

Under the leadership of Dean James Gibbons, the School has been very successful in creating and maintaining teaching and research programs of the highest quality for graduate and undergraduate students. In recent rankings of engineering departments across the country, Stanford was tied with MIT for first in undergraduate education. In graduate education, all of the School's departments were ranked 7th or better; the three largest departments (Electrical Engineering, Computer Science and Mechanical Engineering) were ranked first in their fields, and Aeronautics and Astronautics and Civil Engineering were ranked third. These rankings result, in large part, from a decade-long effort to establish a systematic academic planning process, a rigorous faculty appointment and promotion process, and a major fundraising campaign for the support of faculty.

Implementation of the School's 1994/95 comprehensive three year budget plan included the merger of two departments, streamlining of research administration, and allocation of resources to a series of "grand challenges" identified by the faculty.

Through the strategic use of billets and careful academic planning, the School addressed a number of new areas of anticipated growth, with special attention devoted to computer prototyping and systems integration. To promote continued innovation and excellence, the faculty has been rejuvenated by the appointment over the past three years of 26 new faculty members, nearly all of whom are assistant professors.

Considerable investments have been made in facilities designed to carry the School of Engineering successfully into the next century. By the end of 1997/98, approximately \$55 million will have been invested by the School and its benefactors in research and teaching facilities. The most notable projects include the Thornton, Gates, and CIS Extension buildings as well as programmatic improvements in the Building 500 series. This investment does not include the Science and Engineering Quad nor the investment by the University primarily for seismic upgrades.

The School's consolidation of research administration has reduced the overall cost in this area by approximately 38%, and these savings have been reallocated to departments to support their rising research-related expenses in the current constrained, uncertain, and highly regulated research environment.

As the current three year plan ends, a number of new initiatives are underway in the School. Computational prototyping is being used throughout the School's teaching and research programs. Major hardware aspects of this effort have been launched with the support of Hewlett Packard and Intel. Computer simulation methods will be introduced into existing courses and a new course will be developed on this topic. The development of an undergraduate prototyping lab is a School priority. Another computational prototyping effort is the creation of a Project Centered Learning Environment within the Department of Civil Engineering. This facility will have flexible configurations for use as a classroom and as a studio where students can gather to work in teams.

The School is also in the formative stages of establishing a major new initiative called the Biomedical Engineering Program, which is centered in the Department of Mechanical Engineering. A new division has been formed with existing faculty, and billets have been committed for new faculty who will be hired in this area. This program will be developed over several years and is expected to have major interactions with the Medical School and with other engineering departments, especially Electrical Engineering.

Graduate School of Business

The School's 1994/95 budget plan included among its goals the completion of reviews of the MBA and doctoral programs in preparation for renewal of accreditation, continued development of faculty research initiatives in areas of importance to managers, a major faculty recruiting effort, and continued collaboration with the School of Engineering and other areas of the University. The accreditation review was successfully completed last year; initiatives have been launched in

entrepreneurship and information technology; and this year's recruitment season will result in a net increase of several faculty. Collaboration with the School of Engineering remains a high priority, and the GSB's initiative in information technology is closely tied to the multi-department Stanford Computer Industry Project in which several GSB faculty have been involved.

The review of the school's academic programs reaffirmed the goals and underlying structure of the three degree programs (MBA, MS, and Ph.D.). The academic content of each program will continue to evolve as the knowledge and capabilities of students change, but the School remains committed to full-time, classroom-based education of a highly qualified and diverse student body drawn from an international applicant pool.

The School's faculty development strategy has been consistent for the last several decades: hire talented young scholars as assistant professors and support them in their research and transition into teaching MBA students. This year the 17 searches authorized for new faculty are expected to result in 10-12 new faculty hires in the GSB, a net increase of 5-6 when retirements and departures are taken into account. Almost all new faculty are assistant professors, and they will be mentored carefully to assure opportunities for them to succeed in both research and teaching.

Executive Education provides nearly 20% of the GSB's annual revenue and contributes significantly to the net funding of the School. It is also a key avenue for influencing the practice of management by offering the opportunity to disseminate the School's research to several hundred top-level executives each year. For the first time in a number of years, applications to the flagship Stanford Executive Program appear to be increasing as a result of an improved marketing effort and redesign of the curriculum.

