

**MEETING OF THE STUDENT SENATE**

**THURSDAY, APRIL 7, 2005**

**11:30 A.M. - 1:30 P.M.**

**Studio C, Rarig Center--Twin Cities Campus  
106 Sahlstrom Conference Center--Crookston Campus  
410 Library--Duluth Campus  
7 Humanities and Fine Arts--Morris Campus**

This is a meeting of the Student Senate. There are 47 voting members of the Student Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. DISCUSSION WITH PRESIDENT BRUININKS  
Strategic Positioning  
(30 minutes)**

**2. MINUTES FOR MARCH 3, 2005  
Action  
(2 minutes)**

**MOTION:**

To approve the Student Senate minutes, which are available on the Web at the following URLs. A simple majority is required for approval.

<http://www1.umn.edu/usenate/ssen/050303stu.html>

**STUART GOLDSTEIN, CLERK  
UNIVERSITY SENATE/  
TWIN CITIES CAMPUS ASSEMBLY**

**3. STUDENT SENATE/ STUDENT SENATE  
CONSULTATIVE COMMITTEE CHAIR REPORT  
(5 minutes)**

**4. ASSEMBLY/ASSOCIATION UPDATES  
(5 minutes)**

**5. RESOLUTION ON SHARED GOVERNANCE  
Action  
(15 minutes)**

Resolution will be emailed to all senators prior to the meeting.

**6. RESOLUTION ON STUDENT EXIT INTERVIEWS**

**Action  
(15 minutes)**

Resolution will be emailed to all senators prior to the meeting.

**7. STUDENT SENATE CONSULTATIVE COMMITTEE  
Student Senate Bylaws Amendment  
(5 minutes)**

**COMMENT:**

As an amendment to the Student Senate Bylaws, a motion majority of all voting members of the Student Senate at a regular or special meeting (36), or by a majority of all members of the Student Senate present and voting at each of two meetings (24). This is the first meeting that the motion is being presented, so 36 affirmative votes are needed for approval.

**MOTION:**

To amend the Student Senate Bylaws, Article V, Sections 1 as follows (language to be deleted is ~~struck out~~):

**ARTICLE V. STUDENT SENATE MEMBERSHIP, ELECTIONS, AND OFFICERS  
(Changes to this article are subject to vote only by the Student Senate)**

**1. Membership**

For the purpose of electing representatives and alternate representatives, if any, to the Student Senate, qualified students shall vote within each of the following units of the University:

TWIN CITIES: Agricultural, Food, & Environmental Sciences; Architecture and Landscape Architecture; Biological Sciences; Continuing Education; Dentistry; Education and Human Development; General College; Graduate School; Human Ecology; Law; Liberal Arts; Management; Medical School; Natural Resources; Nursing; Pharmacy; Public Health; Technology; Veterinary Medicine

CROOKSTON

DULUTH: Business and Economics; Education and Human Service Professions; Fine Arts; Liberal Arts; ~~Medicine; Pharmacy~~; Science and Engineering;

MORRIS

...

**COMMENT:**

It has come to the attention of the Student Consultative Committee that the application process for the Duluth and Twin Cities Medical School and Pharmacy programs have been merged into one process for each program. As collegiate representation in the Student Senate has been based on the admitting college and since there is no longer a separate entry for the Duluth programs, the motion is to remove separate representation from these units and combine their students with the students enrolled in the Twin Cities colleges.

**NATHAN WANDERMAN, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**8. STUDENT SENATE CONSULTATIVE COMMITTEE  
Student Senate Bylaws Amendment  
(5 minutes)**

**MOTION:**

To amend the Student Senate Bylaws, Article V, Sections 3(a) as follows (language to be deleted is ~~struck out~~):

**ARTICLE V. STUDENT SENATE MEMBERSHIP, ELECTIONS, AND OFFICERS  
(Changes to this article are subject to vote only by the Student Senate)**

...

**3. Election and Duties of Officers**

a. Election

The chair ~~and vice chair~~ shall be elected by the Student Senate at a special spring semester session of the Student Senate attended only by student senators elected for the following year. The vice chair shall be elected by the Student Consultative Committee at a spring semester meeting of the Student Consultative Committee. The outgoing chair shall preside over the elections. Non-senators and outgoing student senators may not be candidates for these positions. The chair and vice chair should not be from the same campus. In the event that no one is nominated for the vice chair position from a separate campus, the position will be open to all qualified members of the Student Senate. Terms of office shall be July 1 to June 30, and the person holding office is eligible for re-election.

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**COMMENT:**

When revising the Student Senate Bylaws, it was realized that old language was used regarding who elects the vice chair that is in opposition to the election procedures stipulated in the charge for the Student Consultative Committee. The proposed motion removes the opposition, leaving the Student Senate to elect the chair position and the Student Consultative Committee to elect the vice chair position.

**NATHAN WANDERMAN, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**9. OLD BUSINESS**

**10. NEW BUSINESS**

**11. ADJOURNMENT**

Additional Information for Item 10, Resolution on Tuition Benefits, on the April 7, 2005, University Senate agenda  
March 9, 2000

## MEMORANDUM

To: SCFA Members

From: SCFA Benefits Subcommittee

Subj: Proposal to Grant Tuition Remission to Dependents of University Employees Enrolled in Undergraduate Degree Programs

### *Background*

In Spring 1999 the SCFA Benefits Subcommittee, representatives of ASAC, and the Civil Service Committee met to request a new employee benefit: a 50% tuition reduction for dependents of employees enrolled in undergraduate degree programs at the University of Minnesota. The Employee Benefits Department conducted an informal survey of other universities, including all Big Ten members, to determine what level of tuition remission benefits were offered.

*A majority of the universities that were surveyed offered tuition benefits. Many remitted 50% with a few (mostly privates) offering 100%. In the Big Ten, 7 of 11 offered tuition remissions with Northwestern offering 85%, Penn State, 75%, and all others at 50%. Iowa, Michigan, Minnesota, and Wisconsin do not offer a tuition benefit for dependents of employees.*

The analysis performed by Employee Benefits (appended to this report) suggests that the cost of a 50% tuition remission, when fully implemented with students in all four years, would be between \$1.2 and \$1.7 million. (See appended report.) Assuming that dependents are equally distributed across employment categories, this would mean that 44% of eligible dependents are associated with Civil Service Bargaining Unit staff while 56% are associated with Faculty and Professional Administrative Staff. Using \$1.45 million as the full cost (halfway between \$1.2 and \$1.7 million estimates), the added percentage fringe benefit increase would be .25% for CS/BU and .21% for Faculty/PA.

### *New Analysis*

Employers design benefit plans to influence employee behavior--particularly with relation to attraction and retention to the organization. A benefit program that has certain features is more attractive to some segments of the labor force than others. For example, health care subsidies for dependents increases the attractiveness for applicants and employees with dependents. A retirement program with a service requirement for vesting of benefits encourages retention.

An employee's total compensation consists of cash payments and economic benefits designed to reduce risk (insurance), pay in kind (recreation subsidies), pay during nonworking periods (vacations and holidays), and provide for retirement (pensions). The mix of cash payments and benefits reflects the joint interests of employers and employees. In turn, public policy has favored employers providing benefits for employees rather than the employees purchasing benefits themselves due to the nontaxability of benefits, but not cash payments.

A tuition remission program for dependents of employees that includes a service requirement would be expected to increase attractiveness of employment for those who have dependents who will likely be admissible to the university. It would also reduce turnover because sustained

service would be necessary to make use of the benefit.

*If cost savings from reduced turnover exceed increased costs of a tuition reduction benefit, then the benefit would be costless--actually improving the efficiency of the university.*

#### *Assumptions*

We begin with the following enrollment assumptions which are largely similar to those used in last year's proposal:

50% of employees have children/dependents,  
Of those with dependents, each has 1.8 children/dependents between 0-23 years of age,  
50% of children will be qualified to attend the university,  
50% of those qualified will choose to take advantage of university enrollment,  
Thus, the "risk" of an employee having a child/dependent attend the university is about .225.

The current proposal requires some additional assumptions:

Assume that the transition probabilities from freshman to sophomore, sophomore to junior, and junior to senior are .90 for each year,

the real (after inflation) rate of tuition increases will be a constant 2% into the foreseeable future,

the real (after inflation) discount rate will be a constant 3% into the foreseeable future,

implementing the tuition benefit will be associated with a turnover reduction of 10% in the current rate of turnover during each year of an employee's employment with the university,

the cost of replacing an employee who quits is equal to 150% of annual salary for faculty, 67% for PA, 50% for civil service, and 33% for bargaining unit employees.

