

**Transforming the University
Through Strategic Planning and Action**

UNIVERSITY OF MINNESOTA – TWIN CITIES

**SELF-STUDY REPORT
FOR
THE HIGHER LEARNING COMMISSION
OF THE
NORTH CENTRAL ASSOCIATION
OF COLLEGES AND SCHOOLS**

2005-06

Contact:

Office of Planning and Academic Affairs
University of Minnesota
220 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455
612-626-3838
www.academic.umn.edu/planning/index.html

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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, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

The University's mission, carried out on multiple campuses and throughout the state, is three-fold: research and discovery, teaching and learning, and outreach and public service.

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Foreword

The University of Minnesota aspires to become one of the top three public research universities in the world within the next 10 years.

This aspiration – and the intensive strategic planning, performance-based academic and administrative initiatives, and commitment to continuous improvement that inform it – is at the very heart of the University’s preparations for the 2005-06 comprehensive evaluation of the Twin Cities campus by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

This self-study report reflects the wide-ranging and vigorous consultation, review, analysis, assessment, and decision making that is taking place among faculty, students, staff, administrators, Regents, alumni, state policy makers, and other constituencies about the aspirations and future of the University of Minnesota.

In that spirit of robust debate and striving for excellence in teaching and learning, research and discovery, and public engagement, the University welcomes the opportunity presented by the Commission’s independent perspective.

The Commission’s criteria offer a useful framework for University constituencies to assess the Twin Cities campus’s performance in pursuit of the University’s broader mission.

Further, the visiting team’s assessment of the Twin Cities campus’s performance with respect to the Commission’s criteria will provide invaluable guidance to improving the University’s performance, just as it did as a result of the last comprehensive evaluation in 1995-96.

Self-Study and HLC Evaluation Goals

The University has identified five goals for a successful 2005-06 self-study and comprehensive evaluation:

- Provide a comprehensive overview for the Commission’s visiting team and internal and external audiences of the University’s Twin Cities campus; a current evaluation of its strengths, weaknesses, opportunities, and challenges; a clear description of its aspirational vision and goals for the future; and a forthright assessment of its progress toward those goals.
- Advance the President’s and Board of Regents’ strategic directions and priorities and integrate the self-study findings and the visiting team’s recommendations into the University’s ongoing continuous improvement efforts.
- Develop a high-quality self-study report and ancillary materials that meet the visiting team’s needs and present information and evidence in a clear, concise manner to maximize the team’s ability to provide helpful advice to the University.
- Model an effective, efficient consultation and decision-making process for the University that is characterized by clear accountability, concise communication, and leveraging of technology.
- Achieve unqualified continuing accreditation, with no follow-up focused visits and no progress reports until the next comprehensive evaluation in 2015-16.

Organization of the Report

The self-study report can be read as a stand-alone print document that provides a rich, comprehensive assessment of the Twin Cities campus. It is also available in a more robust on-line version or in CD-ROM format that provides direct electronic links to more detailed, drill-down information on virtually any University topic of interest to the reader.

The Higher Learning Commission's visiting team will be provided with all three versions in advance of its October 31 – November 2, 2005 site visit, and, while on campus, team members will be provided individual wireless laptop computers for their exclusive use.

The self-study report is divided into four major narrative sections, a summary, appendices, and an index. Throughout the report the subject matter connection to the five Higher Learning Commission criteria and core components are indicated in brackets, e.g., [HLC 3a] refers to Criterion 3, core component "a."

President's Overview: Transforming the University: In this introductory section, University of Minnesota President Robert Bruininks sets forth the University's transformational vision and provides a context for the strategic planning process that informs this self-study report.

Part 1: Institutional Profile: Part 1 provides a brief description of the Twin Cities campus and its academic units, its distinctive qualities, mission and governance mechanisms, administrative and academic structures, and budgeting and planning systems.

Part 2: Accreditation History: Part 2 reviews the history of the Twin Cities campus's affiliation with the Commission and the broad array of programs accredited by specialized accrediting agencies, provides a summary of the 1996 comprehensive evaluation and the 2000 focused visit conducted by the North Central Association, and comments on the current status of concerns raised and recommendations offered during the 1996 and 2000 visits.

Part 3: Aligning for Institutional Excellence: Part 3 is the core of the self-study report. In the context of the University's vision to become one of the world's top three public research universities, Part 3 describes seven key challenges, identified by the self-study steering committee, that the University has faced and is facing in its quest for continued excellence, provides examples of efforts to assess and improve institutional performance, and describes future actions that must be undertaken to enhance quality.

The self-study committee identified these challenges as an appropriate way to discuss and describe recurring themes in the University's recent history. The seven challenges provide a framework for "telling the University's story" in the context of the Commission's criteria:

1. Enhancing the University's leadership among public research universities in the world.
2. Identifying, aligning, and supporting areas of core academic excellence.
3. Strengthening the student experience at all levels.
4. Strengthening the University's governance structures, policies, and practices.
5. Promoting a culture of continuous improvement and accountability.
6. Embracing public engagement concepts, practices, and assessment.
7. Leveraging University technology expertise to strengthen performance.

Summary: The Summary lists the Commission criteria and core components and directs the reader to specific sections of the self-study that support the analysis.

Appendices: The appendices include rosters of administrative and academic leaders and their contact information, status reports on a variety of federal compliance issues required by the Commission, and a guide to the Electronic Resource Room.

Self-Study Steering Committee

In June 2004, then-Provost Christine Maziar appointed a self-study steering committee in preparation for the 2005-06 comprehensive evaluation. Her charge to committee members was to:

- Provide advice and counsel on the re-accreditation project.
- Review progress on the development of the self-study document.

Foreword

- Identify people who have knowledge and historical perspective on key issues.
- Identify and provide documents that can inform the self-study.
- Help ensure broad campus consultation through existing governance processes and groups.
- Champion the re-accreditation project and the development of the self-study.

Self-Study Steering Committee

Mission and Integrity: *Carol Carrier*, VP, Human Resources (612-624-6556, carrier@umn.edu); *Marvin Marshak*, Professor, Physics, and 2004-05 Chair, Faculty Consultative Committee (612-624-1312, marshak@umn.edu)

Preparing for the Future: *Alfred Sullivan*, Executive Associate VP (612-626-3838, alsull@umn.edu); *John Adams*, Chair, Geography Dept.; Fesler-Lampert Chair of Urban & Regional Affairs, (612-625-0571, adams004@umn.edu)

Student Learning and Effective Teaching: *Craig Swan*, Vice Provost, Undergraduate Education (612-626-9425, swan@umn.edu); *Carol Chomsky*, Professor, Law (612-625-2885, choms001@umn.edu)

Acquisition, Discovery, and Application of Knowledge: *Victor Bloomfield*, Interim Dean, Graduate School (612-625-2809, victor@umn.edu); *David Bernlohr*, Head, Dept. of Biochemistry, Molecular Biology, and Biophysics; Distinguished McKnight University Professor (612-624-2712, bernl001@umn.edu)

Engagement and Service: *Billie Wahlstrom*, Vice Provost, Distributed Education and Instructional Technology (612-625-0051, bwahlstr@umn.edu); *John Finnegan*, Professor, Epidemiology, and Interim Dean, School of Public Health (612-624-5544, finne001@umn.edu)

Self-Study Coordinator: *John Ziegenhagen*, Director, University Accountability, Office of Planning and Academic Affairs (612-626-8711, ziege006@umn.edu) with assistance from *Kristofer Layon*, Project Coordinator & Designer - Web and Interactive Media (612-624-4545, klayon@umn.edu), *Patty Napier*, Executive Secretary (612-626-3838, napier@umn.edu) and *Joseph Shultz*, Administrative Fellow (612-626-6544, shul0048@umn.edu)

Foreword

Transforming the University of Minnesota

by Robert H. Bruininks, President

[Note: This essay is adapted from President Bruininks's February 2005 "State of the University" address to faculty, staff, students, and the general public and a June 2005 presentation to the Board of Regents.¹]

There's a story – probably apocryphal – about the famous English architect, Sir Christopher Wren, whose famous work included St. Paul's Cathedral in London. The story goes that Sir Christopher walked onto the worksite one day, unrecognized, and started talking to the people working there.

"What are you doing?" he asked one of the men, and the man replied, "Cutting a piece of stone."

He put the same question to another man, and the man replied, "Earning five shillings."

A third man had the answer Wren was looking for. When asked what he was doing, he said, "I'm helping to build one of the most beautiful buildings in the world."

Clearly, this third man had committed to a vision, one that was larger than him, yet was quite reliant on his best efforts and his dedication.

Our Values [HLC 1c, HLC 4b]

That same commitment to a vision – to transform this great institution into one of the world's top public research universities within a decade – is what we are about today. The Board of Regents' endorsement of this vision, and the changes it calls for, are based on enduring values that have guided this institution since its founding:

- **Excellence and Innovation** – We are heirs to a 154-year legacy of innovation at the University, where people of average means but ex-

traordinary imagination set world-class standards, and achieved world-class results.

- **Discovery and the Search for Truth** – We must share knowledge to advance our quality of life and the economy of Minnesota, the nation, and the world.
- **Access and Diversity** – To ensure that talented people from every income level, every neighborhood, and every kind of background can find a place at the University...and succeed here.
- **Academic Integrity** – To reconstruct a deeper sense of community and respect...across disciplines, across employee groups, and across students and teachers.
- **Results** – A commitment to student progress and learning; the enrollment of tens of thousands of diverse, talented students who seek their future here each year; strengthened academic leadership in areas of comparative advantage; strengthened faculty and staff culture, one premised on continuous improvement; and reduced operating costs.
- **Service and Stewardship** – We want this University to be known as much for how well it manages itself as it is for research breakthroughs or high-quality education programs.

Based on these values, the Regents began this process by recognizing the current context of higher education in Minnesota, nationally and internationally. The Board understood that the University's trajectory had become a path that, all too soon, would not measure up to our historical legacy or the expectations of its leaders.

¹ To view this speech, see: www.umn.edu/pres/02_speeches_050224_video.html.

A Strong University [HLC 5c]

Today, the state of the University of Minnesota is strong, and worthy of the dedication and faith that so many have offered over the years. We need only look at our enrollment of more than 65,000 students – that's nearly 1,500 more than last year. The University also graduated more than 12,000 students last year, with record numbers of degrees granted at our Twin Cities and Duluth campuses. For 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.

Our incoming students are increasingly well qualified and prepared, with record high class ranks for freshmen; and once they choose the University, we have ambitious goals for their success. On all campuses, we aim, by 2012, to improve graduation rates significantly. We are well on our way: over the last seven to nine years, four-year graduation rates on the Twin Cities campus have increased by 12 percentage points and six-year rates by 17 points.

For the past three years, annual sponsored funding award levels have all topped \$500 million – more than 98 percent of all sponsored research going to higher education institutions in the state of Minnesota. We can be proud that we've continued to make progress in the midst of historic state budget reductions. These are important achievements.

However, we need to do better. Maintaining the status quo at the University will, as our Provost Tom Sullivan has said, "seriously impairs our ability to continue to serve the state of Minnesota, our nation, and the world with distinction in research, teaching and outreach." We need the creativity, hard work and adaptability of the University community to position the University of Minnesota as one of the world's great public research universities. That's what our strategic planning process is about. I believe strongly that this community is up to the challenge.

The Challenge of Change [HLC 2a]

We must recognize and adjust to the changing conditions in higher education. One of the most obvious challenges facing public research universi-

ties like ours is declining or static public investment in higher education. This is a concern in many states. But, uncharacteristically for Minnesota, we've watched state support for higher education as measured by tax effort by income, decline from 6th in the nation in 1978 to 26th today.

Unfortunately, the federal higher education budget is increasingly squeezed, too. After years of steady increases in the budgets of major research funding agencies like the NIH and the NSF, most federal research funding sources anticipate funding cuts or increases at levels below inflation.

Students pay more toward their education today, and tuition will soon eclipse state support as a portion of the University's budget. Although Minnesota's undergraduate financial aid program remains among the most generous in the country, federal funding for student aid programs has failed to keep pace with the rising cost of higher education.

The value of the average Pell grant is half of what it once was for low-income students at a four-year public institution. For fans of students working their way through college, this, too, is an increasingly difficult prospect. A student earning minimum wage today would have to work 60 hours a week to pay for his or her education versus 20 hours per week a quarter century ago.

Meanwhile, our costs, and those of our peer institutions, have grown significantly above the rate of inflation for many years. We face increasing competition – especially from private universities – for top scholars. Employee health care costs continue to outstrip inflation.

Cutting-edge research and teaching require facilities and a technology infrastructure that are up-to-date and often very expensive. Library costs, too, have been increasing at 15 percent annually. But, quite frankly, we can also lay some of the blame on our own complacency; institutions like ours have been too slow to foster an academic culture that emphasizes the best use of resources and continuous improvement.

As a public university with a legacy of access and opportunity, it is also our responsibility to look at how demographic changes affect our future. Minnesota's population, like the nation's, is aging and

becoming more diverse. Over the next decade, the pool of high school age students from which the University draws most of its undergraduates is expected to level off and decline at the same time that it becomes more diverse. We can expect to serve an increasing number of students of color and first generation college students, and students for whom English is a second language.

We will be a weaker society if we do not address issues of access and affordability in higher education. Similarly, we must continue to address college enrollment and completion gaps that exist between the majority population, on the one hand, and populations of color and students from low-income backgrounds on the other.

We already make extraordinary efforts to ensure that talented students of color and first generation college students choose the University of Minnesota. Today, among undergraduates at all of the state's four-year campuses, the University enrolls 27 percent of all students, but 40 percent of all students of color. Even so, we will need to redouble our efforts.

Finally, the academy is undergoing changes that we cannot ignore. Our major sponsored research funders are shifting their emphases to multi-disciplinary, multi-institutional grants and contracts, and many of the problems research universities solve for society require new links across disciplines, institutions and even national borders.

In many ways, we are already a leading research university. In the University of Florida's annual report, the Twin Cities campus has consistently ranked in the top three to top seven public research universities in the United States; but unless we create a working framework for planning, our ability to meet the future and to take best advantage of the trends I've described will be limited.

Strategic Planning for Action [HLC 2d]

This past summer [2004], with unanimous support from the University's Board of Regents, we began the first comprehensive strategic planning process the University has undergone in almost 15 years. Our strategic planning process began with a committee drawn from throughout the University system. The initial committee work was based on

ideas submitted by the University's major units, and it was presented to the Regents, the University community, and the public for extensive discussion and debate – directly involving literally hundreds of people throughout – over the entire 2004-05 academic year.

Under the leadership of Provost Sullivan, the University community has articulated an ambitious aspiration for the University – to be one of the top three public research universities in the world within a decade. Is this an elitist goal? Does it separate us from the interests of Minnesotans, a notoriously humble people? I believe it is not and it does not.

The pursuit of excellence at the University is in the best interest and service of the state, because a research university that does not support excellence will not attract the talent or the funding needed to make a lasting and positive impact on our economy or in our communities. This is the legacy of our land-grant tradition. Minnesota benefits from the University's constituent parts, but it also benefits from having a system that encompasses the state and ties research and education to people's lives.

The author Peter Drucker has said that an organization must be clear eyed about not only what it wishes to do, but also what it can no longer do, stressing that without attention to sun-setting or ending programs and services, "an organization will be overtaken by events. It will squander its best resources on things it should no longer do."

Our obligation is to make changes in a thoughtful manner that emphasizes our unique responsibilities in Minnesota's system of higher education. This will be a long-term process of adjusting our priorities while always holding firm to our values as a public research university system with statewide responsibilities.

This self-study report prepared for the Higher Learning Commission details the extensive planning and visioning work that our University community has undertaken in the past 18 months. It also provides our best assessment of how well we are doing in meeting our goals and where additional efforts are required when our performance is not consistent with our aspirations.

President's Overview

The report underscores the need for us to act with vision, courage, and thoughtfulness. If we meet the growing challenges we face, I am extremely

optimistic about the future of the University of Minnesota and its continued relevance to this state and the world.

Part 1: Institutional Profile

Overview

The University of Minnesota – Twin Cities is a nationally and internationally renowned public research and land-grant university set on the banks of the Mississippi River near downtown Minneapolis and in St. Paul.² The Twin Cities campus has one of the most comprehensive academic programs of any institution in the world; it is also the nation’s second largest university campus as measured by enrollment.

The Twin Cities campus is the flagship campus of the University of Minnesota, which also includes coordinate campuses in Crookston, Duluth, and Morris; an education center in Rochester; a state-wide Extension Service; and six research and outreach centers.

The University of Minnesota – Twin Cities aspires to provide undergraduate, graduate, and professional student experiences that are consistently characterized by educational excellence, timely degree and academic program completion, and a supportive institutional environment.

Through world-class research, scholarship, and public engagement, it also aims to solve challenges facing the state, nation, and world and provide broad access to programs and resources.

The Twin Cities campus intends to advance its reputation as a leading research university in the nation and the world. It aspires to be known for excellence in teaching, research, and public engagement and for continually setting new standards of quality and service.

To achieve these goals, the Twin Cities campus invests in its strongest programs and in new and existing areas of strategic importance. It also seeks resources for programs through sponsored funding and voluntary support, significantly leveraging state investments in the University.