Enrollments in new executive programs developed in the last several years are also increasing. Three new short programs that began in 1995/96 build on faculty research in negotiation and conflict management and on strategic uses of information

technology. A long-time relationship with the National University of Singapore (NUS) resulted in a new joint program with NUS in Hong Kong. Over the last two years, the School's investment in course development for executive programs has provided the opportunity for faculty to experiment with new materials that may be developed into new MBA courses.

The Schwab Residential Center for Management Education is expected to open in time to house Executive Education program participants in the summer of 1997, and MBA and other graduate students in Autumn 1997. Throughout each year, graduate students and Executive Education participants will live in the new residential center which will be integrated into the School's academic and community life. Another building project over the next two years will be the expansion of the Littlefield Management Center and better integration between the two GSB buildings.

School of Humanities and Sciences

The School of Humanities and Sciences continues to change and foster new innovations in teaching and research, building on its traditions of academic excellence as well as undertaking important new academic initiatives. The School's faculty have been deeply involved in developing and implementing recommendations emerging from the Commission on Undergraduate Education, such as language and writing requirements and the Science Core. The School has formed a strong institutional base for innovation in the undergraduate agenda by developing and expanding programs such as the Summer Honors College, Sophomore Seminars and Dialogues, and Sophomore College.

The innovative interdisciplinary program in Comparative Studies in Race and Ethnicity will emphasize contemporary social issues and will involve faculty from the humanities and the social sciences. During the past year, the School took the difficult step of recommending the closure of the Food Research Institute, which will be restructured as an interdisciplinary research center within the Institute for International Studies.

Aided by the generosity of donors, newly established programs will provide substantial incremental resources to outstanding junior faculty in the humanities, natural sciences, and social sciences.

While H&S has for many years enjoyed preeminence among major research universities, the high quality of its departments received further confirmation with the release of the National Research Council's comprehensive evaluation of research doctorate programs. Half of the School's departments placed in the top ten nationally. Psychology, Statistics, and Biology (ecology, evolution and behavior) placed at the top of their fields, closely followed by Linguistics, Chemistry, Economics, English, French, German Studies, Political Science, History, Philosophy and Anthropology. To supplement the School's academic planning efforts, chairs of NRC-ranked departments have provided the Dean's Office with a self-evaluation, along with a description of how rankings might be improved given existing resources. A top priority is to maintain the excellence of very strong departments while at the same time selectively supporting areas that can achieve strength with limited new investments of resources.

The School is accelerating the pace of departmental reviews by internal or external visiting committees. In 1995/96, external visiting committees reviewed the Departments of Chemistry and Anthropology. Next year, the English Department will be reviewed, along with one department from the natural sciences and another from the social sciences. Reviews of the School's interdisciplinary programs are conducted by the H&S Curriculum Committee to assure the high quality of programs which serve 20% of H&S undergraduates who pursue interdepartmental majors.

Goals for 1996/97 include recruiting and retaining faculty who are at or near the top of their fields, enhancing the excellence of existing programs through revitalized academic planning and fundraising efforts, and implementation of newly launched initiatives, several of which are described below.

Across the School

- The School's commitment to faculty renewal will continue primarily through authorization of searches at the junior level, but also with selected senior appointments that meet particular demographic and academic needs of departments.
- Each H&S department and program that offers a major will also offer a minor, allowing students to pursue two academic disciplines in depth without pursuing a double major.
- The School will continue its participation in the Asia Pacific Initiative. H&S has already made an excellent start toward strengthening Asian studies through recent appointments in History, Sociology, Political Science and Asian Languages.
- Following an internal review of Stanford's Overseas Studies Programs in 1995/96, a preliminary investigation will be made into establishing a new program in Mexico.
- With the arrival of a new Associate Dean for Development, the Dean's Office will design and begin to implement a master fundraising plan to support the School's academic and infrastructure needs.

In the Humanities

- In early Autumn Quarter, the language departments will return to the Quad and the new Language Center will open.
- The staff restructuring plan for the Division of Literatures, Cultures and Languages will become fully operational. This plan, which features centralized services to support six departments and the Language Center, is expected to become a model for future staff reorganizations throughout the School.