#### *Analysis*

With these assumptions in place, the present value of the 100% tuition remission for four years to an employee with 10 years of service is \$5,568 (at 50%, \$2,784). If we were to calculate the present cost of providing this benefit to the proportion of employees (by classification) who would be expected to accrue 10 years of service (under reduced turnover expectations), the cost would be \$2,968 for P&A, \$4,043 for faculty, \$2,537 for civil service, \$2,443 for Teamster members, and \$2,014 for AFSCME members. (Keep in mind that these figures are approximate.) However, if turnover were reduced by 10%, the net (cost) saving for the university from providing this benefit, after turnover cost reductions, for a 10 year service employee would be (\$137) for PA, \$929 for faculty, (\$577) for civil service, (\$1,594) for Teamsters, and (\$1,077) for AFSCME. The overall weighted cost would be \$23.73 per year for each 10 year employee. If a 50% remission is applied, the savings would be \$112.13 per employee per year.

*If the university were to implement a 100% tuition remission program, with vesting starting at 50% in year 5 and increasing by 10% per year until full vesting at year 10, and if turnover declined by 10% in each employee group as a result, the following conservative estimate would apply. Assuming that all employees work for up to 20 years, and that there are about 5% of employees in each year of service between 1 and 20, then the annual cost savings, net of tuition costs, per employee is about \$89 and the annual savings across the employee population would be in excess of \$1,200,000.*

<b>University of Minnesota</b> <b>Employee Benefits Department</b>
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**Tuition Benefit Program for Dependents of University of Minnesota Employees**

**I. Tuition Benefit Program for Children of U of M Employees: Tangible Benefits  
Dan Feeney DVM- College of Veterinary Medicine**

**II. Rates of Utilization from Big Ten and CIC Institutions**

**III. Assumptions Regarding the Four Methods of Cost Analysis**

**IV. Four Methods of Estimating Tuition Benefit Program Cost**

**V. Cost Analysis Using U of M Instructional Costs Estimates  
John Fossum- Carlson School of Management**

**VI. Estimated Percent Increase for the Fringe Benefit Recovery Pool**

**I. Tuition Benefit for Children of University of Minnesota Employees**

- It would make the University competitive with institutions such as Purdue, as outlined in the comparison report.
- It may aid in faculty recruitment, and in some cases, faculty retention.
- It could readily aid staff recruitment and retention.
- It will aid in student recruitment--faculty and staff have a lot of regional choices, some offering scholarships.
- It would give staff something positive (and the proposal should disproportionately benefit them rather than the faculty due to the salary differential).
- It is a non-taxable benefit to faculty and staff.
- It may affect the graduation rate if appropriate stipulations on credit maximums and enrollment time limits foster getting in, getting a degree, and getting out, before the tuition offset benefit expires.
- It should not significantly increase costs to the institution, but could significantly help some families educate their children.
- It would make the University more of a "we" or "us" place where people work, do their research, teaching, etc.
- This is a recurring Faculty Affairs Committee issue, which indicates it is on the peoples' minds (even though many of our faculty and staff have given up on this issue because of excuses provided earlier by the administration).

Comments from Dan Feeney. DVM College of Veterinary Medicine 11/98

**I. Tuition Assistance for Dependents-Rates of Utilization**

University	Contact	Participants Per year 1997-98	Employees Eligible 1997-98	Student rate of use per thousand	Comments	Remission rate

				eligible employees		
Purdue University W. Lafayette	Neil Smith	1,300	10,837	120	Student rate is increasing over time	50% Remission Looking at 100% Remission
Michigan State University East Lansing	Jean Kropp	442	6,250	71	Slow Increase	50% Remission
Ohio State University Columbus	Nick Maul	775	18,000	43	Cost 98-99 \$1.6 million increasing	50% Remission
Illinois State University- Bloomington	Judy Zimmerman	260	3,400	76	U of I has the same program	50% Remission-3 yrs. service, 7 yrs. to other IL Universities
U of Arizona Tucson	Glory Novak	813	9,600	84	Rate steady, 97-98 cost \$1.351 million	75% Remission includes USDA, military & other affiliated employees
University of Chicago	Geraldine Anderson	212	8,000	38	Admission standards Keep rates low	100% child remission to faculty, 50% to staff, 50% to faculty spouses
Indiana University Bloomington	Andy Hoover	1,270 child 548 spouse	4,670 faculty <u>9,496 staff</u> 14,166 total	89 child + 43 spouses = total of 137	\$1.5 million for 97-98, \$1.7 million for 98-99 increasing	50% Remission slow increase in use
Rutgers New Brunswick	Alice Morris	475	10,000	48		100% remission
University of Pittsburg	Jim Richy Nancy Gilkes	1131	8,544	132	Rates high but OK	100% Remission
Northwestern University Evanston IL	Tom Evans	300 child, + spouses, 200+	5,600	89		Child/Spouse 6 mo. 85% & Portable

		portables*				Plan* 4 yrs=30% 8 yrs=60% 12 yrs=90%
Penn State University	Devra Wolfe	2,442 child 337 spouse	13,300	184 child+25 spouses=total of 209	No age limit on Children "Penn State Pride"	75% Remission Very high Attendance from U's children. Rates OK.
MNSCU Minnesota State Universities	Margaret Johnson	7525 credits used/year in 7 institutions	2,308 faculty in university system, full time & >50% time	3.36 credits used/faculty member. Ratio at 45 credits/yr=72		36 credits/yr faculty max for children, spouse or selves. 24 credits/yr staff max. (converts to about 75% and 50% respectively

\*Portable plan-after 4 years of university service the dependents of faculty will have 30% of their tuition paid at another university of their choice and up to 90% after 12 years of service.

University of Iowa Iowa City	Gary Pierce	-0-		-0-	None
University of Michigan at Ann Arbor	Employee Relations Dept.	-0-		-0-	None
University of Minnesota	Myron Guthrie	-0-	13,451	-0-	None
University of Wisconsin at Madison	Kathleen O'Rourke- Benjamin	-0-	14,588	-0-	None

Data collected and compiled by Myron Guthrie (12/1/98)

### III. Assumptions Regarding the Four Methods of Cost Analysis

- These are real costs only when a class section must be added.
- It is a real cost when a dependent who intended to come here anyway stops paying part of their tuition. How many? Estimated at 25% of eligible.
- Some accounting for additional administrative overhead will be a real cost.
- The cost numbers in the tables are elastic. For example, a 25% tuition remission at the U of M won't have much effect on the choice of colleges for students and the number



choosing the U, because of the tuition remission will likely be less than 146. At a 50% remission, the numbers probably are within the range of expectation. This is about the average remission at other universities. If the remission were 100%, the effect would probably be higher enrollments and costs than the numbers shown.

- Some variation in the data can be expected especially if both husband and wife (estimate 3-5%) are eligible employees, which would decrease the number of students participating.
- Not all students graduate, an assumption not included in the calculations. In some programs, perhaps only 50% of those that begin a degree program will actually carry it through to completion for the four-year cost. A 50% graduation rate of students who enter as freshmen is not unusual among public universities. On the other hand, less financial strain on the students may lead to an increased rate of completion.
- The U of Minnesota employees may have more or less children than the national average. Generally, as years of education increase for the parents, the number of children decreases. Assume that some of the employees with dependents have spouses only, not children.
- In classes that are not presently filled to capacity, receiving 50% of the tuition is better than none.

#### Other comments

- A part of the difference in utilization rate comparison among universities is the sense of community belonging, pride....a sense of loyalty to the University by employees. (paraphrase from Penn State)
- U of M out-of-state graduate assistants receive a tuition remission of approximately 50%, to in-state rates for their children, spouses and same-sex domestic partners.

#### IV. Four Methods for Estimating Cost for Tuition Assistance for Dependents at the University of Minnesota

##### Assumptions:

##### Cost of U of MN tuition 1998-99

Lower division/quarter	= \$ 84.25
Upper division/quarter	= \$ 90.65
Average quarter	= \$ 87.45
Base cost/ quarter	= \$ 62.00
15 credits/ quarter	= \$ 1,369.00
Annual cost, 3 quarters	= \$ 4,107.00

##### Employee demographics

13,451 eligible employees with insurance
7,473 eligible employees with dependents
1.8 children/dependent estimated from 0-23 years of age

##### Method I Calculations:

7,473 employees x 1.8 children = 13,451 children in the 0-23 year age bracket.

Then 13,451 children/23 years = 584 per year will graduate from high school.

If 50% of children are qualified to attend the University and 50% choose to take advantage of the tuition remission program. Then;  $584 \times .50 \times .50 = 146$  children/year projected to enroll.