Degrees Granted: In 2003-04, the Twin Cities campus awarded over 10,000 degrees, the highest number in its history – 6,049 bachelor’s degrees, 2,677 master’s degrees, 592 doctorate degrees, and 715 first-professional degrees

University of Minnesota – Twin Cities									
<p>Degrees/majors offered 152 undergraduate degree programs; 131 master’s degree programs; 104 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine.¹</p>	<p>Degrees Awarded (FY 2004)</p> <table> <tr> <td>Undergraduate</td> <td>6,049</td> </tr> <tr> <td>Master’s</td> <td>2,677</td> </tr> <tr> <td>Doctoral and First-Professional</td> <td><u>1,307</u></td> </tr> <tr> <td></td> <td>10,033</td> </tr> </table>	Undergraduate	6,049	Master’s	2,677	Doctoral and First-Professional	<u>1,307</u>		10,033
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² For campus maps, see:
<http://onestop.umn.edu/Maps/campusmaps.html>.

³ www.umn.edu/twincities/02_academics.php#2

State's Only Major Research Institution:

[HLC 5c] The statutory mission of the University is to “offer undergraduate, graduate, and professional instruction through the doctoral degree, and...be the primary state-supported academic agency for research and extension services.”

The University is Minnesota's only major research university. This sets Minnesota apart from the many states that have at least two major research institutions (e.g., Michigan and Michigan State; Iowa and Iowa State; Indiana and Purdue).

Its research, conducted almost exclusively on the Twin Cities campus, comprises 98.8 percent of sponsored academic research in Minnesota's higher education institutions – more than one-half billion dollars each year – and creates an estimated 20,000 jobs in Minnesota's private economy. In addition, the University has helped establish more than 30 start-up companies over the last five years and now holds over 650 active technology transfer agreements with business and industry.

Nationally Ranked: The Twin Cities campus ranks consistently within the top seven public research universities in the nation, according to a University of Florida annual study.⁴ It is also among the nation's most comprehensive institutions, one of only four campuses nationally that have agricultural programs as well as an academic health center with a major medical school. The University prides itself on nationally ranked programs and departments – from theater and dance to chemical engineering and economics – and its breadth provides unique interdisciplinary strengths, particularly in the life sciences.

Graduate and Professional Education: [HLC 3c, HLC 4b] The University aspires to provide graduate and professional education programs that are among the best in the world. Its graduates are recognized as among the best-educated and most innovative scholars and professionals in and across their disciplines and within their chosen professions.

Graduate and professional education at the University is distinguished from all other post-secondary institutions in Minnesota by two related activities:

a major emphasis on post-baccalaureate and professional training and a fundamental commitment to advanced research and scholarship as part of education. To enhance graduate and professional education, major investments have been made in fellowships, career-oriented educational opportunities, and recruiting and retaining a larger proportion of students of color.

The University has one of the largest and most productive graduate schools in the country, ranking 11th in the latest survey of Ph.D. production. It also offers one of the nation's most comprehensive selections of graduate programs, about 230, enrolling nearly 14,000 students. Graduate and first-professional students constitute about 30 percent of the Twin Cities campus's enrollment and about 40 percent of the degrees awarded each year.

State's Economic Driver: [HLC 5b] The University provides significant return on the state's investment. As the primary component of a system-wide budget of about \$2.4 billion, and widely considered the state's “economic engine,” the Twin Cities campus is a major employer, recipient of research grants, producer of technology commercialization benefits to the state, student and faculty talent magnet to the state, and provider of cultural and other community service programs.

Importance of State Support: [HLC 2a] State appropriations, providing 25.7 percent of University revenue in FY 2004 (down from 29.9 percent in FY 2003), are the most flexible sources of funding. (Adjusted for inflation, state support for the University is less today than it was in 1978.) Minnesota dropped from 6th among states in 1978 to 26th in 2004 in the percentage of state budget support for higher education.

Grants and contracts provided another 26 percent of revenues, tuition and fees provided 18 percent, auxiliary enterprises 10 percent, gifts and non-exchange grants 9 percent, and educational activities and other sources the remaining 11 percent.

Private fundraising is an increasingly important source of funding within the University's diverse revenue mix, but at present this source represents less than 5 percent of the annual operating budget and is often restricted for specific purposes.

⁴ <http://thecenter.ufl.edu>

Part 1: Institutional Profile

In 2003, the University completed a six-year capital campaign that raised nearly \$1.7 billion in private donations and pledges.⁵

Governance: [HLC 1e] The University of Minnesota was founded in 1851, predating statehood by seven years. The University receives appropriations from the State of Minnesota, but is constitutionally independent from it.

The University operates under a shared governance system consisting of the Board of Regents; faculty, staff, and student standing committees; and a variety of advisory councils and other groups. All decisions and advice are governed by the University's charter, by-laws, and delegation of authority policies.

The 12-member Board of Regents is elected by the state legislature. Eight members are elected to represent Minnesota's eight congressional districts and four, including one student, are elected at large.⁶ Information on recent initiatives to assess and improve governance is included on pages 83-86 of this report.

Economical Management: [HLC 2b] The University of Minnesota has no separate "system" office. This is an economical management structure, since the University's senior officers double as the chief operating officers for the Twin Cities campus. The University's auditor, Deloitte & Touche, commented in November 2004: "The University... is an excellent example of an organization that is focused and efficient. I'd call it a model of fiscal responsibility."

Statewide Presence: [HLC 5c] The Twin Cities campus is the largest of the University's four campuses (Crookston, Duluth, Morris, and Twin Cities). The Twin Cities campus also is linked academically and administratively to the University's other statewide programs and services, including a developing cooperative campus (with the Minnesota State Colleges and University System) in Rochester (see below), six agricultural experiment stations, one forestry center, and 18 regional Extension offices.

The University's public service programs (e.g., Extension, clinics in medicine, dentistry, and veterinary medicine, outreach to K-12 education) touch more than 1,000,000 people annually.

University Center Rochester: Since 1966, the University has provided higher education opportunities in Rochester, and now operates the University Center Rochester in cooperation with Winona State University – Rochester Center and the Rochester Community and Technical College. The University focuses on upper division programs, primarily in the health sciences and technology, under the auspices of the Twin Cities campus. In summer 2005, Gov. Pawlenty appointed an 11-member committee to evaluate the higher education needs of the Rochester area and make recommendations to him and to the legislature for expanded educational offerings.

Mission [HLC 1a, HLC 1b, HLC 1c]

The University of Minnesota's mission is shaped by its status as a land-grant institution. The University's mission statement was reviewed and updated by the Board of Regents most recently in 1994. In 2004, during the initial stages of the current strategic planning effort, the provost's strategic positioning task force affirmed the mission statement during its deliberations. The Board of Regents, in accepting this affirmation, did not think it necessary to review the mission further.

Colleges and Schools

The Twin Cities campus is composed of 19 academic colleges and schools (listed on the next two pages by enrollment size and by department). Nearly 51,000 students were enrolled in fall semester 2004.

⁵ www.giving.umn.edu/campaign/index.html

⁶ www.umn.edu/regents

University of Minnesota Mission Statement [HLC 1a, HLC 1b, HLC 3b]

Subd. 1. Philosophy. The University of Minnesota (University), founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

- **Research and Discovery** — To generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
- **Teaching and Learning** — To share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- **Outreach and Public Service** — To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

Subd. 2. Purpose. In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; assists individuals, institutions, and communities in responding to a continuously changing world; is conscious of and responsive to the needs of the many communities it is committed to serving; creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and inspires, sets high expectations for, and empowers the individuals within its community.

Part 1: Institutional Profile

Fall 2004 Enrollment in Academic Units, University of Minnesota – Twin Cities

<u>Academic Unit</u>	<u>Under-graduate</u>	<u>Graduate</u>	<u>First-Professional</u>	<u>Non-Degree</u>	<u>TOTAL</u>
Liberal Arts www.cla.umn.edu	14,140	2,222	0	309	16,671
Technology www.it.umn.edu	4,343	2,494	0	128	6,965
Continuing Education www.cce.umn.edu	654	167	0	3,620	4,441
Management www.csom.umn.edu	1,698	2,384	0	101	4,183
Education and Human Development www.education.umn.edu	785	2,533	0	317	3,635
Medicine www.med.umn.edu	128	486	799	808	2,221
Biological Sciences www.cbs.umn.edu	1,615	486	0	15	2,116
General College www.gen.umn.edu	1,829	0	0	0	1,829
Human Ecology www.che.umn.edu	1,137	491	0	55	1,683
Agricultural/Food/Environ. Sciences www.coafes.umn.edu	1,151	449	0	17	1,617
Law www.law.umn.edu	0	0	829	25	854
Nursing www.nursing.umn.edu	397	394	0	43	834
Public Health www.sph.umn.edu	0	615	0	42	657
Dentistry www.dentistry.umn.edu	110	81	395	4	590
Architecture/Landscape Architecture www.cala.umn.edu	299	277	0	5	581
Natural Resources www.cnr.umn.edu	454	104	0	9	567
Pharmacy www.pharmacy.umn.edu	0	93	486	1	560
Public Affairs www.hhh.umn.edu	0	471	0	41	512
Veterinary Medicine www.cvm.umn.edu	<u>0</u>	<u>93</u>	<u>343</u>	<u>1</u>	<u>437</u>
TOTAL ENROLLMENT, FALL 2004:	28,740	13,841	2,832	5,541	50,954

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Academic Departments, by College

Carlson School of Management

Accounting
Finance
HR & Industrial Relations
Marketing & Logistics Management
Operations & Management Science
Strategic Management/Organization

College of Agricultural, Food, and Environmental Sciences

Agricultural Education
Agronomy & Plant Genetics
Animal Science
Applied Economics
Bio-systems & Ag Engineering
Entomology
Food Science & Nutrition
Horticultural Science
Plant Biology
Plant Pathology
Rhetoric
Soil, Water, & Climate

College of Architecture and Landscape Architecture

Architecture
Landscape Architecture

College of Biological Sciences

Biochemistry, Molecular Biology & Biophysics
Ecology, Evolution & Behavior
Genetics, Cell Biology & Development
Plant Biology

College of Human Ecology

Design, Housing, & Apparel
Food Science & Nutrition
Family Social Science
School of Social Work

College of Liberal Arts

African American & African Studies
American Indian Studies
American Studies
Anthropology
Art
Art History
Asian Languages & Literatures
Chicano Studies
Classical & Near Eastern Studies
Communication Studies
Cultural Studies & Comparative Literature
Economics
English
French & Italian
Geography
German, Scandinavian & Dutch
History
Humanities Institute

College of Liberal Arts (cont.)

Journalism & Mass Communication
Linguistics, ESL, Slavic Lang. & Lit.
Music
Philosophy
Political Science
Psychology
Sociology
Spanish & Portuguese
Speech-Language-Hearing Sciences
Statistics
Theatre Arts & Dance
Women's Studies

College of Continuing Education

Continuing Professional Education
Career & Lifework Center
Degree & Credit Programs
Personal Enrichment Programs

College of Education and Human Development

Curriculum & Instruction
Educational Policy & Administration
Educational Psychology
Institute of Child Development
School of Kinesiology
Work and Human Resource Ed.

College of Natural Resources

Bell Museum of Natural History
Bio-based Products
Fisheries, Wildlife & Conservation Biology
Forest Resources

General College

Instructional Units

Humphrey Institute of Public Affairs

Public Affairs Instruction

Institute of Technology

Aerospace Engineering & Mechanics
Astronomy
Biomedical Engineering
Chemical Eng. & Materials Science
Chemistry
Civil Engineering
Computer Science & Engineering
Electrical & Computer Engineering
Geology & Geophysics
Mathematics
Mechanical Engineering
Physics
Bio-based Products Engineering
Bio-systems & Ag Engineering
Statistics

Law School

Law School Instruction

Academic Health Center

College of Veterinary Medicine

Veterinary Clinical Sciences
Veterinary Population Medicine
Veterinary Biosciences

Medical School

Basic Sciences:

Biochemistry, Molecular Biology & Biophysics
Genetics, Cell Biology & Devel.
Microbiology
Neuroscience
Pharmacology
Physiology
(Laboratory Medicine & Pathology)

Clinical Sciences:

Anesthesiology
Dermatology
Emergency Medicine
Family Medicine & Community Health
Laboratory Medicine & Pathology
Medicine
Neurology
Neurosurgery
Ob., Gynecology, & Women's Health
Ophthalmology
Orthopedic Surgery
Otolaryngology
Pediatrics
Physical Medicine & Rehabilitation
Psychiatry
Radiology
Surgery
Therapeutic Radiology
Urologic Surgery

School of Dentistry

Diagnostic Surgical Science
Oral Sciences
Preventative Sciences
Restorative Sciences

School of Nursing

Nursing Instruction

School of Pharmacy

Duluth Pharmacy Program
Experimental/Clinical Pharmacology
Medicinal Chemistry Research
Pharmaceutical Care/Health Systems
Pharmaceutics

School of Public Health

Biostatistics
Environmental & Occupational Health
Epidemiology
Healthcare Management
Health Management & Policy

Part 1: Institutional Profile

Academic Freedom [HLC 1c, HLC 1e, HLC 4a, HLC 4b, HLC 4d]

In support of its mission, the University adheres to the principles and tenets of academic freedom. In 2003, then-Provost Christine Maziar and the Faculty Consultative Committee appointed a task force to assess the University's current understanding of academic freedom, its implications, and strategies for helping the University and the broader community to embrace academic freedom values.

The task force's final report⁷ was presented to the Board of Regents' Educational Planning and Policy Committee in June 2004. Later that year, current Provost Thomas Sullivan, in addition to disseminating the report internally to the University community, provided copies to the chief academic officers of all institutions in the Committee on Institutional Cooperation (Big Ten universities and the University of Chicago).

Administrative Structure [HLC 1d]

The University's senior administration consists of the president and an executive team of three senior vice presidents, an executive associate vice president, the chancellors of the three coordinate campuses and the provost of the Rochester campus, seven vice presidents, two associate vice presidents, the general counsel, and the director of intercollegiate athletics.

The president and most of his executive team have Twin Cities campus responsibilities as well as University-wide responsibilities. The University does not have a separate system-wide office.

Appendix B lists the central administration team members, their position titles, academic backgrounds, year of first employment at the University of Minnesota, and, for use by the Commission's visiting team, their telephone numbers and e-mail addresses.

Academic Structure [HLC 1d]

Two of the three senior vice presidents and the 21 deans who report to them provide the central academic leadership on the Twin Cities campus. Fif-

teen deans report to Senior Vice President and Provost Sullivan, while six deans in the Academic Health Center on the Twin Cities campus report to Senior Vice President Frank Cerra. The provost is supported by five vice provosts. In addition, a number of key Twin Cities campus administrative functions and centers report to Senior Vice President Robert Jones.

Appendix C lists these academic leadership team members, their position titles, academic backgrounds, year of first employment at the University of Minnesota, their telephone numbers, and e-mail addresses.

Budget: Incentives for Managed Growth [HLC 2b, HLC 2c]

The method by which the University allocates its financial resources has undergone fundamental change since the last comprehensive evaluation conducted by the North Central Association. In 1998, the University adopted an incentive-based budget system – after two years of study and planning – which it named Incentives for Managed Growth (IMG).⁸

In contrast to the commonly accepted, centralized general-fund approach, a decentralized incentive-based system such as IMG shifts a larger portion of budgeting and management decision-making – and accountability – to individual academic and administrative units. In most cases, the academic units are colleges that, in turn, allocate funds to their departments.

Thus, instead of a system where central administrators distribute funds to individual units based on priorities, an incentive-based system attributes revenues and costs to individual units, which allows them to benefit from their own revenue generation and cost savings.

Ideally, an incentive-based system fosters improved decision-making and performance because better information is available at the unit level and because there is a direct, consequential link between budget decisions and outcomes. No institution, however, has adopted a “pure” incentive-based budget system, since units that generate

⁷ <http://academic.umn.edu/img/assets/12261/afreportapr04.pdf>

⁸ www.evpp.umn.edu/rcm

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fewer revenues, or no revenues, such as support units and central-administration units, require special consideration.

The University of Minnesota is the largest institution, to date, to implement an incentive-based budget system. Its IMG approach differs from other similar approaches by linking budgeting to planning in three fundamental ways: the compact process, revenue attribution, and internal revenue sharing.

Compact Process: The first component of IMG is the development of agreements – “compacts” – between the University’s senior management and each of the colleges and most support units. The compact document is a written agreement – available to the public – between the University’s management and a campus, college, or support unit that aligns broad University goals with the directions, investments, and actions of the unit. The compacts outline each unit’s direction and performance indicators in areas such as strategic planning and goals, programs, and evaluation procedures.⁹

Revenue Attribution: The second component of IMG is the formulaic return of tuition and other revenue sources to the colleges. For example, the return of tuition revenue is divided between the college teaching the course (75 percent) and the college in which the enrolling student is registered, i.e., his/her “home college” (25 percent).

Internal Revenue Sharing: In addition, the University recognizes that certain fixed costs result in benefits throughout the institution but exceed resources available from state appropriations. To obtain funds for these “common goods” – general overhead, physical and technological infrastructure, etc. – the University assesses all revenue-producing units annually through a process called internal revenue sharing (IRS). The current IRS rate for most units is 8.5 percent of total revenues.

While the potential for academic units to engage in competitive behaviors is among the greatest concerns – and a common perception – associated with IMG, the University has not experienced uncooperative behaviors such as the “hoarding” of students. Rather, IMG has encouraged planning while empowering the colleges with decision-making tied to fiscal outcomes.

These trends are monitored and, each fall, reported to the Council of Undergraduate Deans and the Senate Committee on Educational Policy. The hoarding-of-students perception is not borne out by the data: there has been no distinct difference in collegiate behavior, in this regard, before IMG was instituted, when the University switched from quarters to semesters (and departments and colleges initiated major course and curriculum revision), or over the years since then.