In the Natural Sciences

- The cluster of science departments and programs will be led by a new associate dean who will build on the strong foundation of excellence maintained for the past three years by David Siegmund, who will return to the Statistics Department.

- Recommendations from the January 1996 review of the Chemistry Department will be studied and implemented.
- In the summer of 1997, construction of the new Tuna Research facility at Hopkins Marine Station will be completed. This project is a collaborative effort with the Monterey Bay Aquarium Research Institute.

In the Social Sciences

- Recommendations from the April 1996 review of the Anthropology Department will be studied and implemented; the Political Science Department, which was reviewed two years ago, will implement a plan to achieve balance within sub-fields.
- Led by Professor of Economics Anne Krueger, social science faculty will plan the new interdisciplinary Center for Development Economics, which will, among other initiatives, continue some of the research activities previously conducted by the Food Research Institute.

School of Law

Although comprehensive figures are not yet available, it appears that the salary gap between Stanford's Law School and its peer institutions has ceased growing and possibly has begun narrowing. A supplemental allocation from the Provost, transfers to funds functioning as endowment from internal cost savings, and Campaign revenues have improved the School's ability to recruit and retain outstanding faculty members.

A smaller faculty size caused by departures and retirements has created both problems and opportunities. On the problem side, the number of permanent faculty now teaching at the Law School has fallen below the number necessary to staff basic courses with Academic Council faculty and to maintain reasonable section size. Another problem is a decline in the racial and ethnic diversity of the faculty. On the opportunity side, the School may add as many as six faculty members during the next couple of years. Faculty hiring objectives include the recruitment of stars and rising stars regardless of field, and pursuing opportunities to hire outstanding minority faculty.

While the Law School is strong overall, its reputation is especially good in constitutional law, the legal profession and legal ethics, and legal theory and history. The School has been working to establish strength in several practice-focused areas: business, with a high tech/intellectual property and an international dimension; decision making and negotiation; and environmental law. Several potential new hires and visiting faculty appointments could result in a strengthening of the curriculum in business. In the decision making/negotiation area, an excellent lecturer has been hired to meet all or most of the increasing demand for negotiation training; the search continues for a faculty appointment of someone with a significant research interest in the field. The School has not been as successful in identifying strong faculty candidates for environmental law, although an interesting new interdisciplinary environmental project has been started in East Palo Alto.

The Law School's connections with other parts of the University have continued to increase, a trend the School considers important for its future. Particularly promising areas of collaboration include appointments shared with IIS, with the Ethics and Society Program and the Economics Department in H&S, and with the Graduate School of Business.

In its inaugural year, the JSM Stanford Program in International Legal Studies has been a success while development of the JS/IPS dual degree is proceeding slowly.

The School has progressed in its efforts to rationalize the clinical practice opportunities offered to its students. There are three types of these opportunities: (a) classes in which clinical simulations are an important, if not dominant, aspect of the course; (b) classes in which all students enrolled in the class are placed in practice settings with live clients; (c) substantive courses in which some students may choose to be placed in practice setting under the supervision of an attorney other than the professor teaching the course. The proper mix of these offerings should lead to a wide range

of clinical options that permit students to blend academic and practical interests in ways that enrich their theoretical understanding and their ability to be effective lawyers; that involve more full-time faculty members in clinical education; that meet student demand for experiences in which they receive extensive feedback on their written work; and that insure high quality service to the relevant client communities.

For the past several years, the School has experimented with the integration of ethics into all required first-year courses. This approach has not been successful for a number of reasons. However, in addition to several elective courses that focus specifically on legal ethics and the legal profession, the School plans to integrate ethics into a variety of advanced courses on tax, corporations, and criminal procedure. The advantage of this approach is that students will learn ethics as an integral part of substantive law and practice. Their confrontation and attempts to resolve real-world problems should be motivating and educationally advantageous.

The growth in international, negotiation, clinical, and other academic programs has resulted in overcrowding in existing facilities. With the Provost's approval, the School has acquired Huston House on the corner of Campus Drive and Salvatierra and an architect has been retained to prepare plans for repairing the building's earthquake damage and bringing it to code. Funding for renovation of the building has not yet been determined.