Then,  $146 \text{ students} \times \$4,107 \text{ (100\% tuition cost)} = \$599,622$  for one year and one class or

\$2,398,488 considering four years and classes.

**A. Estimated Cost of Offering a Dependent Tuition Remission Starting with Freshman Year (assumes no transfer students and 1998-99 tuition)**

% Tuition Remission	First Year of Program 1(146)	Second Year of Program 2(146)	Third Year of Program 3(146)	Fourth Year of Program and Thereafter 4(146)
50%	\$299,811	\$599,622	\$899,433	\$1,199,244
75%	\$449,716	\$899,432	\$1,348,148	\$1,798,864
100%	\$599,622	\$1,199,244	\$1,798,866	\$2,398,488

**B. Estimated Cost of Offering a Dependent Tuition Remission Starting with the Freshman Year (assumes no transfer students, 1998-99 tuition and 5% increases thereafter)**

% Tuition Remission	First Year of Program 1(146)	Second Year of Program 2(146)	Third Year of Program 3(146)	Fourth Year of Program and Thereafter 4(146)
50%	\$299,811	\$629,603	\$991,624	\$1,388,274
75%	\$449,716	\$944,403	\$1,487,434	\$2,082,408
100%	\$599,622	\$1,259,206	\$1,983,249	\$2,776,549

**Method II Calculations:**

**Estimated Cost of Offering a Dependent Tuition Remission Including Transfer Students from Other Colleges**

Transfer students will be a part of the estimate during the transition into the program if a 50% or 75% plan is offered beginning the fall of 1999. We can assume that students who have already completed 3 or 4 years at another institution are not likely to transfer to the U of M. Of the 146 eligible students who graduated in previous years, 10% are probably already here and 90% are probably at other institutions. If the University offers a tuition remission at 50%, this would probably attract half of those students in other institutions and 3/4ths at the 75% remission rate. The data will assume an increase of 5% in costs in each succeeding year.

**A. First Year at 50% and 75% Remission**

Freshmen		Sophomore		Junior		Senior		Total Students	
50%	75%	50%	75%	50%	75%	50%	75%	50%	75%
146	219	73	110	73	110	0	0	288	439

Then, 288 students x \$4,107 x .50 = \$599,622

And, 439 students x \$4,107 x .75 = \$1,352,230

**B. Second Year at 50% and 75% Remission**

Freshmen		Sophomore		Junior		Senior		Total Students	
50%	75%	50%	75%	50%	75%	50%	75%	50%	75%
146	219	146	219	73	110	73	110	438	658

Then 438 students x \$4,107 x .50 x 1.05% = \$944,404

And, 658 students x \$4,107 x .75 x 1.05% = \$2,128,145

**C. Third Year at 50% and 75% Remission**

Freshmen		Sophomore		Junior		Senior		Total Students	
50%	75%	50%	75%	50%	75%	50%	75%	50%	75%
146	219	146	219	146	219	73	110	511	767

Then 511 students x \$4,107 x .50 x 1.05 x 1.05 = \$1,156,896

And, 767 students x \$4,107 x .75 x 1.05 x 1.05 = \$2,604,713

**D. Fourth Year and Thereafter at 50% and 75% Remission (assume a continuing 5% increase in costs)**

Freshmen		Sophomore		Junior		Senior		Total Students	
50%	75%	50%	75%	50%	75%	50%	75%	50%	75%
146	219	146	219	146	219	146	219	584	876

The fourth year at the 50% rate for 584 students would be \$1,388,274

The fourth year at the 75% rate for 876 students would be \$3,123,618

Motion for Item 5, Resolution on Shared Governance, on the April 7, 2005, Student Senate agenda

Concerning: A Regents Policy on Student Involvement in Decision Making

- Whereas, Students are invaluable stakeholders in the University community; and
- Whereas Student involvement in policy discussions protects students' interests while increasing the quality of the finished policy; and
- Whereas Students have made valuable contributions when invited to participate in policy discussions, as has been the case on the Morris Campus; and
- Whereas Students have been left out of several key policy discussions, including the strategic planning work groups; and
- Whereas Despite the best interests of the University of Minnesota administration, students will continue to be omitted from policy discussions unless action is taken by the University of Minnesota Board of Regents; and
- Whereas The University of Wisconsin has been required to involve students in pertinent policy discussions by Wisconsin Statute 36.09(5), which states: "The students...shall be active participants in the immediate governance of and policy development for [the University of Wisconsin]. As such students shall have primary responsibility for the formulation and review of policies concerning students life, services and interests."; and
- Whereas Both students and administrators at the University of Wisconsin support the provisions of Wisconsin Statute 36.09(5) on the grounds that it leads to better policy; and
- Whereas The University of Minnesota would stand to benefit from a similar requirement; therefore be it
- Resolved That the Student Senate recommends to the President of the University of Minnesota and the University of Minnesota Board of Regents that the University of Minnesota Board of Regents adopts a Regents Policy codifying the spirit of Wisconsin Statute 36.09(5).

**NATHAN WANDERMAN**  
**CHAIR, STUDENT SENATE CONSULTATIVE COMMITTEE**

Revised motion for Item 14, Nominating Committee Slate of Candidates, on the April 7, 2005, University Senate agenda

**14. REPORT OF THE FACULTY STEERING COMMITTEE  
FOR THE NOMINATING COMMITTEE ELECTION  
Action by TC Faculty and Academic Professional Members  
(2 minutes)**

**MOTION:**

That the Twin Cities Campus Faculty Assembly approve the following slate of nominees to fill two 2005-08 Twin Cities faculty vacancies on the Nominating Committee. A simple majority is required for approval. Once the slate is approved, a ballot will be distributed for voting.

**FIRST PAIR (INSTITUTE OF TECHNOLOGY)**

**CATHERINE FRENCH:** Professor of Civil Engineering, Institute of Technology. University Senate member: None. Senate/Assembly Committee participation (past and present): Committee on Committees, 2000-05 (Chair, 2003-04); Council on Liberal Education, 1992-95; Finance and Planning, 1996-2000; Capital Projects/Campus Master Planning Subcommittee, 2004-07.

**KENNETH HELLER:** Professor of Physics and Astronomy, Institute of Technology. University Senate member: 2004-07. Senate/Assembly Committee participation (past and present): Council on Liberal Education, 1998-2001; Educational Policy, 1991-95 (Chair, 1993-95); Social Concerns, 2002-05 (Chair, 2004-05); Classroom Advisory Subcommittee, 2001-2005.

**SECOND PAIR (ACADEMIC HEALTH CENTER)**

**PETER BITTERMAN:** Professor of Medicine, Medical School. University Senate member: 1991-94, 1995-98, 1999-2005. Senate/Assembly Committee participation (past and present): AHC Faculty Consultative, 1996-98.

**LESLIE SCHIFF:** Associate Professor of Microbiology, Medical School. University Senate member: None. Senate/Assembly Committee participation (past and present): None.

**FOR INFORMATION:**

The Twin Cities Campus Assembly Bylaws specify that the Assembly shall elect by written ballot faculty/academic professional members to fill vacancies on the Nominating Committee from a slate of candidates provided by the Faculty Steering Committee. Other candidates may be nominated by petition of 12 members of the Assembly. Petitions to nominate candidates not on the slate must be in the hands of the Clerk of the Assembly on the day before the meeting at which the election is to be conducted. The elected Twin Cities faculty/academic professional members of the committee whose term continue at least through 2005-06 are:

F. Ronald Akehurst, College of Liberal Arts  
W. Andrew Collins, College of Education and Human Development  
Michael Darger, College of Agricultural, Food, and Environmental Sciences  
Gary Gardner, College of Agricultural, Food, and Environmental Sciences  
Jean Quam, College of Human Ecology  
Mary Ellen Shaw, General College  
W. Phillips Shively, College of Liberal Arts

**MARVIN MARSHAK, CHAIR  
FACULTY STEERING COMMITTEE**

## **Executive Summary: Strategic Positioning**

On March 11, 2005, the University of Minnesota's Board of Regents unanimously endorsed a strategic positioning plan aimed at making the University one of the top three public research institutions in the world within a decade. Economic, demographic, and global forces have brought a new era for higher education and with it the need to fundamentally transform the University to even greater heights of excellence and academic distinction. Excellence requires that we build up existing strengths, anticipate the future, and align our academic and administrative resources in ways that best serve our students, faculty, and the state of Minnesota.