Another common perception within the University is that IMG has been an impediment to the creation of interdisciplinary research and education programs. Again, the data do not support this contention, but remains an issue that the University needs to address. In addition, under the internal revenue sharing system, it is difficult for units to understand the costs being attributed to them, and insufficient incentives are in place for continuous improvement. These shortcomings also need to be addressed.

Revising the Budget Model [HLC 2b, HLC 2c]

In July 2004, in anticipation of the strategic positioning work that the University was about to undertake, President Bruininks created a task force to ensure that the University’s budgeting framework and processes would be fully aligned with and responsive to the institution’s aspirations for the future. See page 39 for a complete discussion of the work of this task force and its relationship to the University’s strategic planning efforts.

⁹ <http://academic.umn.edu/planning/compacts.html>

The University's Compact System [HLC 1d, HLC 2b, HLC 2c, HLC 2d]

<u>Purposes</u>	<u>Components</u>
<ul style="list-style-type: none">▪ Identify strategies and partnerships to achieve University-wide goals and priorities using available resources.▪ Identify areas for investment and/or re-allocation▪ Update long-range capital and space plans and priorities.▪ Provide a basis for accountability.	<ul style="list-style-type: none">▪ Mission Statement▪ Performance Scorecard▪ Update of Current Strategic Goals▪ New Strategic Goals▪ Diversity Assessment and Planning▪ Outreach and Public Engagement▪ Space and Facilities Issues▪ Significant Financial Issues▪ Faculty and Staff Consultation▪ Report and Allocation Summary

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Regional and Specialized Accreditation

The University of Minnesota – Twin Cities has been continuously accredited by the North Central Association (NCA) since 1913. The campus is accredited to offer the bachelor’s, master’s, doctoral, and first-professional degrees. Its last

comprehensive evaluation was conducted in 1996, with a focused visit in 2000. In addition to this institutional accreditation, the campus holds professional and specialized accreditation in nearly 200 programs. Agencies that currently accredit University of Minnesota – Twin Cities programs are shown in the table below

Specialized and Professional Accreditation

<u>Field</u>	<u>Accrediting Agency</u>
Architecture	National Architectural Accrediting Board
Business	Association to Advance Collegiate Schools of Business Accrediting Commission on Education for Health Services Administration
Communication Disorders	Council on Accreditation in Audiology/Speech-Language Pathology
Dance	National Association of Schools of Dance
Dentistry	Commission on Dental Accreditation, American Dental Association
Education	
Administrative Licensure	Minnesota Board of School Administrators
Recreation Studies	National Recreation and Park Association
Special Education	Council for Exceptional Children Council on Education of the Deaf
Teacher Education	National Council for Accreditation of Teacher Education
Engineering (Aerospace, Agricultural, Biomedical, Chemical, Civil, Computer, Electrical, Geological, Materials Science, Mechanical)	Accreditation Board for Engineering and Technology
Food Science	American Dietetic Association Institute of Food Technologists
Forestry and Paper Science	Society of American Foresters Society of Wood Science and Technology
Interior Design	Foundation for Interior Design Education Research

(continued on next page)

Specialized and Professional Accreditation (continued)

<u>Field</u>	<u>Accrediting Agency</u>
Journalism	Accrediting Council on Education in Journalism/Mass Communications
Landscape Architecture	American Society of Landscape Architects Landscape Architectural Accreditation Board
Law	American Bar Association
Marriage and Family Therapy	Commission on Accreditation for Marriage and Family Therapy Education
Medicine (nearly 100 specialties and programs)	Accreditation Council of Medical Education Liaison Council of Medical Education, American Medical Association
Music	National Association of Schools of Music
Nursing	American College of Nurse-Midwives, Accreditation Division Commission on Collegiate Nursing Education Council on Accreditation of Nurse Anesthesia Educational Programs
Pharmacy	Accreditation Council for Pharmacy Education American Pharmacists Association American Society of Health-System Pharmacists
Psychology (Clinical, Counseling, School)	American Psychological Association
Public Health (Administration, Biostatistics, Community, Environmental and Occupational, Epidemiology, Industrial Hygiene, Maternal and Child Health, Nutrition)	Council on Education for Public Health
Social Work	Council on Social Work Education
Theatre	National Association of Schools of Theatre
Urban and Regional Planning	Planning Accreditation Board
Veterinary Medicine	American Veterinary Medical Association

NCA Accreditation History

The balance of this section summarizes the key findings and conclusions of the NCA's comprehensive evaluation of the University's Twin Cities campus in 1996 and the follow-up focused visit conducted in 2000. These findings and conclusions were part of the more than 700 pages of self-study reports and appendices prepared by the University and the reports filed by the NCA's 1996 and 2000 site visit teams.

Also provided are brief updates on the status of areas of concern and references that guide the

reader to related information in this self-study and on the Web.

1995-1996 Comprehensive Evaluation

The NCA's 14-member evaluation team (faculty and administrators from Case Western Reserve University, University of Illinois, Indiana University, University of Iowa, Johns Hopkins University, University of Maryland, Purdue University, University of California-Davis, Wayne State University, and University of Wisconsin) visited the University of Minnesota's Twin Cities campus in May 1996.

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Team members met with more than 100 people, including senior administrators, faculty, staff, students, Regents, community representatives, legislators, and the self-study committee. (See 1995-96 evaluation documents.)¹⁰

Following these meetings and a review of print and electronic documents provided by the self-study committee, the team determined that the Twin Cities campus met the NCA's 24 general institutional requirements and five criteria for accreditation.

The team also met its responsibilities to identify the campus's strengths, note issues of concern, offer non-binding suggestions for improvement, and make final recommendations to NCA. A summary of these items and excerpts from the team's report are presented below.

Strengths

The visiting team, in characterizing the University of Minnesota – Twin Cities as “unarguably a great land-grant research university, one of the nation's best and most distinguished,” identified these particular institutional strengths:

- a long history of attracting “exceptional people to its faculty, staff, and administrative leadership”;
- the “historical commitment of the citizens of Minnesota to education in general and the University in particular,” although noting “a strong [campus] perception that the state's traditional generosity to the University has flagged and that the University has fallen on hard times”;
- its location in an “education-friendly state” and major metropolitan area with “a business community characterized by economic diversity, growth, and a disproportionate number of Fortune 500 company headquarters”;
- its position as the state's only major public or private research university;
- its large alumni base, with many living in the immediate metropolitan area, offering the Uni-

versity potential “to enhance its already strong private giving performance...exploit a huge market for continuing education of adult professionals...[and] substitute new revenue streams for faltering state support while maintaining relatively low tuition”;

- the prospect of “a more cosmopolitan and academically richer academic environment” offered by an increasingly diverse metropolitan area population;
- the University's orientation to “the future and planning for it,” citing former President Keller's “Commitment to Focus” plan and then-President Hasselmo's “University 2000: Mission, Vision, and Strategic Directions” plan, with specific praise for the development of institutional critical measures to assess the University's progress toward the plan's objectives;
- the University's aggressive plans to substantially rethink and adjust its approach to health care education, clinical practice plans, and hospital and medical practice operations;
- the “numerous improvements in the undergraduate education environment”;
- the University's state constitutional autonomy;
- its strong financial position, including men's and women's athletic programs, and the “exceptional” management of current and endowment funds; and
- the Bush Faculty Development Program on Excellence and Diversity in Teaching.

Concerns

The visiting team identified a number of concerns, many of which, as they noted, were the obverse of the strengths listed above. The concerns included the following:

Organization, Administration, Personnel, and Communication: [HLC 1d] The team commented that while the “high level of local autonomy has contributed materially to the University's strengths by fostering academic and administrative entrepreneurship” it also seemed to be accompanied by “relatively weak functional coupling and commu-

¹⁰ http://academic.umn.edu/planning/accred/tc_institutional/reaccred.html

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nication among organizational units” and “an organizational structure that appears extremely complex and fragmented.”

The team observed that “this clearly has contributed to some of the University’s current difficulties [in] detect[ing] problems early and...impeding the development of coherent and effective responses at the institutional level.”

Exacerbating these problems were an administrative structure (including the untested three-provost system) and leadership team that “seem to have been rather consistently in a state of flux.” The team observed that “there is not a little skepticism, cynicism, and confusion about the University’s goals and directions in evidence below the senior levels of administration.”

A related concern was the “relatively weak... commitment to and engagement in strategic planning efforts...at levels below the University’s central administration...[Faculty] seem bewildered by what they perceive as multiplying problems and massive changes...addressed and instituted without much warning or opportunity for input.”

Current Status: The NCA’s subsequent focused visit in 2000 noted substantial improvements in the intervening four years (see section below). Since 2000, Presidents Yudof and Bruininks further refined the administrative structure, including a substantial restructuring of positions and responsibilities by President Bruininks in February 2004.

Other significant improvements are being made as a result of the recommendations emerging from the administrative and academic strategic planning task forces, which the President and the Board of Regents endorsed and approved.¹¹ Also, improved information systems have helped identify potential problems sooner.

Finally, refinements to the compact process¹² and Incentives for Managed Growth budgeting system (see page 15) – both under continuing review and improvement – have helped deans to

focus on their own goals and how those goals align with those of other units and the University.

Like most higher education institutions, however, the University continues to be challenged in effectively communicating and coordinating institutional strategy within academic departments and centers. Faculty members leading and managing local units do so in addition to their teaching, research, and public engagement work and, frequently, with little or no training in leadership or management skills. This, plus their typically short terms of service can make local implementation of institutional goals and priorities uneven. These challenges are being addressed by the professional development and administrative structure task forces as part of the implementation of the University’s strategic plan (see page 39).

Academic Health Center: [HLC 1d, HLC 2a, HLC 2b, HLC 2c, HLC 2d] Consistent with the University’s own viewpoint, the team voiced its concern about “the continued viability of the University’s Academic Health Center (AHC) in today’s rapidly changing health care environment.” The NCA visit occurred during the University’s negotiations with Fairview Health Systems regarding the ownership and operation of the University Hospital and Clinics and the re-engineering of AHC’s research and health professions education model and structure.

Current Status: The successful sale of the University Hospital and Clinics, the creation of the Fairview University Medical Center (now named the University of Minnesota Medical Center), and the Academic Health Center’s implementation of its 2000 strategic plan have contributed to major strides in focusing and strengthening the AHC’s current effectiveness and future viability.

In addition, President Bruininks’s 2004 re-organization of senior management (see Appendix B) emphasized the importance of improving academic and administrative integration and coordination between the Academic Health Center and the rest of the University. This integration and coordination goal has been further underscored in the way that the strategic plan imple-

¹¹ www.umn.edu/systemwide/strategic_positioning/taskforce.html

¹² <http://academic.umn.edu/planning/compacts.html>

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mentation task forces have been structured (see pages 31-40).

(See also the comments below under “2000 Focused Visit.”)

Governance: The NCA team’s visit coincided with the shared governance controversy that had frayed relationships among and between not only faculty, administrators, and the Board of Regents but also between the University and the Legislature and Governor’s Office.

While centered on proposed changes to the University’s academic tenure policy – which had gained national attention well beyond the higher education community – other issues, as the NCA visiting team noted, included claims of “political meddling” by the state, “micromanagement” by the Board of Regents, lack of understanding and appreciation of “the many academic and administrative challenges the University faces” by both the state and the governing board, and pervasive “faculty suspicion and distrust.”

Current Status: Repairing and strengthening relationships between and among the Board of Regents, administration, and faculty has been a shared, high priority within the University. The NCA’s 2000 focused visit noted significant improvement in this area, which has continued and advanced in the intervening years. (See section below on the 2000 visit as well as pages 83-86 for a detailed description.)

The most recent example of this improvement is the close cooperation and consultation among the Faculty Consultative Committee, the administration, and the Board of Regents and the shared leadership they have provided to the strategic planning effort now under way. The planning process has been designed to provide multiple opportunities for faculty committees and members to contribute their ideas and help shape and lead the debate, although the adequacy of such consultation is often challenging given the ambitious planning timetable, the complexity of the institution, and the pressing demands on people’s time and attention. Many of the strategic planning task forces will be led by faculty, and virtually all will have faculty representation on them.

As an indication of faculty support and this effective working relationship, the University Senate endorsed the academic strategic planning task force’s recommendations by a vote of 120-3.

Other Faculty Concerns. Other faculty concerns briefly cited by the visiting team included the impact of the Academic Health Center’s financial challenges on the rest of the University, faculty salaries, and faculty morale.

Current Status: **AHC:** See “2000 Focused Visit” later in this section. **Faculty salaries:** The University’s competitive position among its Association of American Universities peers vis a vis salary and compensation remains low, but the current strategic plan commits the University to addressing this issue. In FY 2005-06, the University is committing \$6.0 million to upgrade faculty salaries. (See full discussion on page 83.) **Faculty morale:** Results of the 2004 faculty and staff survey, the most recent University climate survey, have provided more quantitative information for identifying issues of faculty concern and for decision-making. In general, faculty were most satisfied with their work, their responsible administrators, and benefits and least satisfied with salaries and work-life balance. (See full discussion on page 49.)

Assessment of Student Academic Achievement: [HLC 3a, HLC 3b, HLC 3c, HLC 3d] Shortly before the site team’s 1996 visit, NCA approved the University’s assessment plan. The team found that “while the assessment plan... appears to be well integrated into the University’s larger planning environment” and closely linked to institutional-level critical measures, it was not widely known, well understood, or broadly implemented across the campus.

The visiting team thought this was “another example of the internal communication problems that seem to be endemic in the University.”

Current Status: The work of the Provost’s Council for Enhancing Student Learning has resulted in a reformulation of the University’s approach to assessment, given the campus’s highly decentralized academic and administrative structure. The proposed lock-step strategy of the 1990s was found to be unworkable, and a more

dynamic, flexible approach that highlights and rewards success has yielded substantially better results. (See full discussion on pages 61-82.)

General College: [HLC 2b, HLC 5a] The future of General College was another hot-button issue the NCA team commented upon in its final report. Prior to the team's 1996 visit, the University had considered a plan to close the college and find other ways to provide educational opportunities for under-prepared students it served.

Two alternatives under consideration were the development of a partnership with the Minnesota State College and University System (MnSCU) as well as modest increases in special freshman admissions into the College of Liberal Arts.

The NCA visiting team deemed the Regents' ultimate rejection of these plans as "unfortunate" and hoped that the University would reconsider the issue in a broader context of mission differentiation among Minnesota higher education institutions as well as internally clarify its responsibilities to developmental education and the effective use of scarce resources.

The team did "not doubt the University's commitment to providing access and opportunity to a racially, ethnically, and economically diverse student body. [But] it does share the concern expressed by some faculty about the willingness of the University's governance structure to support the tough decisions that are necessary to pursue that and other important goals in an environment of severely constrained resources."

Current Status: The University's Board of Regents approved in June 2005 the President's recommendation that the General College become a new department within the College of Education and Human Development and that the University's commitment to developmental education and a diverse student body is reflected throughout the University's academic and support units. Plans for this transition are under way. (See pages 34-38 for complete discussion.) In addition, the University has a national search under way for a new position – vice president for access, equity, and multicultural affairs – to lead these efforts.

Priority Setting: [HLC 2a, HLC 2b, HLC 2c, HLC 2d] The team characterized as its "overriding concern...the overwhelming array of issues and problems with which the University is currently contending." It found "the complex of issues and projects...a bit dizzying" and it wondered, "Has not the University of Minnesota – Twin Cities perhaps bitten off more than even it can chew? The team fears that it has."

Citing a list of about two dozen issues, "each of [which] is a major undertaking...the team feels strongly that unless the University can prioritize and schedule these issues so that they can be addressed a few at a time, it runs the risk of failing to resolve any of them successfully."

Current Status: This concern was fully resolved by the subsequent focused visit in 2000 (see discussion below). Since then, while the pace of change has, if anything, accelerated, the University – with a more streamlined administrative structure and a set of priorities identified through the strategic planning process – has addressed a broad range of issues and challenges, as documented in the current self-study report.

NIH "Exceptional" Status: [HLC 1e, HLC 2c, HLC 4d] Although not listed as an official concern, the team did comment on the National Institutes of Health's placing the University in the "exceptional organization" category due to concerns about the University's grants management process. The team commended the University for its openness in addressing the need to provide "closer scrutiny and tighter financial accounting procedures to insure that public funds are allocated according to existing state and federal guidelines."

The NCA visiting team concluded that "the University appears to be responding in a responsible and effective manner. There is no indication that this problem compromises the University's financial viability."

Current Status: In February 2001, the NIH removed the exceptional status designation and declared the University in "good standing." The NIH director for external research commended the University for its corrective actions. She added "we also laud the university's candor in publicly acknowledging its deficiencies in this

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area; the university's willingness to share lessons learned has been a significant benefit to the biomedical research community at large.”

In fact, the University has become a recognized leader in developing educational programs for faculty and principal investigators in this arena. In addition, in the past five years, the University has developed electronic, integrated compliance systems for managing faculty and institutional conflict of interest, IRB (Institutional Review Board) for human and animal subjects, grants management, and patents and technology marketing that make the University a national leader.

Reflecting these advances, the University is now accredited by the Association for the Accreditation of Human Research Protection Program (AAHRPP)¹³ in April 2004. The University is one of only 20 institutions worldwide to receive this distinction.