Rising student debt and the lack of affordable and reliable student loan sources are major issues for the School. The School is trying to establish relationships with lending institutions that would offer its students favorable loan programs; starting in 1996/97, Citibank and the Stanford Federal Credit Union have agreed to implement special loan programs for the Law School which will only charge students five points as an administrative and insurance fee (half the cost of other private loans).

School of Medicine

Over the past year, the School of Medicine has undertaken an extensive internal planning and review process involving faculty groups that are systematically studying fundamental issues for the School's continued success. The restatement of the School's mission—to continue to be a world-class center for education, biomedical research, and innovative clinical care—requires discussion in the context of a rapidly changing environment. The challenge is to refocus and reconfigure the School in ways that will preserve core academic functions and provide an appropriate measure of financial stability.

A dramatically changing health care economy, combined with constrained government research funding, demands creative responses. The School will continue to foster the climate for fundamental discovery, but it will also focus on translating those discoveries into diagnostic and therapeutic applications. New policies and structures will be established to encourage productive collaborations across departments, disciplines, and specialties. Such new approaches will be designed to encourage innovative associations with both biotechnology and pharmaceutical industries as well as with health care providers.

Within the clinical arena, one of the new associations being explored in earnest is a merger of the clinical businesses of UCSF and Stanford. The two schools would remain separate, and the assets of Stanford's School of Medicine would remain discrete and protected. Additionally, work is being done to define the relationship of Packard Children's Hospital to both the School and the SHS, and potentially to UCSF as well.

The School's responses to market changes will not dominate its core mission; rather, the responses to the health care environment must be designed to sustain and enhance the multiple missions of the School.

Interdisciplinary research programs in cancer, gene therapy, and clinical immunology are among those which form the conceptual core for planning the Center for Clinical Sciences Research (CCSR).

Other programs, such as the neurosciences, will also be grouped to allow collaborative efforts in contiguous space. Ideally, these new arrangements should produce new research opportunities and associations that can provide a more diverse economic foundation.

The School's success in meeting its goals depends on its ability to attract and retain the highest quality faculty. The challenge of supporting innovation through reallocation and substitution as opposed to growth requires that the School examine the structure of its professoriate and resource allocation methods to see if alternative approaches might be more appropriate. Strategic planning must closely tie faculty positions to the financial resources and physical facilities that support them.

The training of medical students, graduate students, fellows, and house staff physicians must continue to prepare them for leadership careers both within and outside academia. These groups are also affected by the changing economies. Increasing pressures on funding for education and relatively fewer career opportunities in academia and medical specialties are forcing the School to consider carefully the size and composition of its student body.

Translating the School's mission, the resulting vision, and the tumultuous environment within which they exist into a budget plan for 1996/97 results in an essentially steady-state picture. The rising clinical income and federal research funds which fueled significant growth in the mid-80's have been replaced by pressured resources that may decline in the future. Over the next five years, the School envisions targeted investment in new faculty who will concentrate on the developing bench-to-bedside programs that will enhance the quality of academic and educational programs and promote productive use of facilities and resources. The new Center for Clinical Sciences Research will provide effective space to meet the new opportunities.

The Development Office is undertaking fundraising initiatives to secure support for new endowed professorships to guarantee more financial

stability for renowned senior faculty. It will also seek gifts designated to augment tuition and to provide research opportunities for student training programs. A new flexible admissions program for biomedical graduate study allows individuals to rotate through several departments and choose any laboratory for their dissertation research, regardless of the program they enter initially. Such freedom of choice encourages interdisciplinary approaches in their training and fosters collaboration among their mentors. Finally, the School continues to work with the University to reengineer major administrative support processes and systems to enhance service and streamline expenses.

Hoover Institution

Over the past two years the Hoover Institution has successfully achieved significant revenue enhancement and expense reduction, resulting in a balanced budget for 1996/97, one year ahead of the schedule originally approved by the Hoover Board of Overseers in 1992. This milestone will end Hoover's situation of chronic deficits that have prevailed for more than a decade.