The University faces a convergence of challenges. Among these, Minnesota's traditional college-age population will decline in the next five years; there will be more students from diverse populations; competition for the best students and faculty will increase, as will competition for a decreasing pot of state and federal resources. For example, Minnesota currently ranks 29<sup>th</sup> in the country in support for higher education from state and local taxes, down from 6<sup>th</sup> 25 years ago.

We can turn these challenges into opportunities through bold and creative action. Our task will be to preserve the values we hold dear at the institution—access and public service, to name two—while positioning a very good institution to be one of great distinction. Without transformation, the University faces the prospect of losing its ability to provide students with a high quality education, enriched by a research environment, and to use its educational and research capabilities to improve the health and well-being of all Minnesotans. Strategic positioning is a multiyear journey: Evaluation of everything the University does—teaching class, discovering cures to social or physical ills, bringing the latest health and technological innovations to rural communities, managing the state investment in our campuses—will be ongoing and will lead to additional recommendations in the future.

The strategic positioning process began in August 2004 and led to the blueprint that was unanimously endorsed by the Board of Regents in early March. At the same time, two task forces—academic and administrative—were formed to develop recommendations for President Robert Bruininks' consideration at the end of March. Into May, there will be broad consultation within the University community on the recommendations, and the president will submit his recommendations to the Board of Regents in May. After a public hearing and other consultation, the regents will take action at their June meeting. Following that, task forces will spend several months developing implementation plans, with their recommendations due on December 10, 2005. Some results of the strategic positioning process are expected to be in place by July 1, 2006. Other changes may take several years.

[Academic Recommendations for Twin Cities Campus](#)

**Undergraduate Admissions, Enrichment, and Support**

To sustain and advance academic quality at the University, we must institute improvements in undergraduate education that promote high expectations for learning outcomes and a rich and supportive student environment. Four recommendations are proposed to achieve these goals:

- strengthening academic support and advising services across the University;
- enhancing access and diversity through increased efforts to improve high school preparation;
- increasing early outreach and recruitment;
- creating a new university-wide writing initiative and honors college.

These recommendations will help the University recruit high ability students, strengthen commitment to educational attainment for all students, improve student services, increase student satisfaction and improve institutional accountability and outcomes, including graduation rates. In addition to the academic advantages, the University is expected to realize savings through streamlining and other efficiencies.

#### **Faculty Culture**

The quality of a university comes first and foremost from the achievements of its faculty. The University must attract, retain, and reward both promising entry-level and distinguished senior faculty. The recommendations call for investments in faculty quality and development.

#### **Reshaping and Design of the University**

The academic task force charged with the redesign of programs looked for ways to deploy faculty talent, increase coordination and collaboration across academic disciplines, and increase investment in areas of comparative advantage. The recommendations for the Twin Cities campus include:

- 1) Create a new College of Design that would integrate the Department of Design, Housing and Apparel with the College of Architecture and Landscape Architecture. The new college would enhance the University's strengths across a range of design disciplines and integrate them into a stronger whole.
- 2) Create a new College of Education and Human Development that would include departments from the College of Education and Human Development, the College of Human Ecology, and General College.
- 3) Create and implement a plan for reconfiguring the sciences and engineering that optimizes existing strengths in four colleges—the College of Biological Sciences, Institute of Technology, College of Agricultural, Food and Environmental Sciences, and College of Natural Resources—and creates new connections among the disciplines.
- 4) Review the organization of the College of Liberal Arts with the goal of making it a model for excellence in liberal education, retention, and

graduation rates at the University, and leadership in interdisciplinary education.

- 5) Integrate the Department of Food Science and Nutrition, currently housed in two colleges, into an appropriate new structure.
- 6) Perform regular, ongoing review of graduate programs based on program interest, enrollment, and graduation rates.
- 7) Study and recommend whether the Law School and the Hubert H. Humphrey Institute of Public Affairs, and other smaller-sized academic units, can share administrative functions to create cost savings that can then be reinvested in academic programs.

#### Academic Recommendations for Coordinate Campuses

Each coordinate campus has its own unique mission and strengths and will develop and implement its own, parallel strategic positioning plan. Each campus will evaluate how to best serve its region and the state. Each campus must fulfill system-wide expectations for self-sufficiency and fiscal and academic accountability. The University's administration will work with each campus to establish a framework under which it will operate and be evaluated.

#### Administrative Recommendations

The University of Minnesota is recognized for its professional management, but to carry out the strategies outlined above will require a coherent institutional focus and a fundamental transformation of administrative operations and cultural expectations across all University campuses and operations. The task force is confident that these recommendations will strengthen the administrative and support units' ability to provide excellent service and achieve cost savings to better support the academic enterprise.

The administrative strategic planning task force recommendations include:

- 1) Recognize the University of Minnesota, its campuses, colleges, departments, and units as a single enterprise. Establishing uniform standards and systems will help reduce duplication of administrative processes and their associated support structures.
- 2) Embrace and achieve a culture that is committed to excellence, service, and continuous improvement. A culture that is aligned with and encourages transformational behavior and outcomes is essential for the University to achieve its strategic vision.
- 3) Transform the "centralized vs. decentralized" administrative structure. This historic model of administrative support has become nonfunctional and



outmoded. The University must restructure and realign our administrative units.

- 4) Adopt best-practice management tools throughout the University. Providing better information will support fact-based decision making and will demonstrate successes, target areas for improvement, and maximize the effective use of resources.
- 5) Focus administrative support on serving students, faculty, and academic units. Strengthening our understanding of the people we serve will allow administrative and support units to provide excellent services in alignment with their needs.
- 6) Maximize opportunities for the people of the University to grow, develop, and contribute. The University of Minnesota must transform its human resource system to foster creativity and innovation while enhancing effective, accountable administration. This means not only recruiting individuals at the top of their disciplines, but also providing individuals the means to develop new skills, once hired.
- 7) Optimize the use of the University's physical, financial, and technological resources. Strategic resource acquisition, management, and redeployment are essential if the University is to achieve its long-term goals and advance academic quality.

These seven recommendations and associated strategies are comprehensive and far-reaching. All seven recommendations are inter-related and therefore must be advanced together in order for transformational change to be possible. The administrative strategic planning task force will spend April and May advising President Bruininks on next steps to develop an initial plan for sequencing the recommendations and strategies and outlining expectations for completing implementation plans; recommend leadership responsibility and authority for the recommendations and associated strategies; and determine how progress on the recommendations will be measured and when.

The administrative strategic planning task force estimates that substantial progress on these recommendations will take three to five years and will require focus, persistence, and a considerable commitment of human and financial resources, but will ultimately avoid costs and achieve savings. The task force believes there is support, commitment, and resolve among administrative and support unit leaders across the University to achieve this change agenda.

The full Strategic Positioning report can be viewed at [www.umn.edu/systemwide/strategic\\_positioning/](http://www.umn.edu/systemwide/strategic_positioning/)

3/30/05

Motion for Item 5, Resolution on Student Exit Interviews, on the April 7, 2005, Student Senate agenda

**Student Senate  
Resolution  
April 7th, 2005**

**Concerning: Increasing student retention rates**

Whereas, The four-year graduation rate for students entering in 2000 was 32.3 percent; and

Whereas, By the year 2012, the University hopes to improve the four-year graduation rate to 50 percent; and

Whereas, The University of Minnesota Council of Undergraduate Deans commissioned a study of undergraduates who were enrolled in the spring of 2000 and did not re-enroll in the fall or spring of 2001; therefore be it

RESOLVED, The Student Senate strongly encourages the University to resume the examination of student graduation and retention by surveying students who leave the University on a regular basis to gain systematic insight into students' reasons for non-enrollment.