Suggestions for Improvement [HLC 2c]

The NCA evaluation process permits visiting teams to offer observations and suggestions for institutional improvement that are advisory and not required for implementation. The 1996 site team suggested these high-priority action items:

- Resolve the future of the University Hospital and Clinic.

Current Status: Accomplished – see “2000 Focused Visit” section below.

- Address the deferred renewal of the University’s physical facilities.

Current Status: Presidents Yudof and Bruininks have made deferred maintenance and new construction of needed facilities a high priority, earning the University improved student satisfaction ratings on the quality of campus facilities. In addition, the University’s Facilities Condition Needs Index now helps the University prioritize projects and assess its progress relative to other institutions (see page 91).

- Aggressively develop the University’s information infrastructure.

Current Status: The University has become an acknowledged national leader in this area. See full discussion on pages 109-114.

- Review and revise the undergraduate curriculum and implement the student assessment plan in concert with the switch from the quarter to semester system.

Current Status: The changeover to the semester system was accomplished in 1999 with a broad range of curriculum modifications made concurrently. Continued curriculum review and revision has occurred in the intervening years and is accelerating with the implementation of the new online Program Curriculum Approval System (PCAS) and Graduation Planner. See full discussion on page 113.

- Make enhancing cooperation and articulation with the Minnesota State Colleges and Universities System (MnSCU) a continuing objective.

Current Status: The University and MnSCU have fully implemented the Minnesota Transfer Curriculum to facilitate program articulation between the two systems, worked jointly to avoid program duplication, collaborated on college readiness programs and programs for under-prepared students, and used technology to improve communication with current and potential students on program offerings. (For more details, see *2005 Post-Secondary Planning Report* to the Minnesota Legislature.¹⁴)

- Develop a clear focus for the role of distributed and distance education at the University and in cooperation with MnSCU.

Current Status: The University now has a vice provost for distributed and distance education, and, with the Technology Enhanced Learning (TEL) Council, has brought more focus to this important role.¹⁵

- Enhance the operational effectiveness of administrative and governance structures.

¹³ www.aahrpp.org

¹⁴ www.umn.edu/urelate/govrel/reports.html

¹⁵ www.umn.edu/tel

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Current Status: Increasing operational effectiveness has been among the highest priorities of President Bruininks's administration, and the strategic plan approved by the Board of Regents mandates continued progress throughout the University.

Visiting Team Final Recommendations

In its final report the visiting team, while recommending the continuation of NCA accreditation of the Twin Cities campus, called for a focused visit in 1999-2000 to assess progress in three areas: 1) the status of the Academic Health Center; 2) the status of management and governance structures and relationships, including the Board of Regents; and 3) re-engineering of major management systems.

The team's reasons for recommending the continuation of the University's accreditation were:

The University of Minnesota – Twin Cities is one of the nation's finest land-grant research universities. It has a long history of academic distinction based on an outstanding faculty supported by dedicated and skilled administrative leaders, strong alumni and citizen communities, and a state with high expectations and regard for its University.

Like all institutions of higher education today, the University faces difficult challenges and strong internal and external motivations toward substantial – even radical – change.

The University is responding vigorously to these challenges and motivations and is understandably encountering various difficulties. Contrary to the feeling of some within the University community that it has become a fragile institution, the Team believes that it is fundamentally robust and will surely surmount its difficulties if it receives the continued support of its internal and external communities.

In recommending a focused visit for 2000, the visiting team said:

Among the most salient features of the University's current situation are: 1) its urgent efforts to ensure a viable future for its Academic Health Center; 2) recent changes in its administrative structure; 3) imminent changes in its senior leadership; and 4) its planned comprehensive re-engineering of its management systems.

If successful, these efforts seem likely to lead to dramatic changes in the University. If they are unsuccessful, the changes are likely to be even

more dramatic – and less desirable. The team feels that a focused visit to review the status of these important changes is warranted.

2000 Focused Visit

A four-member NCA evaluation team of senior administrators from the University of Colorado, University of Iowa, University of Nebraska, and Syracuse University visited the University of Minnesota's Twin Cities campus in March 2000 to review progress on the issues cited in the 1995-96 comprehensive evaluation: governance, management information systems, and the Academic Health Center.

In addition, following the 1996 site visit, NCA requested that the University's international degree programs be evaluated.

The 2000 evaluation team said it “found a remarkably different institution from that described by the comprehensive evaluation team [in 1996].”¹⁶

Governance: [HLC 1d] The focused visit team reported that “the governance structure of the University...is now in excellent condition.” It cited several factors contributing to the turnaround:

- the “open, visionary leadership of its new president [Mark Yudof]” and the “superb efforts of the [new] leadership of the Board of Regents,”
- the building of “an excellent central administrative team” and the abolishment of the three-provost system,
- the development of the compact planning and integrated budgeting process, and
- improved communication between the Board and faculty and between central administration and faculty governance groups, and the implementation of a post-tenure review process.

Management Information Systems: [HLC 2b, HLC 4d] At the time of the 1996 visit, the University was in the initial stages of introducing three management information systems initiatives: the

¹⁶ http://academic.umn.edu/planning/accred/tc_institutional/focusedvisit.html

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Enterprise System, the Incentives for Managed Growth (IMG) budget system, and the grants management system. These initiatives coincided with the switch from quarters to semesters and efforts to make current systems Y2K-compliant.

The focused visit team found that implementation of all these changes, while not without challenges, was proceeding successfully.

The team identified four cross-cutting themes in these efforts: the widespread respect for the staff members implementing the changes; the huge individual and institutional toll that implementation had caused; the varying levels of understanding, readiness, and acceptance of the changes by deans, department chairs, and support staff; and the need for management and development strategies to institutionalize the changes.

Academic Health Center: [HLC 1d, HLC 2a, HLC 2b, HLC 2c, HLC 2d] The focused visit team acknowledged the University's substantial progress on issues of concern raised in 1996. Chief among these were the successful sale of the University Hospital and Clinics to the Fairview Hospital and Health System and the creation of the Fairview University Medical Center public-private partnership (recently renamed the University of Minnesota Medical Center).

The team also noted several ongoing challenges: the Medical School's significant financial problems, the cultural integration of the Fairview University Medical Center and the mixed response of the Academic Health Center's academic units to it, and the cost structure of AHC units. (See "Current Status" below.)

International Degree Programs: [HLC 1e] Following the 1996 comprehensive evaluation, NCA and the University realized that a few international degree programs had not been subjected to the NCA's regular review process. The 2000 focused visit team completed an initial review of these programs, followed by site visits in 2001, leading to NCA approval later in 2001.

By 2005, the University had Higher Learning Commission approval for M.B.A. and M.P.A. programs in Poland, Austria, and China and the M.Ed. in Human Resource Development in Saudi Arabia.

A Regents-approved proposal by the University's Law School to offer the LL.M. degree in China is currently slated to be submitted to the Commission in late 2005, following approval by the Chinese Ministry of Education.

Strengths and Concerns: The team summarized its visit with these findings of strength:

- "The Board of Regents is knowledgeable about and fully supportive of the University and its leadership."
- "The University is fortunate to have selected a strong, popular leader in its President, who has assembled an outstanding leadership team."
- "Privatization of University Hospitals and Clinics will serve the AHC well in the future as managed care continues."
- "Implementation of the new grants management system should ensure that the University will be able to continue its research growth."

The team listed two concerns:

- "The \$20 million structural financial problem in the Medical School must be managed one way or another."

Current Status: In its May 2005 report to the Board of Regents, the Academic Health Center noted, "The Medical School has improved its financial status through rigorous budgeting and targeting efforts to ensure growth in selected areas of research, while University of Minnesota Physicians has become a highly productive, integrated multi-specialty practice aligned with the Medical School's plans."¹⁷

- "Installation of the PeopleSoft systems has not gone as smoothly as imagined. It is imperative to continue working with the company to successfully complete the installation of this expensive management system."

Current Status: PeopleSoft's student administration and human resources modules are now fully implemented and supported by

¹⁷ www.ahc.umn.edu/img/assets/7617/Leading_Change.pdf

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a development and maintenance group within the Office of Information Technology. With these systems in place, the University is in the early stages of planning and implementing an enterprise financial system as well.¹⁸ (Also see page 110 for additional details.) The University continues to work to make all of these systems functional for academic and administrative units throughout the institution.

Suggestions for Improvement: The visiting team offered two non-binding suggestions for improvement:

- Continued monitoring of the effectiveness of the IMG program.

Current Status: See page 15 for discussion of Incentives for Managed Growth system.

- Continued efforts to “foster greater cultural integration within Fairview University Medical Center.”

Current Status: See Academic Health Center strategic plan.¹⁹

Final Recommendations: The focused visit team made these recommendations to NCA:

- Remove the focused visit from the NCA’s Statement of Affiliation Status.
- Add a sequential focused visit to Poland and Austria addressing the University’s M.B.A. and M.P.A. degrees.
- Add no additional stipulations or reports, leaving only the stipulations on the international degree programs.

Final Action by NCA: The NCA accepted the team’s recommendations and, following successful visits to the international degree program sites, removed the remaining stipulations to the University’s Statement of Affiliation Status.²⁰

¹⁸ www.umn.edu/oitadm/pdm.shtml

¹⁹ www.ahc.umn.edu/about/cerra/strategicplan/home.html

²⁰ www.ncahlc.org/index.php?option=com_directory&Action=ShowBasic&instid=1409

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

In the context of the University’s vision to become one of the world’s top three public research universities in the world, Part 3 of the self-study report describes seven key challenges – identified by the self-study steering committee – that the University has faced and is facing in its quest for continued excellence, provides examples of efforts to assess and improve institutional performance, and describes future actions that must be undertaken to enhance quality.

The self-study committee identified these challenges as an appropriate way to discuss and describe recurring themes in the University’s recent history. The seven inter-related challenges provide a framework for “telling the University’s story” with reference to the Higher Learning Commission’s five criteria.

Key Challenges

The seven challenges that the University is addressing in its alignment efforts are:

- **Challenge 1:** Enhancing the University’s leadership position among public research universities in the world.

- **Challenge 2:** Identifying, aligning, and supporting areas of core academic excellence.
- **Challenge 3:** Strengthening the student experience at all levels.
- **Challenge 4:** Strengthening the University’s governance structures, policies, and practices.
- **Challenge 5:** Promoting a culture of continuous improvement and accountability.
- **Challenge 6:** Embracing public engagement concepts, practices, and assessment.
- **Challenge 7:** Leveraging University technology expertise to strengthen performance.

Part 3 of the self-study report describes each challenge in detail and includes direct electronic links for additional information. Also included are electronic references to the specific Higher Learning Commission criteria and core components to which the evidence and primary performance measures refer.

Challenge #1:

Enhancing the University's leadership among public research universities in the world.

The University of Minnesota aspires to become one of the top three public research universities in the world. This bold vision is outlined in President Bruininks's June 2005 recommendations to the Board of Regents, *Transforming the University of Minnesota*.²¹

This seminal document – and the comprehensive consultation that led to its development – is the centerpiece of the self-study report to the Higher Learning Commission. The document and its recommendations have a direct bearing on virtually every aspect of the self-study report and process.

Transforming the University of Minnesota is the culmination of intensive planning work carried out during the initial years of the Bruininks presidency (2002-2005), and particularly during the 2004-05 academic year. During this period, the University undertook a comprehensive review of its mission, academic and administrative strengths and weaknesses, institutional culture, and core values; the state, national, and global competitive environment in which it operates; demographic trends affecting its students, faculty, and staff; and the myriad long-term financial issues affecting public research universities.

The impetus behind this comprehensive review was the recognition by the Regents and President Bruininks that the University serves a state and nation that is undergoing significant demographic, economic, and social changes and that the University is increasingly competing in a global arena for resources and talented faculty and students.

It became abundantly clear that if the University did not adapt to these changes, it risked falling behind and losing quality – while other institutions in

other states and nations reaped the rewards of innovation and excellence. The University must take what it does well and make it even better. It must align its academic units to make the most of resources, reduce expenses, create strong leadership, expand academic collaborations, and facilitate interdisciplinary connections. And it must anticipate and seek national and international leadership in vital and emerging fields.

Two external reports – one mandated by the Minnesota Legislature in 2001 and one produced by the non-partisan, non-profit Citizens League in 2004 – underscored the University's conclusion that it needed to undergo significant transformation through a comprehensive strategic positioning process.

Commission on Excellence [HLC 1d, HLC 1e, HLC 2a, HLC 4c, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

In 2001, the Minnesota Legislature created an independent Commission on University of Minnesota Excellence with a charge to:

- review the University's nationally ranked areas of excellence;
- review the major investment efforts in interdisciplinary initiatives identified by the University in 1998;
- evaluate and make recommendations on additional centers of excellence;
- examine the University's mission, scope, and financing of programs and propose possible ways in which the University could refocus or refine its mission and offerings;

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www1.umn.edu/systemwide/strategic_positioning/pdf/umn_pres_rec.pdf

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

- identify undergraduate degree programs in which quality and productivity could be achieved through increased collaboration with public and private post-secondary institutions inside and outside of Minnesota.

Because the legislation emphasized sustaining and establishing centers of excellence of national prominence, the Commission focused its attention on the programs of the Twin Cities campus.

In its final report,²² the Commission detailed eight principal findings, all of which were subsequently factored into the University's strategic positioning process:

1. The measure of excellence at the University of Minnesota, like every other institution or corporation in a competitive environment, is not to be found in comparisons to the past, but in predictions of sustainable future success against the competition.
2. The unique scope of the University's mission is at the same time challenging and appropriate. The mission needs to be understood and actively supported by the Legislature and the general public as the University makes choices which will determine its future success in serving the state and competing with the very best institutions of higher education in the world.
3. The five Centers of Excellence established in 1998 have met their initial objectives. Great progress has been made toward the achievement of national prominence in all five areas. Significantly greater investment however, will be particularly required in digital technology and molecular and cellular biology to achieve sustainable advantage in these highly competitive fields. The Commission strongly recommends that before initiating major initiatives in new centers of excellence, the existing centers of excellence should be adequately funded in order to sustain and build the momentum the University has now generated in these areas. The Commission also encourages the University to continually assess the outcomes of its in-

vestments and to differentiate and focus on targeted areas of opportunity with high potential for competitive advantage and high relevance to the State of Minnesota. (See also page 41, which provides a summary of the external reviews of these initiatives.)

4. The Commission affirms the value of the University's overall research mission and the urgent need to continue to build its research capacity.
5. To achieve status as a top ranked research institution, the University must have an excellent undergraduate program. In outstanding universities, the research, teaching, and outreach missions are mutually supportive.
6. The graduate and professional programs of the University are strong and competitive. The University must achieve its objectives in research and undergraduate education while maintaining and promoting the health of its graduate and professional programs.
7. The achievement of excellence will require extraordinary focus and priority setting, greater efficiency efforts, and more aggressive reallocation of internal resources on the part of the University of Minnesota.
8. The achievement of excellence at the University of Minnesota will require extraordinary financial support from the state and from the private sector.

Citizens League Study [HLC 1d, HLC 1e, HLC 2a, HLC 4c, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

The Citizens League, a non-profit, non-partisan public research and interest organization based in Minneapolis, in 2004 produced a report on Minnesota higher education entitled, *Trouble on the Horizon: Growing Demands and Competition, Limited Resources, and Changing Demographics in Higher Education*.²³ The report's four recommendations were aimed broadly at secondary education and higher education in Minnesota:

²³ www.citizensleague.net/

²² www.umn.edu/urelate/govrel/excellence.htm

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

- Increase expectations in high school and in higher education.
- Increase accountability and innovation.
- Promote excellence and improve institutional focus.
- Improve value and financial leverage.

Among its findings and conclusions directly related to the University of Minnesota, the report noted that:

- The University of Minnesota should continue to enhance its role and focus as a world-class public research institution, which includes graduate/professional training, and nationally selective undergraduate and liberal arts education.
- Minnesota should increase its investment in the University of Minnesota's research infrastructure, to be matched by contributions from the private community.

Strategic Positioning [HLC 1d, HLC 2a, HLC 2c, HLC 2d, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

Informed by both of these studies, during 2004-2005, the Board of Regents affirmed that the University must strengthen its role as Minnesota's only major research university, as its land-grant institution, and as the state's primary magnet for students, faculty, professionals, entrepreneurs, and civic and artistic leaders.

Leading up to the development of his June 2005 recommendations, President Bruininks appointed a task force of University faculty, administrators, and staff, in fall 2004, to develop a strategic positioning document that addressed the issues outlined above.

Environmental Scan: An essential ingredient in the development of this report was the commissioning by Provost Sullivan of over 50 environmental scanning reports by individual faculty and faculty governance groups, senior administrators, and outside experts.²⁴

²⁴ These papers are available at: www.academic.umn.edu/accreditation/articles, see report "Environmental Scan Reports."

In March 2005, President Bruininks and Provost Sullivan presented the task force's report, entitled *Advancing the Public Good*, to the Board of Regents, which endorsed the report and urged its further implementation.²⁵

Following the Board's endorsement, President Bruininks and other senior administrators made numerous presentations and held a series of campus-wide forums to discuss *Advancing the Public Good* and to solicit advice and comments. The provost's Web site also provided a means for faculty, students, and staff to offer suggestions.²⁶

Action Strategies [HLC 2a, HLC 2c, HLC 3b, HLC 4a, HLC 5c]

Based on this comprehensive review, the University identified five action strategies necessary for the University to achieve its vision:

1. Recruit, educate, retain, and graduate outstanding students.
2. Recruit, mentor, and retain outstanding faculty and staff.
3. Promote an effective organizational culture that is committed to excellence and is responsive to change.
4. Enhance and effectively utilize our resources and infrastructure.
5. Communicate clearly and credibly with all our constituencies and practice engagement responsive to the public good.