The budget successes over the past few years have changed the outlook of the Institution from one of net shrinkage to one of modest growth and consideration of new initiatives. Many of these initiatives involve making the intellectual and archival resources of the Institution available to a wider audience, as well as facilitating effective exchange of ideas between the disparate disciplines involved in the public policy process.

The first initiative involves expanded forums for producing and disseminating scholarly dialogue. These dialogues between scholars will result in a number of books on important public policy issues. Topics will include: tax reform, federal budget policy, the size of government, national economic growth, environmentalism, federalism, welfare reform, quality of education, affirmative action, immigration, demographic issues, statecraft, international trade and competitiveness, terrorism, and the political economy and security of Russia, Bosnia, China, etc.

Two significant new vehicles for information dissemination are being developed. The first is a quarterly publication, the *Hoover Digest*. The intended audience for this subscription-based publication is an informed citizenry interested in public policy, including policy makers, the media, and other policy researchers. The *Digest* will consist primarily of the published work of Hoover scholars, ranging from reprinted short articles to excerpts/summaries from longer essays and books. Regular features developed and written exclusively for the *Digest*, panel discussions, and interviews dealing with important public policy matters will also be incorporated.

The second vehicle is a pilot series of television programs addressing public policy concerns. The Institution has entered into an agreement with KTEH-TV (San Jose's PBS affiliate) to produce twenty-six programs, the first thirteen aired during the spring of 1996 with the remainder in the fall. The aim of the series is to generate informed and in-depth discussions of public policy issues drawing on experts from the Stanford community as well as notable researchers from around the US. This program is neither an interview show nor a debate; it is informed conversation on a level respectful of an informed audience. The program is about ideas. It seeks to enlighten public policy issues by rescuing them from journalists, politicians, and Washington "insiders." The desirability of producing a program for a national audience sometime in the future will be evaluated.

A number of infrastructure and special collecting projects for the Institution's Library and Archives will continue. With the support of a generous gift, several multi-year special collecting and micro-filming projects are underway. The computer capabilities of the Library and Archives continue to be upgraded as well, with a view to increasing access to the Institution's archival and library materials. The infrastructure of the Library is being improved through a retrospective conversion project, funded by a grant from the President's Fund.

A balanced budget is anticipated for 1996/97 and is predicated upon a relatively small (7.7%)

increase in expendable gifts, following two years when expendable gifts increased by more than 15% per year. With current on-going activities of the Institution adequately funded, a fundraising drive is in the offing, with the goal of providing resources for programmatic and intellectual growth. The successful launch and completion of this drive is a major objective.

A number of small capital projects have been planned for 1996/97. In order to better support the burgeoning conference schedule the Institution's meeting facilities will be upgraded. A renovation of the library spaces in the Hoover Tower is planned. These two projects have been funded by designated gifts. The continued growth of the Archives has necessitated the conversion of the standard stacks to compact shelving in the archival storage areas. This project will be funded out of reserves accumulated for capital projects.

Vice Provost and Dean of Research and Graduate Policy

The Office of the Vice Provost and Dean of Research and Graduate Policy has four major functions: supporting Stanford's research enterprise through development, promulgation, and interpretation of research policy, and by managing the Sponsored Projects Office and the Office of Technology Licensing; serving as the cognizant Dean's Office for ten Independent Laboratories, Centers, and Institutes; supporting Stanford's graduate education program through development, promulgation, and interpretation of policy; and advising the President and Provost by participation in regular and ad hoc processes on matters ranging from indirect cost and budget issues through environmental health and safety concerns.

In the area of research policy, Vice Provost Charles Kruger and Associate Dean of Research H. Craig Heller worked with the Faculty Senate's Committee on Research to develop and implement a new "Policy on Research Participation Agreements" which will encourage and support university-industry partnerships. In 1996/97, they will be looking at innovative ways to support graduate student research assistantships, to respond to

changes in federal policies affecting research, and to streamline the University's research administration processes.

The ten independent laboratories, centers, and institutes reporting to the Dean of Research encourage and support Stanford's openness to interdisciplinary research and scholarship. They currently account for about 38% of the total non-Medical School research volume. 1996/97 is the final year of a three-year program planning cycle; the plans developed by each unit demonstrate the strength of their programs which both complement and supplement departmentally-based research and scholarship.