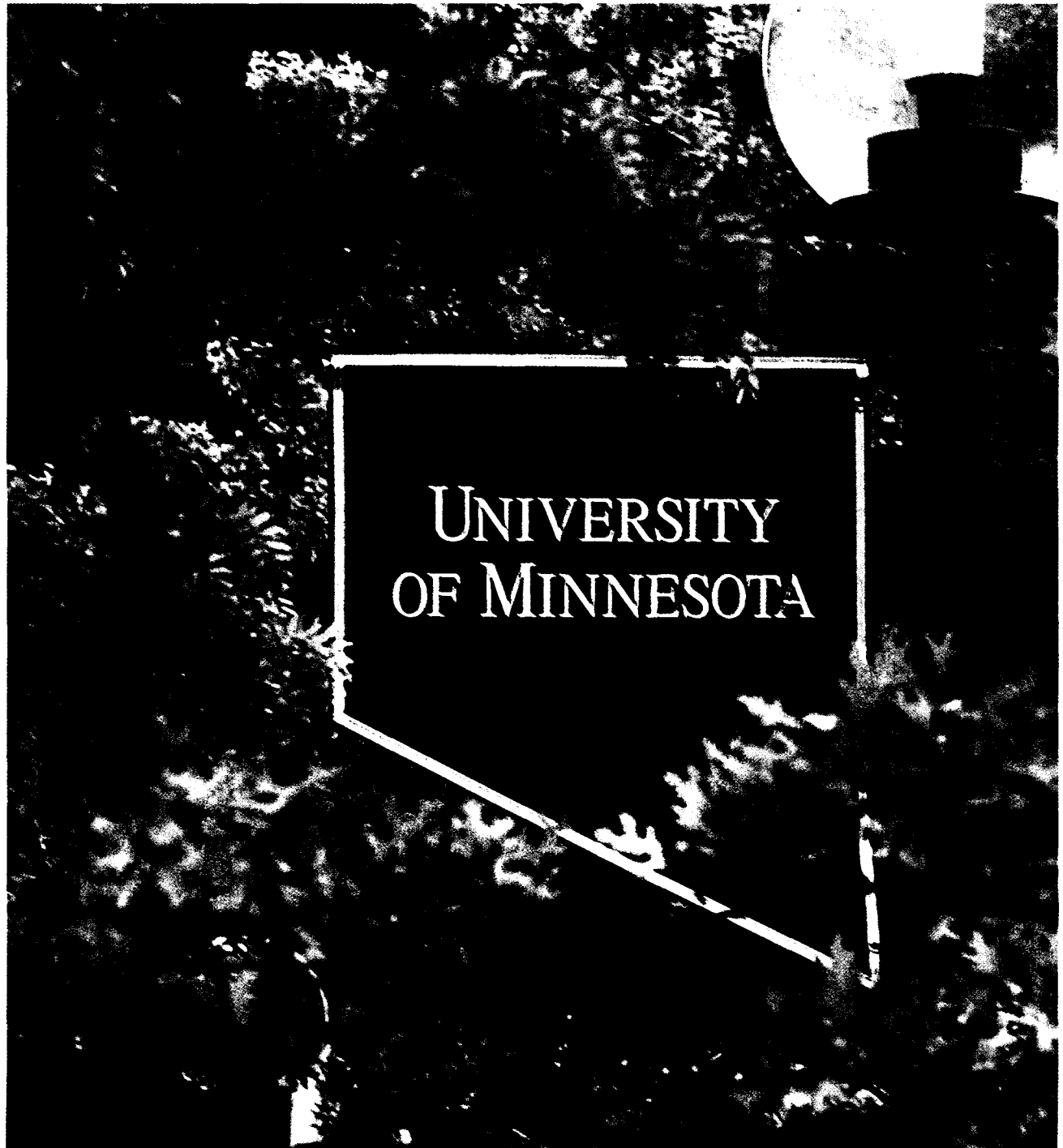
UNIVERSITY OF MINNESOTA

# Advancing the Public Good

A plan for ensuring the  
University of Minnesota's leadership in  
education, research, and public service  
in the 21st century

SPRING 2005 >

GOAL: To become one of the top three public research universities in the world within the next decade. ➤



# Higher education is at a crossroads. So is the University of Minnesota.

**We face an array of profound challenges that compel us to renew and transform this great university:**

Demographics are changing: Minnesota's traditional college-age population will begin to decline within the next five years.

Competition is increasing: National and international competition for talented students, faculty, and staff is growing stronger.

Funding resources are tightening: Minnesota ranks 29th in the nation when it comes to financial support for higher education from state funding and local taxes; 25 years ago it was in 6th place.

Expectations are different: American society increasingly views higher education as a private benefit rather than a public good, while expecting research universities to deliver breakthrough solutions in health and science.

The old ways of doing business are fading: Research dollars are shifting to multidisciplinary, multi-institutional grants and contracts.

These challenges give us an unprecedented chance to bring the University to a new level of distinction. With support and encouragement from faculty, staff, students, alumni, and members of the community, we have decided to meet these challenges by setting a bold direction for the University:

We will become *one of the top three public research universities in the world* within the next decade.

**“To cling to the past or even linger in the present would impair seriously the University’s ability to continue to serve our students, the state of Minnesota, our nation, and the world with distinction...”**

— *E. Thomas Sullivan, senior vice president for academic affairs and provost*

**“This is the right goal. A great institution is never satisfied with the status quo.”**

— *Regent Emeritus Maureen Reed*

# VISION: To improve the human condition through the advancement of knowledge.

In 1991, the state of Minnesota named the University as the “the primary state supported academic agency for research and extension services” (Statute 135A.052).

With that unique designation comes a unique responsibility that honors our land-grant mission to serve the people of Minnesota.

When we say we will become “one of the top three public research universities in the world within the next decade,” we are talking about pathbreaking research spanning the sciences, social sciences, the arts, humanities, and the professions. If we fail to achieve excellence in those areas, we fail to contribute to the public good.

In this highly competitive world, which needs answers to increasingly complex problems, the University will be able to use its world-class status to improve Minnesota’s quality of life in a host of areas.

## **WE HAVE AN EXCELLENT TRACK RECORD:**

**1922**—The University’s work establishes the first rural electrical line in the country, setting a pattern for improving rural living conditions.

**1940s**—Mechanical engineering professor James Ryan develops the black box flight recorder. By the 1950s, flight recorders are required on all American aircraft.

**1966**—University surgeons perform the world’s first successful pancreas transplant.

**1970**—The University develops ERA wheat, a highly successful variety that curbs farmers’ losses and returns \$226 million to the Minnesota economy during the next decade.

**1987**—Robert Vince, professor of medicinal chemistry, develops a series of compounds that lead to the anti-AIDS drug Ziagen.

**1993**—Functional MRI, an imaging technique that shows the brain in action, is developed by the University’s Center for Magnetic Resonance Research.

**2000**—The world’s first stem cell institute is established at the University.

The University receives more than 98 percent of all sponsored research dollars coming to higher education institutions in Minnesota. Our research makes lives better by improving health, prosperity, and well-being for Minnesotans—and for the world. As the University enhances its international reputation and capabilities, its education and research will continue to strengthen Minnesota’s economy and global competitiveness.



Ron Phillips, Regents Professor and McKnight Presidential Chair in Genomics, and his students look at the DNA profile of oat plants. "To discover something no one has ever known in the history of the world is a thrill to behold, and to see it through the eyes of one of your students is a thrill unsurpassed," says Phillips.

For three years in a row, the University has brought in more than \$500 million in sponsored research awards. U.S. Department of Commerce statistics show that every \$1 million spent on university-based research creates 39 jobs.

In 2005–06, we are on track to receive more than 20,000 applications for 5,300 undergraduate spaces in the Twin Cities, a 10 percent increase over last year's record number of applications. >

> A student fulfills the Duluth campus mission statement stressing "the intrinsic value of research."





# To best serve the state of Minnesota, we must strive to excel at everything we do.

**The University is being judged by world-class standards—and if we don't make changes now, we will slip down the ranks of public research universities. To move forward will require difficult choices, new investments, inspirational leadership at all levels and, most importantly, the support and efforts of members of the University community and all Minnesotans.**

To excel, we must:

Recruit and educate talented and qualified students from diverse backgrounds;

Recruit and retain energetic and creative world-class faculty and staff;

Promote an organizational culture that is committed to excellence and responsive to change;

Enhance and effectively use resources and infrastructure;

Communicate clearly and credibly with all our constituencies and practice public engagement responsive to the common good.

We cannot, as a university, responsibly contribute to the public good in Minnesota and on the world stage if what we do is mediocre or better done by others. We must evaluate programs and services to establish priorities for the future. To make these assessments, we will apply seven criteria:

Centrality to mission

Quality, productivity, and impact

Uniqueness and comparative advantage

Enhancement of academic synergies

Demand and resources

Efficiency and effectiveness

Development and leveraging of resources

**Our foremost priority must be to advance academic quality and to do so during constrained financial times.**

# Access to education gains value if it is access to an excellent university.

**Competition for talented undergraduate, graduate, and professional students is increasingly intense. The University must provide its students with national- and international-quality teaching and research opportunities.**

As part of our new goal, we do not plan to sacrifice access to the University, and we have no intention of reducing the size of our undergraduate or graduate enrollment.

The cost of higher education can have an impact on access, but we are determined not to let that happen. We are committed to keeping the doors open to students from all walks of life with scholarships and other financial support:

**The president's Promise for Tomorrow Scholarship** drive aims to raise \$150 million in private donations, whose earning will be matched by the University for the benefit of students.