President Bruininks then named two task forces – one academic and one administrative – to develop recommendations in support of these strategies.

Recommendations of the Task Forces

On March 30, 2005, the academic strategic planning task force submitted a 59-page report²⁷ to

²⁵ For complete report and task force roster, see: www.umn.edu/systemwide/strategic_positioning/report.html

²⁶ <http://academic.umn.edu/provost/index.html>

²⁷ www.umn.edu/systemwide/strategic_positioning/pdf/SP_Acad_Task_Force_Report.pdf

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President Bruininks that included 31 recommendations in four key areas:

- Undergraduate Admissions, Enrichment, and Support
- Faculty Culture
- Design of the University
- Coordinate Campuses

Also on March 30, in a separate report,²⁸ the administrative strategic planning task force made seven recommendations. (See page 38.)

Consultation [HLC 1c, HLC 1d, HLC 2a, HLC 2d, HLC 5a, HLC 5b, HLC 5c]

Both task force reports were made available to faculty, staff, students, and the broader community for critique and response. President Bruininks, Provost Sullivan, other senior administrators, and faculty governance groups consulted widely within and outside the University community. These consultations included, but were not limited to:

- **Governance and Advisory Groups:** Faculty Consultative Committee (FCC), FCC Chair and Vice Chair, Civil Service Committee, Faculty Affairs Committee, Twin Cities Deans Council, Council of Academic Professionals and Administrators (CAPA), University of Minnesota Foundation (UMF) Executive Committee, UMF Board of Trustees, Minnesota Medical Foundation Board, AFSCME, Teamsters 320, President's Multicultural Advisory Committee, University Senate, University of Minnesota Alumni Association, Academy of Distinguished Teachers.
- **Student Groups:** Student Affairs Committee, Student Senate, Minnesota Student Association, Graduate and Professional Student Association, Student Senate Consultative Committee, College Board Representatives.
- **Collegiate/Campus Units:** Dean Steven Yussen, Dean Susan Stafford, Dean David Taylor, Dean Charles Muscoplat, Dean Thomas Fisher, Dean Robert Elde, Dean Shirley Baugher, Coordinate Campus Chancellors, College of Hu-

man Ecology, College of Human Ecology Dean's Advisory Council, College of Education and Human Development, General College, College of Architecture and Landscape Architecture, College of Biological Sciences, College of Natural Resources, College of Agricultural, Food, and Environmental Sciences, University of Minnesota-Morris.

- **Board of Regents:** Clyde Allen, Anthony Baraga, Peter Bell, Frank Berman, Dallas Bohnsack, John Frobenius, Steven Hunter, David Larson, Richard McNamara, David Metzen, Lakeesha Ransom, Patricia Simmons, and Executive Director, Ann Cieslak.
- **Community/Others:** Governor Tim Pawlenty, former Regents William Hogan and Maureen Reed, leaders of the Twin Cities African-American community; Metropolitan Club; Urban League; Women's Economic Forum, and others.

In addition, President Bruininks brought the recommendations to the public through a series of meetings with news media and radio/television appearances, including the following:

- **News Media:**²⁹ *StarTribune* editorial board and reporters, "Don Shelby Show" on WCCO Radio, "Almanac" on Twin Cities Public Television, "Midday" with Gary Eichten on Minnesota Public Radio and MPR reporters, *Pioneer Press* editorial board; Radio City Network News on K102FM, KFAN, KXFN, KDWB, KQQL, KZJI, Cities 97, KQRS, KXXR, WGVX, WGVY, WGVZ, and KTTB; *Minnesota Daily* (student newspaper) editorial board and reporters; Gov. Tim Pawlenty's radio show; and "At Issue" with Tom Hauser on KSTP.

Board of Regents Action

Following these consultations, President Bruininks presented his final recommendations to the Board of Regents on May 13, 2005. At the next meeting of the Board of Regents, on June 10, 2005, the

²⁸ www.umn.edu/systemwide/strategic_positioning/pdf/SP_Admin_Task_Force_Report.pdf

²⁹ Media accounts of the University's strategic planning recommendations can be viewed at: www.academic.umn.edu/accreditation/articles.

Strategic Positioning Timeline

2005	
December	Most task forces submit recommendations to President and Provost.
September	Task forces begin meeting, gathering input from key stakeholders.
August	Task force members named.
July	Implementation task force teams created.
June	Board of Regents approve president's recommendations; update E-mail from President Bruininks to faculty, staff, and students.
May	President Bruininks's Recommendations made public; Board of Regents reviews recommendations and holds public hearing on recommendations.
April	President Bruininks and senior administrators consult with deans, faculty, staff, students, governance groups, Regents, and community members and outreach through newspapers, radio, and television.
March	Strategic Positioning Report and strategy unanimously endorsed by Board of Regents; Update E-mail from Provost Sullivan to faculty, staff, and students; Task Force Recommendations delivered to President Bruininks
February	Update E-mail from Provost Sullivan to faculty, staff and students; two Strategic Positioning Open Forums held; Board of Regents work session - Strategic Positioning IV; Draft Report Submitted to Board of Regents; President Bruininks gives State of the University Address
January	E-mail from Provost Sullivan inviting comments on the draft Strategic Positioning Report posted on the new Strategic Positioning Web site.
2004	
December	Update E-mail from Provost Sullivan to faculty, staff, and students.
November	E-mail from Provost Sullivan inviting University community to town hall meetings; Board of Regents work session - University Strategic Positioning III; Second e-mail to faculty requesting comments; three Strategic Positioning Town Hall Forums.
October	Board of Regents work session - University Strategic Positioning II; E-mail from Provost Sullivan to faculty, staff, and students with update and invitation to participate.
September	Board of Regents work session - University Strategic Planning I
August	Provost Sullivan e-mails University on strategic positioning: 'Building Coherence Through a Coherent Vision'
July	President Bruininks creates task force on budget model.

Board voted 11-1 to approve the recommendations that required formal Board action and also endorsed the implementation of other academic and administrative recommendations.³⁰

Approved Academic Recommendations

[HLC 1d, HLC 2a, HLC 2d, HLC 3c, HLC 4c, HLC 5a]

The Board of Regents approved reducing the number of Twin Cities campus colleges by three, effective July 1, 2006, and integrating their academic units into other colleges. Specific changes include the following:

- **College of Human Ecology:** 1) Integrate the Department of Design, Housing and Apparel with the academic departments of the College of Architecture and Landscape Architecture to create a new College of Design; 2) integrate the Department of Family Social Science and the School of Social Work with the academic units of the current College of Education and Human Development to create a new, expanded college dedicated to education, training, and human development across the lifespan; and 3) integrate the Department of Food Science and Nutrition into a new, expanded College of Agricultural, Food and Environmental Sciences, with strengthened relationships with the School of Public Health and/or the Medical School.
- **College of Natural Resources:** Integrate the College of Natural Resources with the academic units of the current College of Agricultural, Food and Environmental Sciences to create a new, expanded college focused broadly on food systems, environmental science, policy and renewable resources.
- **General College:** Integrate the academic units of the current General College with the academic units of the current College of Education and Human Development, Department of Family Social Science, and the School of Social Work to create a new, expanded college dedicated to education, training, and human development across the lifespan.

With the Board's approval, Provost Sullivan, in consultation with President Bruininks, appointed task forces to design, plan, and implement these changes. The task force reports are due by December 10, 2005.

Endorsed Academic Recommendations

[HLC 1c, HLC 1d, HLC 2a, HLC 2b, HLC 2c, HLC 2d, HLC 3b, HLC 3c, HLC 3d, HLC 4a, HLC 4b, HLC 4c, HLC 4d, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

President Bruininks's report to the Board of Regents included a series of other academic and administrative actions the University administration intends to implement. Most of these actions will be implemented following work now under way by Twin Cities campus or University-wide task forces composed of faculty, staff, and students.

The task forces – accountable to Senior Vice President for Academic Affairs and Provost Thomas Sullivan, Senior Vice President for Health Service Frank Cerra, and Senior Vice President for System Administration Robert Jones – will focus on the following issues:

Undergraduate Enrichment, Admission, and Support: The University has reaffirmed its commitment to high expectations and diversity for students while providing support that improves student outcomes, retention and graduation rates, and satisfaction.

- **Support Services.** A Twin Cities campus task force is designing and planning the implementation of expanded and strengthened student support services, including one-stop service centers; improved coordination of existing services, including those in academic programs; improved retention and graduation rates, and better student outcomes. Report due date: December 10, 2005.
- **Diversity.** The Provost's Diversity Admissions Task Force has been expanded to include community members and the President's Multicultural Advisory Committee. This task force will examine ways to expand scholarship support for low-income students, implement a new Center for Transfer and International Admissions, and deepen and expand the Minnesota Cooperative Admissions Program in cooperation with the Minnesota State Colleges and

³⁰ For full text of Board resolution see www.umn.edu/regents/minutes/2005/june/board.pdf.

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University system. Report due date: December 10, 2005.

- **PreK-12.** A University-wide task force is designing and planning a statewide PreK-12 strategy that includes the creation of a Consortium for Postsecondary Success. The consortium's goals would be to raise academic aspirations, narrow the achievement gap in low income communities, and improve the preparation of students for post-secondary education.

Leveraging existing University programs and interdisciplinary centers, this consortium would include the involvement of the Minnesota P-16 Partnership Board, composed of representatives from post-secondary education, pre-school, elementary school, high school, and community organizations. Report due date: October 1, 2005.

- **Baccalaureate Writing Initiative.** A campus-wide task force is designing and planning the implementation of a program to ensure that every University student can demonstrate an effective command of written English upon graduation. Report due date: December 10, 2005.
- **Honors Program:** A task force is considering the design, planning, and implementation of a Twin Cities campus honors program to offer a more coherent honors experience to students in all colleges. Report due date: December 10, 2005.

Faculty Culture: The University understands the urgent need to implement a broad range of new strategies to attract, retain, recognize, reward, and develop its faculty. A Provost-appointed task force is examining current standards and practices in light of the University's goal of becoming a world-class public research university and making recommendations for changes, as appropriate. Report due date: May 1, 2006.

Future Design of the University: The University's breadth of high-quality programs enables unique opportunities for interdisciplinary research, teaching, and public engagement, yet traditional academic and administrative structures oftentimes create barriers or obstacles to prevent such collabo-

ration. A number of task forces are working to redefine the design of the University:

- **Collegiate/Departmental Mergers:** Three separate task forces are defining relevant issues and developing plans for merging colleges and departments of the College of Agricultural, Food, and Environmental Sciences and the College of Natural Resources; College of Architecture and Landscape Architecture and the College of Human Ecology; and College of Education and Human Development, College of Human Ecology, and General College. Reports due date: December 10, 2005.
- **Big Research:** A campus-wide task force – chaired by the Vice President for Research and composed of representatives from Academic Health Center schools, Institute of Technology, College of Biological Sciences, and other academic units – is developing recommendations to ensure the University's competitive position and advantage in interdisciplinary and inter-institutional research, primarily in the sciences. Report due date: May 1, 2006.
- **Sciences and Engineering:** A task force is considering ways to reconfigure and promote collaboration among the sciences and engineering disciplines across the College of Biological Sciences, Institute of Technology, the to-be-merged College of Agricultural, Environmental, and Food Sciences and the College of Natural Resources, and the Medical School. Report due date: May 1, 2006.
- **College of Liberal Arts:** A task force is developing recommendations to ensure that the College of Liberal Arts, the campus's largest academic unit, will become a premier international model for a more competitive liberal arts education. It is also developing strategies to enhance the College's collaboration with other academic units. Report due date: May 1, 2006.
- **Graduate Education:** The Dean of the Graduate School will begin submitting to the Provost an annual report on ongoing efforts to reduce and consolidate low-enrollment graduate or professional programs.

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

- **Administrative Support:** The academic and administrative strategic planning task forces both called for finding new ways to increase administrative efficiency so that cost savings could be reinvested in the academic enterprise. A new task force is exploring ways for units on the campus's West Bank (Humphrey Institute, Law School, and Carlson School of Management) and within the Academic Health Center (College of Pharmacy and School of Nursing) to share administrative functions. Report due date: March 15, 2006.

International University: Building on the University's already considerable international presence and reputation, a task force is developing a strategy, plan, and structure to expand the University's international student services, learning abroad programs, and transnational scholarly network. Report due date: December 10, 2005.

Academic Health Center: The Academic Health Center's strategic planning initiatives, launched in 1998, align well with the University's overall strategic vision for its future. Five current task forces are working to accelerate progress even further:

- **Knowledge Management:** A task force is analyzing the knowledge management technology needs within the community-based health care training and education disciplines of the Academic Health Center and addressing the long-term financing requirements for meeting these needs. Report due date: May 1, 2006.
- **State Workforce Needs:** A task force is developing plans to adjust enrollments according to state workforce needs in the health professions, identifying new models to deliver education in more cost-effective ways, and addressing the long-term financial requirements of such models. Report due date: May 1, 2006.
- **Clinical Science Practice:** A task force is developing plans and recommendations to enhance clinical practice within the Academic Health Center's health professional schools. Report due date: May 1, 2006. (In addition, another task force is examining and making recommendations about future directions of allied health education within the Academic Health Center.)

- **Facilities Planning:** A task force is updating the Academic Health Center's capital plans to ensure that its schools, as well as the Fairview Health Services partnership, have adequate research, teaching, and support spaces for its programs. Report due date: January 1, 2006.

Coordinate Campuses: Senior Vice President for System Administration Robert Jones is working with the coordinate campus chancellors to establish fiscal and academic accountability models under which they will operate and be evaluated. The chancellors' reports are due December 10, 2005.

Endorsed Administrative Recommendations [HLC 2c, HLC 2d, HLC 4a, HLC 5a, HLC 5b, HLC 5c]

In approving the "Transforming the University" resolution of June 2005, the Regents endorsed the President's seven administrative recommendations and the plans to charge specific senior administrators with responsibility for their implementation. Many projects emerging from these recommendations – some already under way, some ready to be initiated, and others yet to be envisioned – will be necessary to achieve the University's transformation.

President Bruininks has put in place an implementation structure to coordinate this multi-year, inclusive process. Each administrative recommendation is being guided to implementation by a task force (see descriptions below). The work of the task forces is being coordinated by a steering committee comprised of the task force chairs. Each task force is identifying the requisite projects to advance its assigned recommendation and provide coordination, support, and resources; identify cross-functional issues; ensure alignment, prioritization, and sequencing; and make strategic course corrections.

The task forces will provide interim reports to President Bruininks in January 2006 that identify specific projects and establish milestones, assignments, and schedules. A report to the president and Board of Regents is planned for early 2006.

The seven administrative recommendations and task forces are:

Single Enterprise: 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.

Culture: 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.

Administrative Structure: Transform the “centralized vs. decentralized” administrative structure. A new model of how we organize and structure administrative support to the academic enterprise must be created so we can maximize our resources.

Best Practices: 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.

Customer Service: Focus administrative support on serving students, faculty, and academic units. Better understanding the people we serve will allow administrative and support units to provide excellent services in alignment with their needs.

Professional Development: 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.

Resource Optimization: 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.

In addition, to these academic and administrative task forces, the president and provost established a

metrics/measurement task force to provide overall continuity in identifying appropriate measures of progress toward achieving the strategic plan.

Budget Model Redesign [HLC 2b, HLC 2c]

In July 2004, about the same time as the University was beginning its strategic positioning work, President Bruininks created a working group to revise the University’s budget model and ensure that the budget framework and processes would be fully aligned with and responsive to the institution’s aspirations for the future. He gave the group the following charge:

...build a simple and responsive budget model that supports the stated values of the institution, allows for long-term financial investments, and addresses the overhead needs of the University, while providing reliable, stable and predictable incentives for sound financial planning and strong fiscal management. The model should create appropriate incentives and disincentives to enhance the University’s excellence and use of resources.

The working group adopted the following principles to guide its work:

1. **Mission and Goals.** Model should encourage behaviors that support the University’s mission and goal to be one of the top three public research Universities in the world and the actions and strategies necessary to achieve that goal. Specific attention should be given to supporting efforts at crossing disciplinary and collegiate boundaries in working toward that goal.
2. **Transparency.** Model should make budget decisions related to subsidies, investments, reallocations, etc., transparent and acknowledge that no units are “tubs-on-their-own-bottoms”.
3. **Efficiency/Cost Control.** Model should optimize the use of the University’s physical, financial and technological resources; encourage excellence, service and continuous improvement; and provide clear incentives for member of the University community to control costs.

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4. Revenue Enhancement. Model should provide incentives where appropriate to enhance revenues.
5. Simplicity. Model should be simple to understand and administer.
6. Predictability. Model should result in predictable rules, consistent application of policies and clear outcomes.
7. Adaptability. Model should be responsive to external “shocks”.
8. Central Investment. Model should support the ability of the President to “steer the ship” through reallocations and central investments.
9. Information Rich. Model should foster an all-funds discussion using detailed information related to true costs and service levels and provide good information to support fact-based decision making at all levels of the University.
10. Implementation. Model should be as easy to implement as possible.
11. Risk. Model should place the management of financial risk at the level of the institution that can best control the contributing factors and act to address them.

Based on these guiding principles, the working group is analyzing the components and interrelationships within the University’s current budget model, examining models at other comparable institutions, and producing sample scenarios and spreadsheets for new models under consideration.