The Institute for International Studies (IIS) is at the center of the Pacific Initiative which places global issues at the top of the University's intellectual and institutional agenda. Existing and prospective strengths on Asia within IIS and the seven schools offer cost-effective and focused means to contribute to the research, teaching, and outreach missions of the University. As currently envisioned, the Pacific Initiative will be comprised of four key elements: the Asia Pacific Scholars Program to bring outstanding students from Asia to Stanford; a core faculty, comprised of new and current faculty members with expertise specific to Asia and the Pacific; a restructured master's degree program in International Policy Studies; and structured faculty and student exchanges with several of Asia's best research universities.

Another excellent example of inter-school collaboration is the Center for Materials Research where faculty and staff are working with colleagues in the Schools of Earth Sciences, Engineering, and Humanities and Sciences to develop facilities suitable for members of Stanford's materials community who study a broad range of very advanced materials, their synthesis, characterization, and processing, and related devices. Phase I of the renovation of the McCullough Building is scheduled to start in late 1996, and an annex to house "wet lab" activities will be constructed in 1997/98 as part of the Science and Engineering Quad.

Associate Dean of Graduate Policy George Dekker served a highly successful three-year term from Spring Quarter 1993 through Winter Quarter 1996. Issues to be addressed by his successor include: changes to university policies and procedures as tuition remission becomes an unallowable charge through the staff benefits rate to Government-funded projects as of 10/1/97; review of the status of postdoctoral fellows; review of course assistant and teaching assistant job descriptions; review of Advanced Graduate Registration (AGR) and Terminal Graduate Registration (TGR); review of residency and full time enrollment status; and the potential initiation of a Graduate Student Council.

Undergraduate Education

In 1996/97, the Office of the Vice Provost for Undergraduate Education will continue to implement recommendations and policy changes from the Commission on Undergraduate Education and other faculty bodies as well as other initiatives designed to improve the undergraduate academic program throughout the University.

Programs for sophomores assist students in the transition from a highly-structured freshman year to declaration of a major. The Sophomore Seminars and Dialogues program will provide 75 small-group seminars taught by regular faculty that will reach one-third to one-half of the class. In its second year, Sophomore College is an intensive program in September for 80 sophomores who work with faculty in small groups to explore a particular academic area.

Upper class students engaged in honors work will find three enhancements to the curriculum. An Honors College, also in September, will offer seniors the opportunity to begin their honors thesis work under faculty supervision. In the science departments, selected students will receive fellowship stipends to work with faculty in their labs. The new Honors in the Residences program offers seminars and other activities that promote collegial exchange of research work among students doing honors projects. Finally, departments will be designing and implementing writing

courses to prepare students to effectively communicating the results of their honors work.

The new Foreign Language Requirement for undergraduates is expected to result in the need for Stanford language instruction for one-third of all freshmen. The Language Center within the Division of Literatures, Cultures, and Languages will provide an exciting state-of-the-art setting for language instruction offered to meet a variety of needs and interests.

One of the CUE recommendations called for substantial improvement of undergraduate advising programs. The Undergraduate Advising Center now reports to the Vice Provost for Undergraduate Education who will oversee several new initiatives. The UAC will increase the number of its advisors, create a Web site and an e-mail hotline; upgrade the role of student peer advisors; and produce a training video for freshman and sophomore advisors.

The new Science Core, a three-quarter interdisciplinary course, will be offered to students not intending to major in science or engineering fields. Three tracks will be offered in the first year for 150 students; as many as 600 students per year may participate as the program expands. A key component of the Science Core is integration of experimental lab work with lecture material. Other initiatives include the introduction of the minor, new writing courses in all undergraduate programs, promotion and outreach to attract majors in the humanities, a faculty retreat to develop courses with a public service component, and redesign of the H&S teaching evaluation form.

Major expenses for undergraduate initiatives include the Science Core, Sophomore Seminars, Sophomore College, Honors College, the new Foreign Language Requirement, and the restructured undergraduate advising effort. Substantial funding will come from the Bing Teaching Initiative fund (a 5-year gift), from allocations from the President and Provost, and from fundraising efforts coordinated through the Office of Development.