**The new Founders Opportunity Scholarship** will complement the existing \$12 million Partnership Grant program to make up the gap in funding between aid packages and tuition and fees. When fully phased in, the two programs will serve approximately 8,000 students University-wide.

**A large share of royalties** from research discoveries is spent on graduate students through the 21st Century Endowment Fund.

We also pledge, as part of our plan, to work with other higher education systems to ensure a good experience for their students, an experience that may prepare them to transfer in two years to the University—equipped to learn successfully and graduate in a timely fashion.

## INVESTING IN THE BEST

Diverse, engaged, top-quality faculty and staff are the most important assets the University has in times of change. To recruit and retain them requires salaries, benefits, classrooms, laboratories, and creative challenges that attract excellent researchers and educators.

About half of the University faculty is likely to retire within the next decade. A wise investment in new faculty is central to the University serving its mission and achieving world-class status.

Excellence attracts excellence. This applies to students, to faculty, and to staff. Without excellence at the University, many of the best and brightest will leave the state. To ensure future prosperity for Minnesota, the University must remain a magnet for talent.



› The University pledges to maintain accessibility and prepare students to be engaged global citizens and lifelong learners.

“The Founders Opportunity Scholarship is a commitment to keep the doors to this university and the unique education it offers open to talented students from all walks of life ... We are renewing our commitment to access that is part of our land-grant heritage.”

— President Robert Bruininks

This plan is a system-wide call to action. Recent poll data indicates that some Minnesota residents fail to understand all the University does—and equally important—how well it does it. I challenge each of you to help move a very good University into the ranks of greatness.

Try to think of ways, large and small, to better communicate what we do and how well we do it. By our words and actions, we will inspire each other. We simply cannot move to the next level of excellence without bold and inspirational leadership.

On all our campuses, we will continue to be responsive to the needs of our state and the country while also recognizing our responsibilities to the world and our commitment to world-class standards. We do not plan to back away from our three-fold public mandate of research, teaching, and outreach, and we expect the state to maintain its commitment to its research university.

Clearly we have many challenges as we reposition and reinvent the University for the 21st century. If we all accept this call to action, we will become one of the top three public universities in the world and we will improve the quality of life for all Minnesotans.

The goal we've set for ourselves applies an equivalent standard of excellence to all our campuses, each of which has its unique mission and strong signature and reputation.

**Crookston** seeks to become northwestern Minnesota's preferred provider of high-value, polytechnic undergraduate education.

**Duluth** focuses on the core liberal arts and sciences, maintaining a strong commitment to professional programs in the sciences and engineering, the arts, business, education, and medicine.

**Morris** provides an undergraduate liberal education of uncompromising rigor; its mission is to become the best public liberal arts college in America.

**Rochester** is becoming a distinctive University branch known for programming in health sciences and technology.

“This is a commitment to excellence worthy  
of our heritage, worthy of our future.”

— President Robert Bruininks



**FOR MORE INFORMATION:**

**Web:** [www.umn.edu/systemwide/strategic\\_positioning](http://www.umn.edu/systemwide/strategic_positioning)

**E-mail:** [provost@umn.edu](mailto:provost@umn.edu)

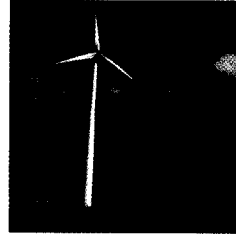
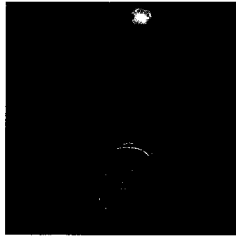
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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

UNIVERSITY OF MINNESOTA

# The President's Interdisciplinary Academic Initiatives



## Message From President Bruininks

As president of the University of Minnesota, I've made a commitment to maintaining our distinctive academic strengths. I've also implemented a strategy for building and enhancing a culture of interdisciplinary research and education across the University.



The rationale for interdisciplinary investments is no mystery. Today more than ever, pushing the boundaries of knowledge in one field often means crossing into other disciplines. And working together has mutual reward; the tools required to build new knowledge in one field often require innovation in another. In chemical biology, for example, interdisciplinary work that creates new drugs and therapies for cancer patients is also accelerating the miniaturization of electrical circuits.

Traditionally, our academic culture has focused on excelling in single disciplines, and that has helped foster the first-rate reputation of many fields of study at the University. But by working together across disciplines, the best and the brightest can create and discover unimagined opportunities.

In fall 2003, I commissioned eight President's Interdisciplinary Academic Initiatives in areas that allow us to make the most of the breadth and particular strengths of the University. These areas have developed through years of study, review, consensus, and investment. The selection of these eight initiatives was a joint faculty and administration effort, based on continuity of investment, University strengths and comparative advantages, relevance for the State of Minnesota, and larger trends in research and innovation. Many of these initiatives are connected in significant ways through education, research, and transfer of knowledge to improve our economy and quality of life. While important, they represent only a fraction of the vital, growing, and progressive interdisciplinary activity on our campuses.





*“Today more than ever,  
pushing the boundaries  
of knowledge in one field  
often means crossing into  
other disciplines.”*

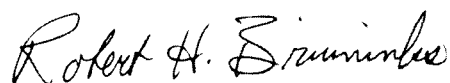
—President Robert H. Bruininks

Equally important to this effort are the President’s 21st Century Interdisciplinary Conferences and a strategy to encourage academic leaders to use the University’s ongoing strategic planning process to create a culture of collaboration. The conference series, funded initially by

private and matching donations, is intended to encourage fledgling collaborations and bolster existing ones and will be an ongoing program of this administration. The Graduate School also supports new interdisciplinary collaborations through its Initiatives in Interdisciplinary Research, Scholarly, and Creative Activities. I will continue to encourage deans, faculty, and other academic leaders to think about strategic investments in interdisciplinary work as they plan for the future.

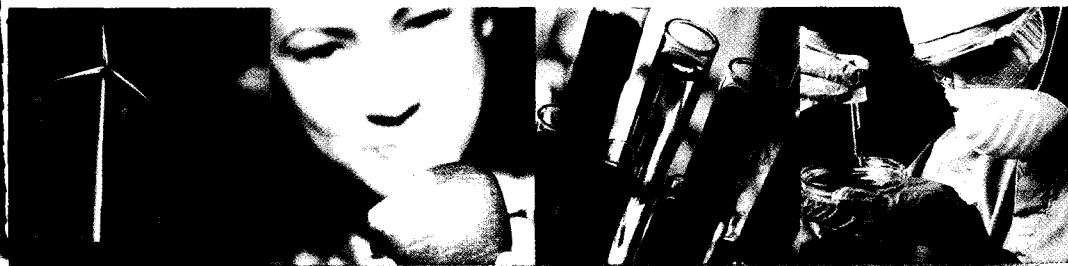
This booklet is intended to introduce you to the University of Minnesota’s efforts to open doors to new connections and collaborations. Ours will be an environment that supports continued development and refinement of promising ideas.

Sincerely,



Robert H. Bruininks

For more information about the President’s Interdisciplinary Academic Initiatives, see [www.umn.edu/pres](http://www.umn.edu/pres) or go to the Web pages following each initiative description. You may also contact H. Jeanie Taylor, associate for presidential initiatives, at 612-625-6176 or [taylorj33@umn.edu](mailto:taylorj33@umn.edu).



## Arts and Humanities



The President's Initiative on the Arts and Humanities will transform arts and humanities scholarship, creative work, and education at the University of Minnesota. This cutting-edge initiative will vault the University to a position of national leadership in literature, philosophy, music, languages and cultures, the classics, dance, theater, art, history, and related disciplines. It will further distinguish the University as

a place of innovation and creative risk taking and as an incubator of talent and new knowledge.

The arts and humanities are at the core of great universities, and their continued and strengthened vitality is essential to the excellence of this University. The initiative will be accomplished by:

- creating the University of Minnesota Institute for Advanced Study
- recruiting extraordinary scholars, artists, and teachers
- establishing an innovative interdisciplinary program in collaborative arts for students on campus and by partnering with community groups

The new Institute for Advanced Study, by promoting and supporting path-breaking collaborative research and creative work, will provide a platform for scholars and artists from the arts, humanities, and social sciences to explore ideas and issues together and from multiple perspectives.

Academic programs will be built by stellar new faculty, who are renowned leaders in humanistic research and integrative artistic practice and theory, and who are dedicated to interdisciplinary approaches to the arts and humanities. These faculty members will work with those already at the University to launch the Interdisciplinary Program in the Collaborative Arts. This program will educate students to be in the vanguard of contemporary cross-disciplinary art practices and scholarship and to develop their expression at the intersection of artistic fields.