As it works, the group is consulting with the Twin Cities Deans Council, the Senate Committee on Finance and Planning, unit managers, and others, and expects to make its final recommendations to the President in late 2005, with implementation set for Fiscal Year 2006-07.

Conclusion

President Bruininks summarized his June 2005 recommendations to the Board of Regents in the following way:

The University of Minnesota is entering an exciting time. With these recommendations and the engagement of the University community, we have the opportunity to ensure that the University of Minnesota becomes one of the top three public research universities in the world.

The recommendations in this report are initial action steps – springboards for new ideas at all levels of our organizational structure. Board approval of three critical recommendations will initiate changes in the structural design of the University by realigning academic departments and reducing the total number of colleges.

The University community will be engaged, beginning in June [2005], in the work of the additional academic and administrative recommendations that were forwarded to the Board for information. The academic recommendations include a continuing strong commitment to diversity, enhanced services to insure greater student success, improved undergraduate academic programs through enhanced honors and writing initiatives, strengthening the quality and support of our faculty, and improved academic alignment of resources to leverage our resources.

The administrative recommendations strive to make the University as well known for its effective and efficient services and operations as it is for its academic excellence, and are expected to achieve cost savings that can be reallocated to the teaching, research and public engagement mission of the University. While most of these initial recommendations directly apply to the Twin Cities campus, the concepts apply to all campuses.

To be truly successful, the entire University community must engage actively in ongoing evaluation and change efforts and think creatively about the future. Leaders at all levels need to take time to step back and reflect broadly on the mission and future of their units; they must encourage their faculty, staff, and students to do the same. They must put their ideas into action. And the University community must address its important, unique responsibilities in relationship to other resources in Minnesota’s system of higher education.

In order to elevate the University of Minnesota into one of the top three public research universities in the world within the next decade, we need to continue to think creatively, we must be dynamic and nimble, and we must engage in a process of reflection and commitment to continuous improvement.

Challenge #2:

Identifying, aligning, and supporting areas of core academic excellence.

At the heart of the University's strategic planning process are identifying, aligning, and supporting areas of core academic excellence.

One of the University's greatest strengths is the breadth of its academic programs, research endeavors, and public engagement activities. For example, the University is one of only four campuses in the nation that have agricultural programs as well as an academic health center with a major medical school.

However, this breadth – as the strategic planning process has made clear – also can limit the development of areas of core academic excellence by spreading University resources too thinly.

In its strategic planning efforts of the past few years, the University is attempting to strike a balance between preserving an appropriate range of programs that fully support its land-grant and public-research mission and, at the same time, identifying, aligning, and supporting areas of core academic excellence. The organizing principle in all of this work centers on the University's interdisciplinary initiatives.

This section describes the University's academic priorities and how they are aligned and connected and examines the ways the University uses and assesses the effectiveness of its human, financial, technological, and physical resources to support those priorities.

Interdisciplinary Initiatives [HLC 2a]

The University is actively committed to maintaining and strengthening excellence by investing in its outstanding academic programs and building a culture that supports interdisciplinary work.

The University has many highly ranked academic programs, and it is critical that it continue to provide significant support to these programs in order to maintain the strong disciplines that form the

core of basic knowledge. The distinctive contributions of individual disciplines create an intellectual framework for developing deep expertise in specific arenas.

At the same time, the University community recognizes that today, more than ever, pushing the boundaries of knowledge in one field often means crossing into other disciplines. Answering the complex questions that confront society in the 21st century requires interdisciplinary teams of researchers and educators working together.

In the last decade, the academy has begun to realize the untapped potential of interdisciplinary research, and, increasingly, funding agencies are encouraging and funding interdisciplinary and multi-institutional proposals. Many scholars at the University are already involved in interdisciplinary research, and new initiatives are providing the infrastructure for enhancing collaborative inquiry.

1998 Academic Interdisciplinary Initiatives

[HLC 2a, HLC 2b, HLC 3b, HLC 3c, HLC 3d, HLC 4b, HLC 4c, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

In 1998, then-President Yudof commissioned a set of academic interdisciplinary initiatives designed to strengthen the University's research, teaching, and outreach programs and to advance the University's reputation in areas that are critically important to the economic development of the state.³¹ Subsequently, the 1998 Minnesota Legislature appropriated \$18,575,000 to support these initiatives (see table on next page).

The University supplemented this initial investment with internally reallocated resources, externally leveraged funds, and capital investments to establish five academic interdisciplinary initiatives: Agricultural Research and Outreach, Design, Digital Technology, Molecular and Cellular Biology, and New Media.

³¹ <http://academic.umn.edu/planning/pii.html>

**1998 State Appropriations
for University of Minnesota Interdisciplinary Initiatives**

<u>Initiative</u>	<u>Appropriation</u>
Digital Technology	\$4,500,000
Molecular and Cellular Biology	7,375,000
Design	1,150,000
New Media	1,700,000
Agricultural Research and Outreach	2,200,000
University of Minnesota – Crookston (Agriculture, Digital)	600,000
University of Minnesota – Duluth (Biology, Design, Agriculture)	1,000,000
University of Minnesota – Morris (Agriculture)	50,000
Total:	\$18,575,000

A major consequence of the state’s investment was the ability to strengthen academic departments through the creation of 87.5 new faculty positions, including:

- 20 positions in Digital Technology
- 41 positions in Molecular/Cellular Biology
- 2.5 positions in Design
- 8 positions in New Media
- 8 positions in Agriculture
- 8 positions on the coordinate campuses.

In 2004, under the direction of the Office of Planning and Academic Affairs, a self-study report was prepared for each initiative, and teams of external reviewers were formed to evaluate the initiatives and offer recommendations for the future. In particular, reviewers were asked to:

- consider whether the initiative had achieved its stated objectives,
- compare the initiative to similar programs across the country,
- assess the initiative’s impact on the University and the fostering of interdisciplinary activities,
- evaluate the return on investment, and
- identify theoretical and empirical advancements that occurred as a result of the initiative.

Each external review team prepared a written report summarizing their findings and recommenda-

tions. A summary of the 1998 initiatives is provided below.

Agricultural Research and Outreach: The investment in Agricultural Research and Outreach enables the University to respond to important challenges in food production, food quality, and the marketing of agricultural products – all areas of critical importance to Minnesota’s rural economy. In these areas, agricultural research is strongly linked to the University’s initiatives in genomics.

The external review team used such terms as “dramatic progress” and noted that the University had increased its research and outreach capacity within and outside the institution.

Design: The Design Institute develops advanced research, educational programs, and interdisciplinary partnerships to improve design in the public realm. The Institute addresses the design of products, services, and environments, as well as the social processes that bring the everyday material landscape into being.

Looking beyond issues of styling, the Institute sees design as a strategic mode of thinking, a form of conflict resolution whose tangible outcomes express successful negotiation of diverse values and interests.

Through its program of fellowships, events, and communications, the Institute fosters new models for collaboration and connection among many fields of inquiry, such as genetics, computer science, anthropology, public art, engineering, civic governance, and graphic design. By supporting the development of new design tools and prototypes,

the Design Institute champions expanded design choices to enhance the lives of citizens, in Minnesota and nationwide.

The external review team concluded that the objectives “[had] been achieved, and in a remarkably short period of time.” It noted the exemplary achievement in design research.

Digital Technology: The Digital Technology Center’s goal is to become a center of excellence at the University of Minnesota and to form partnerships with the community to re-establish Minnesota’s commanding position in digital technology.

The Center focuses on leading-edge research and these business areas: data storage, analysis and visualization, scientific computation, telecommunications, and software engineering.

The Center also includes the Supercomputing Institute for Digital Simulation and Advance Computation and the Laboratory for Computational Science and Engineering, two research units that predate the establishment of the academic interdisciplinary initiatives.

The external review team noted that this initiative better positions the University to attract greater funding for research.

Molecular and Cellular Biology: The University aspires to be at the leading edge of the biological sciences revolution. The Molecular and Cellular Biology Initiative is founded on reorganization of the biological sciences into four new departments: Biochemistry, Molecular Biology, and Biophysics; Neuroscience; Genetics, Cell Biology, and Development; and Plant Biology.

The initiative is strengthening the University’s capacity to connect science to industrial applications across plant, animal, and medical fields. The initiative focuses on functional genomics, a branch of science that determines the mechanisms by which thousands of genes are orchestrated to develop and maintain an organism. The external review team observed that this initiative had fortified basic cellular and molecular biology at the University.

New Media: This initiative is strengthening the School of Journalism and Mass Communication by building a nationally preeminent program that pro-

vides students with the best possible academic and professional education for entry into diverse careers in this rapidly changing industry.

The School’s Institute for New Media Studies is a center for interdisciplinary research, industry outreach, and collaboration on emerging issues in the new media arena.

The external review team stated that this initiative has been “transformative” for journalism and mass communication at the University: “The institution’s responsiveness and foresight has allowed it to reclaim its place among the elite schools of journalism in the country.”

Crookston Campus: Investments at the University’s Crookston campus have been made through the Agricultural Research and Outreach Initiative and the Digital Technology Initiative, funding two new faculty positions.

Duluth Campus: Investments at the Duluth campus have been made through three of the Academic Interdisciplinary Initiatives – Molecular and Cellular Biology, Design, and Agricultural Research and Outreach – funding six new faculty positions.

Morris Campus: Funds from the Agricultural Research and Outreach Initiative were used at the Morris campus to support the Center for Small Towns, a community outreach program that assists small towns with locally identified issues by creating applied learning opportunities for faculty and students.

Current Interdisciplinary Initiatives [HLC 2a, HLC 2b, HLC 3b, HLC 3c, HLC 3d, HLC 4b, HLC 4c, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

Investments in interdisciplinary academic programs are achieving new prominence through President Bruininks’s interdisciplinary initiatives. Also, through the University’s strategic positioning and planning process, colleges are being encouraged to consider investments in the highest level of interdisciplinary collaboration.

In addition, the President’s 21st Century Interdisciplinary Conference Series³² is providing opportunities for developing new interdisciplinary collabora-

³² www.umn.edu/pres/01_init_conf.html

tions and expanding the connections of University of Minnesota research to the needs of society.

In 2003, President Bruininks launched eight interdisciplinary initiatives representing areas of strength and comparative advantage for the University. These areas have high-quality foundational programs, are central to the University's land-grant mission and research enterprise, and reflect the needs and resources of Minnesota.

The initiatives represent areas where further investment will yield significant return in intellectual quality and capital, where the University and the state possess a comparative advantage, and where considerable outside resources can be leveraged. University students at all levels also reap the rewards of these initiatives as they learn in the midst of a dynamic interdisciplinary academic enterprise.

Three of these interdisciplinary priorities are being funded through reallocation of existing resources and private philanthropy – Children, Youth, and Families; Arts and Humanities; and the Consortium on Law and Values in Health, Environment and the Life Sciences.

The remaining five are in the bio-sciences: Brain Function Across the Lifespan; New Products from Biotechnology (Biocatalysis); Healthy Foods, Healthy Lives; Environment and Renewable Energy; and Translational Research in Human Health.

These initiatives cannot be fully capitalized without additional support from the state and partnerships with the private sector. Four of these initiatives, in a proposal called "Biosciences for a Healthy Society," received support from the 2005 Minnesota Legislature.

For the past year or more, working groups have convened to map the future of all of the initiatives, and interdisciplinary collaborations are under way.

Arts and Humanities: This initiative builds on the University's strengths in the arts and humanities to expand interdisciplinary and collaborative efforts.

The initiative seeks to transform the arts and humanities at the University and beyond by developing a new interdisciplinary arts and humanities curriculum, supporting new creative processes and works of art, and deepening collaborations with other arts organizations and educators in the community.³³

Biocatalysis: This initiative uses cutting-edge approaches to biology, in areas where the University has substantial strength in faculty and facilities, to develop new uses for Minnesota's agricultural products and natural resources.³⁴

Brain Function Across the Lifespan: The University's core academic fields that support this initiative are highly productive and internationally recognized. This initiative is creating new synergies and expanding capacity by bringing together the many research strengths of the University in order to contribute to advance understanding of how brain changes during development, adulthood, and aging influence the way people think and feel.³⁵

Children, Youth, and Families: This initiative deepens and broadens the University's capacity to bring together researchers and educators from throughout the University with practitioners, policy makers, and opinion leaders. It seeks to create a new understanding of how to enhance outcomes for children and thereby enhance such public goods as school readiness, parenting skills, children's mental health, workforce capacity, improved public policy and best practices, and economic and community development.³⁶

Environment and Renewable Energy: This initiative emphasizes three areas: creating an integrated, transparent approach to the environment, focusing research and technology transfer on renewable energy, and integrating sustainable practices and energy conservation throughout the University.³⁷

³³ www.umn.edu/pres/01_init_arthum.html

³⁴ www.umn.edu/pres/01_init_biocat.html

³⁵ www.umn.edu/pres/01_init_braindev.html

³⁶ www.umn.edu/pres/01_init_cyf.html

³⁷ www.umn.edu/pres/01_init_env.html

Healthy Food, Healthy Lives: The University is uniquely positioned as a national leader for an initiative focusing on food and health promotion, being one of only two U.S. universities to integrate six key components on one campus: agriculture, human nutrition, medicine, public health, exercise science, and veterinary medicine.³⁸

Law and Values in Health, Environment, and the Life Sciences: This initiative deepens the University's commitment to a consortium of the same name founded in 2000. The consortium links 17 of the University's leading programs and centers, leveraging the University's strengths in the life sciences, biomedicine, law, bioethics, and public policy to do cutting-edge work on the societal implications of the life sciences.³⁹

Translational Research in Human Health: This initiative strengthens the University's ability to continue to play an internationally leading role in the health sciences. The initiative's three key components are: 1) the Translational Research Facility, 2) the Minnesota Partnership with Mayo Clinic for Biotechnology and Medical Genomics, and 3) targeted investments in faculty to maintain leadership in cutting-edge research in areas such as oncology, neurosciences, cardiovascular disease, organ transplantation, applications of stem cell development, and clinical research.⁴⁰

Enhancing Research Prominence [HLC 1C, HLC 2a, HLC 2b, HLC 2c, HLC 3c, HLC 3d, HLC 4a, HLC 4b, HLC 4c, HLC 4d, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

As part of its strategic positioning efforts, the University is committed to enhancing the prominence of its research through three primary goals: increased advocacy for research and scholarly works, enhanced commercialization of University technology and intellectual property, and further alignment of continuous improvement activities. Responsibility for coordinating the achievement of these goals is centered in the Office of the Vice President for Research⁴¹ (also see page 47.)

Advocacy for Research and Scholarly Works: In light of dwindling federal support, and projections for even deeper cuts in future federal budgets, the University needs to improve its ability to identify research opportunities, foster interdisciplinary efforts, and leverage resources to support its highest research priorities.⁴² Principal activities to achieve this goal include:

- increasing academic input into critical research decisions,
- providing more systematic assistance to faculty in preparing and administering large, complex interdisciplinary and intercollegiate research grants,
- providing competitive seed grants of \$200,000-250,000 to stimulate new interdisciplinary research projects, and
- leveraging existing resources to pursue University-wide research priorities.

Technology and Intellectual Property Commercialization: Although the University is enjoying significant returns through its Glaxo⁴³ royalty streams, a recent assessment of the overall technology transfer system suggests that performance can and should be improved. More needs to be done to encourage and nurture better commercialization prospects. In addition, relationships with external partners, including civic and corporate groups, need to be strengthened. Specific initiatives to achieve this goal include:

- clarifying and coordinating the roles and relationships between and among the University's functions involved in nurturing relationships with external partners and groups.
- developing a strategic plan to enhance commercialization of intellectual property.
- providing training and increasing communication with faculty about business development opportunities, and

³⁸ www.umn.edu/pres/01_init_healthyfood.html

³⁹ www.umn.edu/pres/01_init_lawvalues.html

⁴⁰ www.umn.edu/pres/01_init_trhh.html

⁴¹ www.research.umn.edu/index.html

⁴² www.research.umn.edu/opportunities

⁴³ www.umn.edu/urelate/newsservice/newsreleases/99_10glaxofacts.html

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- developing a stewardship plan for intellectual property royalty streams that enhance funding for core elements of the University's academic and research missions.

Continuous Improvement: The University's national reputation for oversight of sponsored research is based on an effective, efficient grants management and compliance infrastructure. However, with the proliferation of unfunded federal mandates and increased faculty research productivity, this infrastructure's capacity has been severely strained. To address these issues, as well as build capacity for future growth in concert with its strategic positioning goal, the Office of the Vice President for Research is examining a variety of ways to improve and align core processes.

Supporting the Core Mission

Identifying, aligning, and strengthening these and other core areas of academic excellence at the University depend for their success on the strategic allocation of resources. This section of the self-study report describes the ways in which University resources – human, information, financial, physical, and technological – are allocated and supported and progress measured.

Human Resources [HLC 2a, HLC 2b, HLC 2c, HLC 2d, HLC 3b, HLC 4a, HLC 4d]

In the introduction to its 2004 report, *The Top American Research Universities*, the authors accurately characterize the “intensely competitive marketplace” in which research universities like the University of Minnesota exist and the human resource-intensive nature of academic institutions:

Unlike commercial enterprises that compete to create profits and enhance shareholder value, research universities compete to collect the largest number of the highest-quality research faculty and research productivity as possible. They also compete for the highest-quality but not necessarily the largest number of students.

Because the demand for these high-quality students and faculty greatly exceeds the supply, research institutions compete fiercely to gain a greater share of these scarce resources.