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Initiative leader

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[www.umn.edu/pres/01\\_initiatives.html](http://www.umn.edu/pres/01_initiatives.html)

## Biocatalysis

Biocatalysis is not a new idea. Fermentation, used since ancient times to make bread, wine, and beer, is a type of biocatalysis in which yeast is the natural catalyst that transforms raw materials into a new product. Today, scientists can use biocatalysis to solve some of the world's greatest problems. For example, enzymes are being used to digest and transform toxic waste,



turn corn into biodegradable plastics, purify drinking water, and create alternative fuel sources. Unlike chemical manufacturing, biocatalysis is a natural process that uses far less energy and produces minimal or no toxic byproducts.

The President's Initiative on Biocatalysis is designed to promote this sustainable practice and to develop fresh uses for the raw materials that are plentiful on Minnesota farms and in the state's forests.

This initiative brings together two areas with a shared and collaborative interest in biocatalysis:

- industrial biocatalysis, which includes the creation of environmentally friendly and commercially useful materials, as well as the remediation of polluted water and soil
- chemical biology, which includes the production of new drugs and synthetic chemicals, as well as the engineering of tissue and cells through biocatalysis

Researchers in more than 10 University departments and centers are engaged in biocatalysis.

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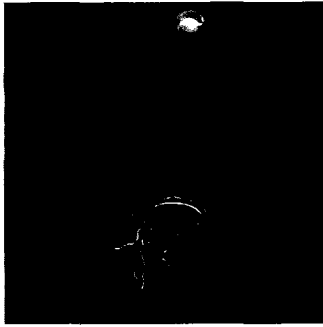
Initiative leader

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# Brain Function Across the Lifespan



Our brain governs everything in our body, from heartbeat to complex problem solving. When it's healthy, we can think, feel, and move—quickly and automatically. But when something ails it, the results can be devastating. Some 50 million people in the United States—one in five—suffer neurological disorders such as Alzheimer's Disease, cerebral palsy, muscular dystrophy, Parkinson's Disease, stroke, or epilepsy,

according to the National Institutes of Health.

The President's Initiative on Brain Function Across the Lifespan aims to:

- understand the long-term relationship of brain development to brain function
- elucidate changes in brain function across the lifespan in health and disease
- better understand, diagnose, and provide new treatments for Alzheimer's Disease and other neurodegenerative disorders
- develop new approaches and strategies to lessen memory loss and impairments that can come with aging
- understand and provide new treatments for schizophrenia, depression, and addiction, as well as developmental disorders such as autism, brain malformations, and dyslexia
- share discoveries about the brain with the public

The University of Minnesota is the only place in the world where the brain is being studied across the lifespan—prenatal, childhood, adolescent, and adulthood. Experts in the Medical School, College of Liberal Arts, College of Education and Human Development, and College of Biological Sciences are working together in this endeavor.

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## Initiative leaders

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[www.umn.edu/pres/01\\_initiatives.html](http://www.umn.edu/pres/01_initiatives.html)

## Children, Youth, and Families

Research shows that a child's contributions to society as an adult can be traced directly to the first few years of life. According to national statistics, 72 percent of working mothers in Minnesota have children under age 6, there are fewer high quality day care and preschool programs available (only 58.6 percent of 3- to 5-year-olds are enrolled in preprimary education), and 42 percent of children ages 10–12 are home alone after school. These statistics are more alarming considering that 26 percent of Minnesota children come from economically disadvantaged families faced with additional issues such as hunger and lack of access to health care.



Because the challenges children, youth, and families face today have a direct impact not only on them but also on Minnesota prosperity and quality of life in the future, the University has committed resources in areas such as sociology, pediatrics, and neuroscience to inform the strategies and policies needed to meet this challenge.

The President's Initiative on Children, Youth, and Families aims to:

- raise public awareness and identify solutions for the challenges facing children, youth, and families, through such events as annual summits and legislative seminars
- create new and enhance existing mechanisms to encourage faculty support for cross-disciplinary approaches to research, teaching, and public engagement

Building on the strong collaboration with the community through the Children, Youth, and Family Consortium, the initiative sets out to achieve positive returns in early childhood education, school readiness, children's mental health, out-of-school programming, and mentoring opportunities for all children, particularly those from economically disadvantaged families.

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Initiative leaders

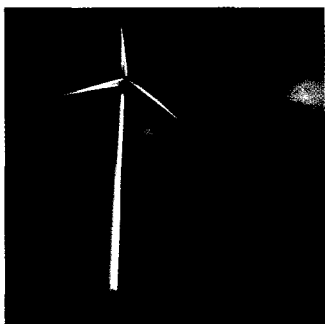
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## Environment and Renewable Energy



Minnesota is perfectly positioned to be a leader on environmental issues. It has a unique geography—fields, forests, lakes, wilderness, and urban areas all lie in close proximity. It also has the University of Minnesota, with world-class expertise in environment-related engineering, health, science, design, policy, and management. For instance, University researchers are using bacteria to clean contaminated soil

and generate electricity, turning soybeans into fuel, and demonstrating how to harness wind energy on a community level.

The President's Initiative on the Environment and Renewable Energy is exploring and developing imaginative and sustainable solutions to the world's environmental problems. The initiative has three goals:

- to create better collaboration among University experts and departments so the University can emerge as a national leader in the fields of environmental science and policy and renewable energy
- to develop sustainable approaches to resource management at the University and beyond
- to establish a community-based and science-driven framework for making decisions and encouraging visions for the future

The University itself is becoming a model for greater energy efficiency and resource conservation by updating its Twin Cities heating plant to burn biomass and programming its cooling and heating systems to shut off when a building is unoccupied.

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### Initiative leaders

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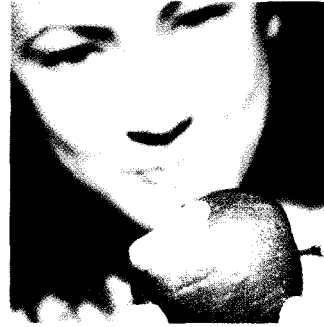
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# Healthy Foods, Healthy Lives

Diet-related disease is ravaging families and the national budget. About 65 percent of adults and 16 percent of children are overweight, and more than 6 percent of the population has diabetes. A quarter of the population has heart disease. More than 1,500 people died of cancer each day in 2004. And 76 million per year suffer from a food-borne illness according to the Centers for Disease Control and Prevention. These illnesses consume more than 75 percent of the \$1.4 trillion U.S. health care budget.



The President's Initiative on Healthy Foods, Healthy Lives applies new knowledge to combat cancer, heart disease, obesity, diabetes, and other conditions linked to unhealthful diets and sedentary habits.

The University of Minnesota is one of only three land-grant institutions nationally that has the full spectrum of food and health researchers on one campus. Its strengths in agriculture, food science and human nutrition, medicine, public health, economics, public policy, exercise science, and veterinary medicine complement Minnesota's prominence in food production, food processing, and health care systems.

The President's Initiative on Healthy Foods, Healthy Lives aims to:

- promote healthy lives by combining knowledge from agriculture, food science, nutrition, medicine, behavioral sciences, public policy, and other disciplines
- prevent diet-related chronic diseases and obesity through healthful lifestyles and sound eating habits
- enhance food safety

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#### Initiative leaders

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## Law and Values in Health, Environment, and the Life Sciences



We have sequenced the human genome, and we are exploring cloning and gene manipulation in both humans and plants. But where does science for the common good end and irresponsible toying with nature begin?

Every advance in the life sciences comes with a host of ethical and legal questions—including the “what if” implications for our society. The President’s Initiative on Law and Values in Health, Environment & the Life Sciences is aimed at making the University of Minnesota the place people turn to for a deep and intelligent discussion of these issues.

Currently, the University is one of the few universities in the nation to address the broadest range of research topics—from agriculture and natural resources to medicine and law. The University is also among the few to address the societal implications of the life sciences through the Consortium on Law and Values in Health, Environment & the Life Sciences—the heart of this initiative. The consortium links 17 of the University’s leading centers and programs.

The initiative allows the consortium to:

- advance research and public understanding by launching the *Minnesota Journal of Law, Science & Technology*, a peer-reviewed multidisciplinary journal edited by University faculty and law students
- continue extensive programming with approximately 10 events per year, bringing to campus eminent scholars and leaders to advance the conversation on science, law, and society for the University and the wider community
- invite a senior visiting scholar to campus each year to engage students, faculty, and staff in discussion

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### Initiative leaders

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### Web site

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## Translational Research in Human Health

Translational research takes recent knowledge in basic sciences, like cell biology or genomics, and studies how it can be used—or translated—to benefit patients. It is part of the continuum of collaborative research that ends with clinical trials in which patients can receive a new drug, therapy, or medical device.



The President's Initiative on Translational Research in Human Health is an effort to strengthen the University's position as a pioneer in health and medical innovations and as an educator of 70 percent of Minnesota's health care professionals. University physicians and researchers developed the pacemaker and the AIDS drug Ziagen, as well as performed the world's first successful open-heart surgery and blood and bone marrow transplants.

To help fulfill the promise of new health treatments, the President's Initiative on Translational Research focuses on two areas:

- the Translational Research Facility—a place that promotes scientific collaboration and innovation, fosters creativity, and shortens the time it takes to develop and deliver new technologies
- targeted investments in key faculty to maintain leadership in fields like oncology, neuroscience, and stem cell development

This initiative works in close alliance with the Minnesota Partnership for Biotechnology and Medical Genomics, where Mayo Clinic and University researchers will collaborate in areas of faculty-chosen synergy to generate innovative technology that is translated into new treatment paradigms.

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### Initiative leaders

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## President's 21st Century Interdisciplinary Conferences

The President's 21st Century Interdisciplinary Conferences celebrate and augment the University of Minnesota's research, historical contributions, and impact on society. Each conference tackles an issue of high public and community interest or a topic that captures the imagination of students, faculty, staff, and the community. The conferences are also designed to nurture academic work

across disciplines at the University and advance the University's connection to external communities.

For more information on the President's 21st Century Interdisciplinary Conferences, see [www.umn.edu/pres/01\\_initiatives.html](http://www.umn.edu/pres/01_initiatives.html) or contact H. Jeanie Taylor, associate for presidential initiatives, at 612-625-6176 or [taylo133@umn.edu](mailto:taylo133@umn.edu).

2003

### Transforming Health Care in Minnesota

Oct. 9—More than 200 health care leaders discuss the state of health care in Minnesota and the need for changes in health care leadership.

2004

### Environmental Threats to Children's Health: Legal and Policy Challenges

April 2—This conference examines the environmental risks that children face, such as air and water pollution, as well as the ethical, legal, and policy issues involved in protecting children's health.

### What is the Shared Vision for Medical Device Development in the State of Minnesota?

April 7 (also in April 2005)—This conference, the first in a series on medical devices, explores the role that industry and government play in the research and development of medical technologies at the University.

### The Power of Water: Integrating the Social, Economic, and Environmental Dimensions

April 20 (also in Oct. 2004)—Water expert Peter Gleick discusses water issues in the 21st century and how to prepare for the future.

### Intellectual Property Rights for the Public Good: Obligations of U.S. Universities in Developing Countries

April 29—Scholars in agricultural policy, intellectual property, and research focus on how the United States and developing nations can advance new technology for future food and agriculture sectors.

## Second Annual Symposium on Small Towns: Rural Communities

### Adapting to the New Century

June 8–9 (also in June 2005)—This conference addresses how rural communities are adjusting to today's challenges and what can be done to better support small towns.

### The Summit: Quality Health Care

June 15–17—Corporate executives and leading researchers explore issues of “quality” renewal in health care. (Quality refers to the emerging idea of being responsive, adaptive, and efficient.)

### Evaluation and Out-of-School Time: Building Accountability and Sound Public Policy

Sept. 28 (also in Oct. 2004 and Jan. 2005)—This conference, the first in a series of three on out-of-school time, looks at the role of evaluation in program accountability and policy formation.

### The Power of Water: Consumptive Water Use to Feed Humanity—Curing a Blind Spot

Oct. 11 (also in April 2004)—Water expert and author Malin Falkenmark talks about the decline of natural and healthy water supplies around the world and how to prevent them from disappearing.

### The Balkanization of Disability

Oct 15—This conference, the first in a series of five on disability, explores the patterns and underlying reasons for the “balkanization” of disability across the age spectrum, its impact on disability programs and the people they serve, and what course the future might take.

### 50th Anniversary of Open-Heart Surgery by Cross Circulation

Oct. 19–20—This two-day event commemorates open-heart surgery pioneer C. Walton Lillehei and his legacy of medical innovation, which is the basis of new methods to improve cardiovascular and respiratory health.

### Out-of-School Time and Positive Adjustment

Oct. 28 (also in Sept. 2004 and Jan. 2005)—This conference, the second in a series of three on out-of-school time, addresses after-school activities as the context for developing and integrating research, practice, and policy.

### Healthy Foods, Healthy Lives: Setting the Agenda

Nov. 2–3—Researchers and representatives from food, health care, agricultural industries, and nonprofit organizations outline priorities to advance research in food production and safety, medicine, public health, and public policy.

### Access to Destinations: Rethinking the Transportation Future of Our Region

Nov. 8–9—In this two-day conference, researchers from four continents address the idea that transportation systems should be evaluated on how well they get people to their destinations, not on how congested they are.

### Reclaiming the Arts: Strategies for Commitment

Dec. 2–5—A four-day conference in which presenters, performers, and the public explore what role the arts should play in contemporary society.

### The Economics of Disability

Dec 1 (also in Oct. 2004; Jan., March, and May 2005)—This second conference on disability examines the cost of disability to individuals and society, the economic goals of disability policy, and the strategies for reform.

### Ethics, Genetics, and Disability

Jan. 20 (also in Oct. and Dec. 2004; March and May 2005)—This is the third conference in a series on disability. University faculty and community leaders explore disability resources and ethical issues raised by recent advancements in genetics.

### Out-of-School Time Programs: Rich Contexts for Development

Jan. 28 (also in Sept. and Oct. 2004)—This is the third conference in a series on out-of-school time. University researchers will compare youth-driven and adult-driven youth programs.

### Care Versus Empowerment

March 22 (also in Oct. and Dec. 2004; Jan. and May 2005)—This fourth conference in a series on disability addresses the differing attitudes health care professionals and their disabled patients have toward disability. University faculty and disability advocates explore these differences to find common ground and outline strategies to bridge the differences.

### Leading Change: Strategies for a Vital Health Professions Workforce

April 14–15—The first in a series of conferences and working sessions on regional economic development in Minnesota. This series challenges citizens and organizations to create an innovative framework for the future.

### Promoting Interactionism Within and Among the Disciplines

April 14–17—Scholars and graduate students from the fields of biological and psychological development look at how these two areas interact and how they can collaborate on more interdisciplinary work.

### Lead the Change for Breakthroughs in Health Through Medical Device Advancements

April 15 (also in April 2004)—This is the second conference in a series on medical devices. Experts from the University, local industry, and local government examine the University's role in supporting the state as a world leader in medical device technologies and discuss needed policies and opportunities for collaboration.

### Governing the Global Workplace

April 15–16—This conference addresses the social, political-economic, and legal effects of increased globalization on workers, workplaces, corporate and union policies, domestic and international laws and regulations, and labor market and economic outcomes.

### Globalization, Modernities, and Violence

April 15–16—Leading scholars and activists examine the complex relationships between violence, contemporary globalization, and social change and explore what it means to live in a more secure, less violent world.

### Publication, the Public University, and the Public Interest: A University-wide Conference on Scholarly Communication in the Digital Age

April 19—Presenters discuss changing conventions in research publication in the context of institutional and public policy, including new models of publishing, faculty reward systems, and the changing landscape of copyright.

### Pathways of Development: Perspectives From Cognitive and Affective Neuroscience

April 22–23—Researchers in the fields of child psychology, neuroscience, neurology, psychiatry, and pediatrics present their findings on the relationship between typical and atypical brain development and cognitive and socio-emotional development.

### Information, Technology, and Everyday Life

May 17–19—National and University experts explore the effects of information and technology in such areas as K–12 education, wellness, and community-building, and address how the University can become a leader in the use of information and technology in everyday life.

### The Politics of Disability

Late May or early June (also in Oct. and Dec. 2004; Jan., March, and May 2005)—This conference, the last in a series on disability, examines the key factors that affect disability policy and the impact political issues are likely to have on the future course for such policy.

### Third Annual Symposium on Small Towns: Shaping Our Future

June 7–8 (also in June 2004)—This symposium convenes state residents to envision ways—via sessions on energy, infrastructure, people, and policy—in which rural communities can shape their future.

### Promoting Healthy Communities for Children: The Social and Physical Environments

September 27–28—This conference examines scientific evidence about threats and protective mechanisms in the physical, social, and built environments that affect children's health, with implications for policy and intervention strategies to ensure healthy communities.

The President's Interdisciplinary Academic Initiatives and 21st Century Interdisciplinary Conferences are made possible in part by generous contributions from private donors through the University of Minnesota Foundation.

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