Although the process of competition is complex and has different characteristics in different segments of the research university marketplace... the pursuit of quality follows the same basic pattern everywhere.

Talented faculty and students go where they believe they will receive the best support for developing their talent and sustaining their individual achievement in the many marketplaces for their skills....The work that defines a research university's level of competitive performance appears in the accumulated total productivity of its individual faculty, staff, and students.

The importance of individual talent in the research university marketplace helps explain the strategies institutions pursue to enhance their competitiveness.⁴⁴

The University of Minnesota measures its progress in attracting, retaining, supporting, and rewarding its faculty and students in a variety of ways.

These include several measures used by the University of Florida in its annual study (National Academy members, faculty awards, and post-doctoral appointees), American Association of University Professors salary and compensation rankings, and a variety of internal benchmarks and surveys. These measures are described below.

National Academy Members: These prestigious honors are granted by the National Academies of Sciences and Engineering and the Institute of Medicine. Prospective faculty and students, particularly at the graduate level, may compare institutions based on this measure.

Assessment: The University of Minnesota – Twin Cities ranks 25th in the nation and 11th among public research universities. Over the past few years, however, the number of University faculty selected for National Academy membership has increased only marginally, while other institutions have performed better.

Action: The University believes it has many deserving faculty in a range of disciplines whose qualifications and contributions to their fields may not have been adequately brought forward. A University-wide committee and committees within each college are being formed to identify, support, and nominate these faculty members.

⁴⁴ *The Top American Research Universities*: The Center, University of Florida, 2004.

Faculty Awards: The Center at the University of Florida collects data on faculty awards in the arts, humanities, science, engineering, and health. Some of these programs include: American Council of Learned Societies; Fulbright; Guggenheim; MacArthur Foundation; National Endowment for the Humanities; National Institutes of Health; Newberry Library; Pew Charitable Trusts; Robert Wood Johnson Foundation; Sloan Foundation; and Woodrow Wilson Fellows.

Assessment: The University of Minnesota – Twin Cities ranks 43rd nationally and 19th among public research universities in the number of these faculty awards. Over the past five years the number of awards to University faculty declined by 50 percent. This was a larger decline than the average decline among the top-10 public and private universities (22.6 percent) and the average decline among the top-10 public universities (14.3 percent).

Action: Provost Sullivan has formed a task force to identify more proactive mechanisms for broadening the University’s representation among these and other honorary societies and organizations.

Regents Professors: The Regents Professorship was created by the Board of Regents in 1965 with support from the University of Minnesota Foundation. It is the highest recognition given by the University to a member of its faculty. Regents Professors exhibit outstanding academic distinction, judged by the scope and quality of their scholarly or artistic work, the quality of their teaching, and their contributions to the public good. Once designated Regents Professors, faculty members hold the title for as long as they remain at the University. Upon retirement from the University, a Regents Professor becomes a Regents Professor Emeritus. Since the inception of this award, 74 faculty members have been named Regents Professors.⁴⁵

McKnight Foundation Awards: The University benefits from a number of faculty awards and prizes supported by funds from the McKnight Foundation. These include:

- Distinguished McKnight University Professorship. This program recognizes outstanding faculty members who have recently achieved full professor status. Recipients hold the title “Distinguished McKnight Professor” for as long as they remain at the University of Minnesota.⁴⁶
- McKnight Arts and Humanities Endowment. Established in 1991, this endowment’s mission is to support, sustain, and enliven arts and humanities research and activities at the University.⁴⁷
- McKnight Land-Grant Professorship. The goal of this program is to advance the careers of new assistant professors at a crucial point in their professional lives. The designation of “McKnight Land-Grant Professor” is held by recipients for a two-year period.⁴⁸
- McKnight Presidential Endowed Chairs. One of the highest honors for faculty at the University, these chairs are named following recommendations by their college dean and chosen at the discretion of the president based, in part, on their academic and research accomplishments and their contributions to advancing the University among its peers.⁴⁹
- McKnight Presidential Fellows. The McKnight Presidential Fellows Program is targeted at the most promising faculty who have been newly granted tenure and promotion to associate professor, to recognize their accomplishments and support their ongoing research and scholarship.
- McKnight Presidential Leadership Chair. The McKnight Presidential Leadership Chair is for individuals who exemplify the leadership qualities that inspire the rest of the University. Recipients of the award are deans and other

⁴⁵ www.grad.umn.edu/scholarswalk/RegentsProfs.htm

⁴⁶ www.grad.umn.edu/faculty-staff/mcknight/distinguished.html

⁴⁷ <http://academic.umn.edu/provost/awards/mcknight/mcknight2.html>

⁴⁸ www.grad.umn.edu/faculty-staff/mcknight/land_grant.html

⁴⁹ www.grad.umn.edu/scholarswalk/McKnightPresidential.htm

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leaders who are recognized both for extraordinary scholarly achievements and prominence in an academic field, as well as for their role as a respected leader and mentor.

Endowed Chairs: The number of endowed chairs and fellowships at the University has risen dramatically over the past 20 years. The number of endowed chairs increased from 17 in 1984 to 374 in 2004 and the number of endowed fellowships increased from 23 in 1984 to 430 in 2004.

Other Faculty Awards: In addition, a number of other University awards and recognitions acknowledge the vital role of faculty and reward their outstanding contributions to the University's teaching, research, and public engagement mission:

- Awards for Outstanding Contributions to Education⁵⁰
- College and Unit Awards for Faculty⁵¹
- Other University Awards⁵²
- Recipients of National and International Awards and Honors⁵³
- Research Awards⁵⁴

Post-Doctoral Appointees: Post-doctoral appointees are individuals holding doctorates in science and engineering, medicine, dentistry, and veterinary medicine who have temporary appointments, without academic rank, to receive additional training through the conduct of research activities. These appointees contribute to the quality of research and scholarship at the University.

Assessment: The University ranks 13th among all research universities and 5th among public research universities in the number of post-doctoral appointees. Over the past five years, the number of post-doctoral appointees at the University of Minnesota grew at a significantly higher rate than the average of the top-10 public

and private research universities and the top-10 public universities.

Action: The University is seeking to identify the academic units that are contributing most to this performance trend in order to establish best practices and to share these practices with other units.⁵⁵ In addition, the Graduate School has established an Office of Postdoctoral Affairs to address the increasing number of post-doctoral fellows and their career needs and to ensure the University's continuing strength in this arena.⁵⁶

Faculty Salary and Compensation: The American Association of University Professors conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

The Twin Cities campus's peer group – the nation's top 30 research universities (16 private, 14 public) within the Association of American Universities (AAU) – is representative of the kinds of campuses with which the Twin Cities campus competes in recruiting and retaining faculty.

Assessment: Over the past five years, the University of Minnesota – Twin Cities has lost ground compared to its peer group in average salary and compensation for professors at all lev-

⁵⁰ <http://academic.umn.edu/provost/awards/aoce.html>

⁵¹ <http://academic.umn.edu/provost/awards/cuaf.html>

⁵² <http://academic.umn.edu/provost/awards/other.html>

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<http://academic.umn.edu/provost/awards/international.html>

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<http://academic.umn.edu/provost/awards/research.html>

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<http://nextwave.sciencemag.org/cgi/content/full/2005/08/04/5>

⁵⁶ www.grad.umn.edu/postdoctoral_affairs/

els. The greatest disparity is at the full professor level, where average salary and compensation lag the peer group averages by nearly \$20,000. Currently, at the full professor level, the University ranks 27th among its AAU peers in average salary and compensation; associate professor rank, 26th in average salary and 20th in average compensation; assistant professor rank, 28th in average salary and 17th in average compensation.

Action: As part of its strategic planning efforts, the University recognizes and is committed to making substantial, not incremental, gains in comparative salary and compensation levels. The goal is to reach the median among its AAU peers. In furtherance of this goal, the University has committed \$6.0 million in FY 2005-06 compact funding to enhance faculty salary in the coming year.

Faculty and Staff Diversity: Another measure of faculty and staff quality is the diversity of its workforce. The University remains committed to recruiting and retaining a diverse faculty and staff. This commitment is exemplified in the University's mission statement, which clearly articulates diversity as a core goal and strategic initiative:

...share that knowledge, understanding, and creativity...in a strong and diverse community of learners and teachers, and prepare...students...for active roles in a multiracial and multicultural world....[T]he University strives to sustain an open exchange of ideas in an... atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance...

A recent example of this commitment is the 2004 "Keeping Our Faculties of Color" symposium, the third such national gathering hosted by the University.⁵⁷

Assessment: The Twin Cities campus has made modest but steady progress in hiring and retaining faculty and staff of color over the past eight years. Between 1996 and 2004, the percentage of faculty of color increased steadily among Hispanics, American Indians, Asians, and African Americans.

Tenured/tenure-track faculty of color increased from 8.2 percent in 1996 to 13.0 percent in 2004. Other faculty of color increased from 6.1 percent in 1996 to 11.0 percent in 2004. During the same period, the percentage of female tenured/tenure-track faculty and other female faculty increased from 23.6 percent to 28.0 percent and from 27.2 percent to 32.3 percent, respectively.

In 2004, the Twin Cities campus had 12,918 staff in the Executive, Professional and Administrative, and Civil Service/Bargaining Unit classifications. Of these, 7,674 (59 percent) were female, approximately the same percentage as in 1996. The percentage of staff of color increased from 8.7 percent in 1996 to 11.5 percent in 2004. In 2004, the largest minority group among staff was African Americans, at 4.8 percent, followed by Asians at 4.1 percent.

Action: Increasing the diversity of faculty and staff is a central commitment of the University's strategic plan. To provide additional leadership focus in this area, the University has created a new position – vice president for access, equity, and multicultural affairs – and a national search is currently under way.⁵⁸

Faculty and Staff Attitudes: The University recognizes the value of continuously monitoring employee attitudes and perspectives on the workplace. The level of satisfaction with compensation, benefits, supervisor behaviors, and work-life support play an important role in an individual's decision to stay or leave.

Assessment: With this monitoring goal in mind, the University commissioned a survey conducted in partnership with the Human Resources Research Institute of the Carlson School of Management. The first Web-based Pulse Survey was conducted in April 2004. Over 6,000 faculty and staff responded to the survey.⁵⁹

The survey examined the following areas: job satisfaction, pay and benefits, supervisor and departmental support, University climate, retention

⁵⁷ www.cce.umn.edu/conferences/kof/

⁵⁸ www.umn.edu/ohr/employment/openings/job130866.html

⁵⁹ www.umn.edu/ohr/pulse

and considerations in leaving, and life outside of work.

Taken as a whole, the survey results suggest that faculty and staff were most satisfied with their work, their supervisors or responsible administrators, their benefits packages, and their overall quality of life. They were less satisfied with salaries and with attempting to find balance between work and family demands.

Action: The results from this first survey suggest the University must continue to address the issue of salary levels. Retention of faculty and staff will depend on increasing the University's competitive position in this area. While University benefits programs are viewed as a positive feature of employment, good benefits cannot compensate for erosion of base salaries against peer institutions.

Efforts to better prepare supervisors and managers appear to be paying off, as the survey indicates many employees feel positive about the quality of their supervisors and managers. More attention to career development opportunities seems particularly important for staff employees, many of whom remain at the University for their careers.

Staff Development: University Services provides an example of the way in which the University is striving to use staff development to increase its effective use of resources.

University Services approaches staff development as a support to a learning environment where learning carries forward into workplace behavior. The goal is to ensure all staff have the knowledge, skills, and competencies to perform their jobs. Successful staff development initiatives align skills and competencies with knowledge about the department and the University in order to make decisions leading to success.

Examples of staff development that focus on enhancing position-specific competencies aligned with workplace expectations include: new employee orientation, harassment awareness training, report writing, proper use of cleaning products, and food preparation procedures.

Skill and competency enhancement programs are intended to prepare employees for expanded assignments, lateral positions, or promotions, as well as to enhance current skills. Ongoing professional development is encouraged for staff to keep current in their professions and apply state-of-the-art principles and practices in the workplace. Examples of professional development include: membership in professional organizations, participation in development offered by those organizations, and involvement in leadership roles and professional certification.

Other Initiatives: The University's Office of Human Resources⁶⁰ has launched a number of other initiatives to support faculty and staff. Ongoing assessment will help identify other areas for improvement.

- **UPlan Medical Program:** The University introduced the UPlan Medical Program to employees and dependents in the fall of 2001, and the plan became effective in 2002. Contributions to the self-insured UPlan by the University and employees replaced premiums paid to the State of Minnesota for medical coverage in prior years.

The decision to leave the state program and develop the UPlan was made based on significant input from University employees, through an employee survey, and through recommendations from the Benefits Advisory Committee, a committee with representation from faculty, professional and administrative staff, civil service employees and bargaining group employees. The program's medical options were selected through a well-publicized request-for-proposal process, in which choice for employees was a key factor.

- **Wellness Program:** The University's Wellness Program, launched in 2004, aims to improve employees' and their dependents' health and lower the upward trend in health care costs through promotion of healthy behaviors and disease management.

The program includes a walking program, the distribution of a self-care booklet to all em-

⁶⁰ www.umn.edu/ohr

ployees, a Web-based survey of employees to determine their attitudes and behavior regarding health, and a nutrition program. Employees who participate in wellness events will receive financial incentives.⁶¹

- **Online HR Functions:** The University has leveraged its investment in its PeopleSoft enterprise system to add a technology-based online capacity that makes many human resource functions more accessible to employees.

With the Employee Self Service site,⁶² employees can update their personal demographic information, view and enroll in benefits programs, view retirement accounts, get W-2 and W-4 information, check their flexible spending account balances, receive their pay statement, see their training records, check their official notice of appointment, and receive notification of reimbursement for travel and other expenses. Other functions continue to be added to this site.

- **President's Emerging Leaders Program:**⁶³ This program identifies, prepares, and supports high-potential individuals to further equip themselves for significant leadership opportunities within the University.

Each year, a cohort of up to 25 people is selected to participate in this one-year program. They work on project teams to tackle significant University problems or initiatives, attend a retreat and a seminar series, spend time with a coach, participate in a 360-degree assessment of their strengths and weaknesses, and experience structured but more informal opportunities to work with senior administrators in the organization.

Alumni from this group now number nearly 100 individuals, and an active alumni group has formed to continue to build on the leadership skills of the graduated participants.

Information Resources [HLC 1e, HLC 2a, HLC 2b, HLC 2c, HLC 2d, HLC 3c, HLC 3d, HLC 4d, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

The University's success in achieving its strategic vision and supporting its areas of core academic excellence will depend on research support, strengthened University Libraries, and other information resources infrastructure.

Research Support: The Office of the Vice President for Research (OVPR) oversees all aspects of research at the University of Minnesota's five campuses, providing guidance to individual researchers and managing the system-wide research enterprise. The office is home to seven discrete administrative programs or units that focus on particular facets of the research process:

- **Fostering Integrity in Research, Scholarship, and Teaching:**⁶⁴ provides a comprehensive curriculum to help faculty meet the challenge of responsible conduct of research and scholarship.
- **Oversight, Analysis, and Reporting:**⁶⁵ promotes compliance awareness in sponsored projects administration.
- **Regulatory Affairs:**⁶⁶ facilitates ethical and responsible research through education, monitoring and resources.
- **Research Subjects' Protection Programs:**⁶⁷ reviews and monitors use of human and animal subjects in research, ensuring oversight of risk, consent, and justified use issues.
- **Sponsored Projects Administration:**⁶⁸ supports faculty in seeking, acquiring, and managing externally sponsored funding for research, training, and public service projects.
- **Patent and Technology Marketing:**⁶⁹ identifies and protects University-developed technologies and negotiates their transfer to the private sector through licensing.

⁶¹ www.umn.edu/ohr/eb/wellness/resource.htm

⁶² <http://hrss.umn.edu>

⁶³ www.umn.edu/ohr/pel/description.htm

⁶⁴ www.research.umn.edu/first/

⁶⁵ <http://oar.research.umn.edu/>

⁶⁶ www.research.umn.edu/regaffairs/

⁶⁷ www.research.umn.edu/subjects/

⁶⁸ <http://ospa.research.umn.edu/>

⁶⁹ www.ptm.umn.edu

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- **Office of Business Development:**⁷⁰ nurtures high-potential business opportunities based on University research by connecting and serving researchers, investors, and industry.

University Libraries: The University Libraries on the Twin Cities campus provide collections, access, and service to students, researchers, and citizens. As such, the Libraries are a key component in the educational and information infrastructure for the state of Minnesota.

The University Libraries system is composed of 14 locations on the Twin Cities campus. In addition, the University Libraries provide services in support of several independent libraries (e.g., Law, Journalism, and the coordinate campus libraries).

Over 6 million volumes are held within five large facilities as well as specialized branch libraries. With nearly 2 million user visits to campus libraries annually, the Libraries remain a critical and heavily used resource for the University. For a more detailed description of how the University Libraries support the University's public engagement mission, see page 52.

Assessment: The University currently ranks 19th among the 113 North American university library members of the Association of Research Libraries,⁷¹ a drop of five places (from 14th) since 2000. While this is a useful indicator of traditional resources, it does not provide a full picture of 21st century library programs or the quality of library services, the quality of its collections, or its success in meeting the needs of users. The Association of Research Libraries is developing other measures as is the University to supplement its own continuous improvement efforts in information resources.

Action: The University Libraries' vision is to "restore strength and enhance leadership, bring the University of Minnesota Libraries to peer status with the top five public research university libraries within five years." For FY 2005-06, the University has committed an additional \$3.3 million in recurring funding and \$325,000 in non-recurring funding toward achievement of this vi-

sion. The vision is currently based on eight strategic goals:

- Develop collections in all formats and implement focused management strategies to ensure effective stewardship of collections.
- Develop the infrastructure for a mature digital library, including leadership on campus related to knowledge resources and leadership within the state and nationally.
- To better serve academic programs and realize opportunities for collaboration, the Libraries will focus on the needs of undergraduates...[and will] strive to develop a culture of collaboration and better integrate the Libraries within academic programs of the campus.
- Play a leadership role in developing, sustaining, and enabling a robust environment of information resources for the campus, the state, and worldwide communities.
- Design a well-integrated, highly functional campus digital infrastructure for content, tools, and services.
- Develop effective learning environments and programmatic strength in information literacy.
- Provide stable support for the Libraries' technology infrastructure.
- Implement the Libraries' compensation market program.

Other Information Resources: The Office of Information Technology, Technology-Enhanced Learning Council, and other groups support the development and strengthening of information resources in advancing the University's mission. Many of these programs are highlighted in the "Challenge #7" section of the self-study report, starting on page 109.

Financial Resources [HLC 2a, HLC 2b, HLC 2c, HLC 2d]

Financial resources provide the fuel to achieve the University's strategic goals. This section summa-

⁷⁰ www.obd.umn.edu

⁷¹ www.arl.org

riz es the key sources of financial support – state appropriations, research grants, tuition and fees, debt financing, endowment, and annual giving – assesses the University’s performance in attracting those resources, and highlights future actions for improvement.

State Appropriations: State appropriations provide the most important and most flexible source of funding to the University. Similar to many states, Minnesota has reduced its funding to higher education over the last two decades. Adjusted for inflation, state support for the University is less today than it was in 1978. (Minnesota dropped from 6th among states in 1978 to 26th in 2004 in the percentage of state budget support for higher education.) Currently, state support represents just under 26 percent of University of Minnesota revenue.

In FY 2005–06, the State of Minnesota appropriated \$614,238,000 to the University, an increase of \$39,611,000 from the previous appropriation. The University initially allocated these funds within the institution as shown on the next page (with further allocations to occur during the year).

Tuition and Fees: University policy mandates that “tuition assessments within the University of Minnesota as a public institution must reflect the shared responsibility, benefits, and needs of the state and of the individual student.”

The Board of Regents establishes tuition rates annually and factors in issues of access, choice, retention, progress toward degrees, the competitive environment, applicable state and federal policies and laws, and state appropriations to the University.

In the last 10 years, and particularly in the last five, as state appropriations have been reduced, the University has had to rely more heavily on tuition and fees. The figure on the next page shows the relative proportion of University revenue derived from state appropriations and student tuition and fees.

If current trends continue, it is anticipated that, within the next few years, the University will derive a higher percentage of its revenue from tuition and fees than from state appropriations – a first in the University’s history.

The University has responded to these significant reductions in state appropriations through an aggressive effort to reduce costs and increase revenues. The impact of reduced state funding has been mitigated by such strategies as a recent one-year wage freeze, modification of employee cost responsibility for health care benefits, and reduced administrative and operating costs.

Assessment: Undergraduate resident tuition and fees rank 3rd among Big Ten public universities and 5th for non-residents. The University has made headway in recent years in improving its competitive position for non-resident undergraduate tuition and fee costs.

Graduate resident tuition and fees also rank 3rd among Big Ten public universities and 8th for non-residents. For first-professional students, the University’s rankings are: law, 2nd and 3rd, respectively; business: 2nd in both; pharmacy, 2nd in both; medical school: 1st in both; and veterinary medicine, 1st and 3rd.

Action: With a modest increase in state support for 2005–06, the University’s undergraduate, graduate, and first-professional tuition increases are the lowest in several years.

Financing Graduate Education: In 2004, a University-wide task force completed a comprehensive review of the challenges and possible solutions to funding graduate education at the University and, thus, remaining competitive with peer institutions.⁷²

As the task force noted in its final report to Provost Sullivan:

The University...is caught between dramatically decreasing state revenue and rapidly rising costs for virtually all goods and services including graduate education. The University has met its financial needs partly through raising tuition and other fees and partly through internal reallocations and cost savings. It is apparent that this extreme financial pressure will continue for the foreseeable future, necessitating changing methods of operations of many of the University’s functions.

⁷² <http://academic.umn.edu/img/assets/12261/fingraded.pdf>

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Recognizing the long-term nature and complexity of these challenges, the task force offered several possible solutions, including efforts to:

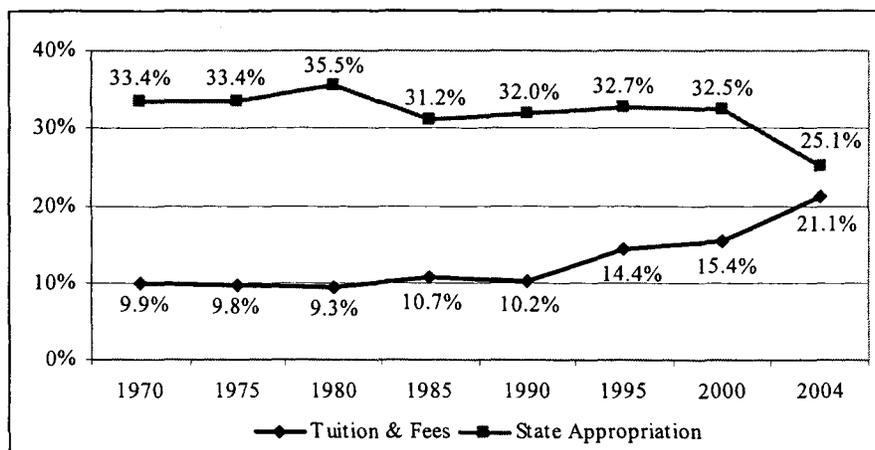
- provide specific legislative support for graduate fellowships;
- launch a major fundraising campaign to match fellowship funds provided by the legislature;
- use the University's compact process to balance expenditures on graduate education with other priorities;
- right-size graduate programs in terms of graduate education needs for teaching and research assistants as well as employment projections for graduates;
- find ways to improve time-to-degree and completion rates;
- discontinue or merge low-enrollment and low-priority graduate programs;
- make adjustments to fringe-benefit recovery in order to smooth out financial implications;
- simplify and streamline administrative procedures in order to save time and money expenditures, and
- form working groups or task forces to further plan and implement needed changes.

FY 2005-06 State Appropriations to the University of Minnesota

Unit	State Appropriation	Unit	State Appropriation
Academic Health Center (AHC)		University-wide Academic, Research, and Outreach	
College of Pharmacy	\$4,011,826	Agricultural Experiment Station	4,368,868
College of Veterinary Medicine	12,870,511	Graduate School	11,423,541
Duluth School of Medicine	4,552,874	Minnesota Extension Service	24,167,448
Medical School	44,367,478	University Libraries	9,397,019
School of Dentistry	8,410,523	SVP for System Administration	13,117,468
School of Nursing	2,727,759	SVP for Academic Affairs/Provost	29,242,447
School of Public Health	4,584,767	VP for Research	5,195,128
AHC – Shared	26,901,087	Service and Support Units	
SVP for Health Sciences	3,682,338	Audits	1,374,839
Carlson School of Management	4,736,615	Auxiliary Services	795,523
College of Ag, Food, Env. Sciences	32,327,739	Board of Regents	629,606
College of Arch. & Landscape Arch.	1,915,038	Student Affairs	2,830,344
College of Biological Sciences	8,733,276	Capital Planning/Project Mgmt.	1,279,279
College of Continuing Education	3,259,694	Controller's Organization	5,960,614
College of Educ./Human Development	5,471,601	Facilities Management	79,766,677
College of Human Ecology	4,048,910	General Counsel	3,039,017
College of Liberal Arts	17,808,807	Human Resources	7,643,003
College of Natural Resources	6,309,089	Information Technology	36,149,275
General College	1,395,648	Office of Budget and Finance	2,826,627
Humphrey Institute of Public Affairs	1,586,739	President's Office	4,061,459
Institute of Technology	40,990,530	Public Safety	7,031,414
Law School	2,330,949	University Health and Safety	3,586,706
Athletics	5,747,161	University Relations	6,519,619
Coordinate Campuses	57,299,942	VP for University Services	3,012,828
Holding (allocations yet to be determined)	44,748,350	Total:	\$614,238,000

Source: Office of Budget and Finance, University of Minnesota.

Tuition/Fees, State Appropriations as Percentage of Revenue, 1970-2004



Source: Office of Budget and Finance, University of Minnesota.

Provost Sullivan is incorporating these recommendations into the work of the task forces formed to implement the University’s strategic plan. For example, included in the task force on state work force needs is a specific examination of the financing of health professions education. In addition, a total of \$5.2 million in recurring funds and \$1.1 million in non-recurring funds have been earmarked for FY 2005-06 to address graduate and professional education issues.

Grants and Contracts: As one of the nation’s premier research institutions, the University attracts over \$500 million in research grants and contracts each year. These comprise about 26 percent of the University’s budget. The Twin Cities campus is one of the leading higher education recipients of research grants from the National Institutes of Health (NIH) and the National Science Foundation (NSF).

In its rankings of public and private research universities, The Center at the University of Florida focuses on total research expenditures and federal research expenditures. These measures include “all activities specifically organized to produce research outcomes that are separately budgeted and accounted for.” This research may be funded either by an external agency, i.e., sponsored research, or by a unit within the university, i.e., university research.

Assessment: The University ranks 20th among all institutions and 10th among public universities

in total NIH awards. The University ranks 15th overall in NSF funding and 8th among public research universities.

Over the past five years, the University of Minnesota – Twin Cities has ranked consistently in the top 15 of public and private research universities and in the top 10 of public research universities in total and federal research expenditures.

The University ranked 11th in 2002 for total research expenditures among U.S. public and private research universities and, for the second straight year, 7th among public universities.

Similarly, the University ranked 15th nationally and 8th among public universities in federal research expenditures in 2002.

However, the University’s stable ranking in total and federal research expenditures masks a more serious longer-term trend. Over the past decade, when the percentage increases in total and federal research expenditures are calculated in constant 1983 dollars, the University was outperformed by all but four and all but one of the institutions in the two top-10 lists for 2002, respectively.

Action: The University is undertaking a thorough analysis of these findings to determine what steps need to be taken to improve this indicator and the University’s performance relative to its peers.

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Endowment Assets: Even though private fundraising is an increasingly important revenue source, it still represents less than 5 percent of the University's annual operating budget. In 2003, the University completed a six-year fundraising campaign that raised nearly \$1.7 billion in private donations and pledges.

Assessment: The University ranks 26th nationally in total endowment assets among all U.S. universities⁷³ and 6th among public research universities. This measure includes the market value of the endowment assets of the University of Minnesota, the University of Minnesota Foundation, and the Minnesota Medical Foundation.

Action: As a result of Board of Regents-approved changes in asset allocation guidelines and a new emphasis on alternative investment classes, overall performance on this measure has improved. It is anticipated that Minnesota's ranking will improve over its current position; however, this measure warrants further analysis and monitoring.

Annual Giving: Voluntary support of the University of Minnesota through the University of Minnesota Foundation and the Minnesota Medical Foundation takes many forms and plays an important role in supporting the University's mission.

Assessment: The University ranks 15th nationally in annual giving and 7th among public research universities. During FY 2003-04, new gifts and future commitments to the University totaled \$145 million, down from the record levels achieved during Campaign Minnesota but nearly double the amount raised in 1995. There were 81,979 donors, an all-time high. These gifts have made possible an array of scholarships and fellowships, capital improvements, support for faculty, academic programs, and research, and other initiatives across the campus.

Over the past decade, the University ranked 8th among all institutions in the two top-10 lists for

2002, when the percentage increase in annual giving is calculated in constant 1998 dollars.

The number of alumni donors has increased steadily each year since 2000, reaching a record 42,379 donors in 2004.

Action: Continuing efforts are being made to increase alumni participation rates in annual giving to the University.

Debt Management: Bonding for high-priority capital projects is another important component of the University's management of financial resources.

The University's debt management goal is to ensure that each long-term debt financing is completed in the most cost-efficient, professional manner and in accordance with the highest standards of the industry, law, and governmental practices.

To achieve this goal, the University has established five debt management objectives: maintain the University's long-term and short-term credit ratings; minimize borrowing costs; limit issuance of revenue bonds due to uncertain internal revenue streams and higher costs of debt service; align debt maturity with the life expectancy of the projects to be financed; and issue debt only for qualified capital projects and not for operating or maintenance costs.

Assessment: The current weighted average cost of capital for all University debt is approximately 4.4 percent. The average life of University debt is roughly 11 years; 93 percent of the debt is fixed rate and 7 percent is variable rate.

The University enjoys the second highest credit ratings for its general obligation bonds from Moody's Investors Service – Aa2 – and Standard & Poor's Corporation – AA. These credit ratings permit the University to borrow at low interest rates and reflect the University's management, financial controls, economic conditions, and moderate debt levels.

In its report on bonds issued in July 2004, Moody's noted: "...under its strong leadership, the University of Minnesota will maintain and strengthen its reputation as one of the nation's leading public universities in terms of financial

⁷³ The Minnesota Medical Foundation's endowment assets were inadvertently omitted from the NACUBO figures used to calculate the 2003 rankings; if they had been included, the University would have ranked 25th.

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resource base, academic reputation, and student demand.”

Action: In addition to these basic ratings, the University carefully monitors Moody’s calculation of capital ratios, which measure institutions’ financial resources, in varying degrees of liquidity, relative to debt. In FY 2003-04, the University improved in three of the four Moody’s key capital ratios.

Key Financial Indicators: The University tracks its financial health and stability through a broad range of financial indicators, including: asset, liability, and accounts receivable comparisons; annual operating indicators (revenue and expense ratios); debt management; financial ratios (selectivity and matriculation ratios).

Assets. The comparison of assets by category monitors changes in gross assets, changes in asset categories, and changes between asset categories. A financially healthy institution generally has stable or rising assets and stable distribution among asset categories.

The University’s performance during FY 2003-04 shows that: University assets at the end of FY 2003-04 increased by \$143.1 million, or 4.2 percent over FY 2002-03; cash and investments increased \$79.3 million, or 6.4 percent; and other assets increased \$15.7 million, or 53.9 percent.

Liabilities. The comparison of liabilities by category monitors changes in gross liabilities, changes in liability categories, and changes between liability categories. The desired trends for liabilities are stable or declining amounts of liabilities and a stable distribution among liability categories.

In FY 2003-04, the University’s accrued and other liabilities increased \$24.2 million, or 7.1 percent, and long-term debt decreased \$110.6 million, or 14.3 percent.

Accounts Receivable. Accounts receivable (A/R) balances depict how quickly the University is billing and collecting revenues. A/R dollar amounts should be declining or stable around a benchmark. An increasing A/R is not desirable and may high-

light collection problems. Distribution across A/R types also should be monitored for proportionality.

When A/R balances are disproportionate there may be opportunities for business process redesign to improve collection cycles. During FY 2003-04: receivables balances for state and federal appropriations increased \$16.9 million, or 15.5 percent, and receivables balances for sponsored grants and contracts declined \$2.6 million, or 3.8 percent.

Revenue Contribution Ratios. Revenue contribution ratios are an important measure of the relative dependence of University operations on any one source of revenue. In a strong financial environment these ratios should be stable around a relatively distributed revenue base, with no single source contributing a disproportionate share of total revenue. The University continues to have a well-distributed revenue base.

Operating Expense Ratio. Expense ratios illustrate trends in expenses over time and the relative mix of expenses in relation to each other. Expense ratios should be stable around a relatively distributed expense base.

One of the University’s strengths is that it has a diversified revenue base. In the most recent year, total University expenses decreased \$19.7 million, or 0.9 percent. The distribution of those expenses between the University’s major expense categories of compensation and benefits, supplies and services, and other was nearly stable.

Financial Ratios. Moody’s also maintains key financial ratios for institutions in their database: selectivity ratio, matriculation ratio, net tuition per student, education expenses per student, and total tuition discount.

In addition, Lehman Brothers calculates the relative strength of institutional resources on a per student basis at the University of Minnesota and several of its public university peers. “Resources per student” is calculated as the sum of unrestricted net assets, restricted expendable net assets, restricted nonexpendable net assets, and foundation total net assets divided by total full-time equivalent students.

Assessment: In tracking its performance relative to Moody’s benchmark medians of Aa2- and

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Aa3-rated institutions, the University fell outside the range on three of the five measures.

In Lehman Brothers' most recent calculations, the University of Minnesota's resources per student declined by 5.4 percent from the previous year, the largest decline among the 13 institutions.

Action: The University Board of Regents and the administration will continue to carefully monitor all of these ratios in order to maintain the University's high credit ratings and improve performance relative to peer institutions.

Return on Invested Assets: The University has invested assets in four investment pools: the Consolidated Endowment Fund (CEF) – \$627.2 million, Temporary Investment Pool (TIP) – \$543.2 million, Group Income Pool (GIP) – \$49.2 million, and RUMINCO, Ltd. – \$27.5 million, as of June 30, 2004.

Assessment: Three of the four pools outperformed their benchmark institutions for one-year, three-year, and five-year rates of return.

Action: The University Board of Regents and the administration will continue to carefully monitor the performance of these asset pools and make adjustments, as needed and within policy guidelines.

Physical Resources [HLC 2a, HLC 2b, HLC 2c, HLC 2d]

The Twin Cities campus has more than 250 buildings and nearly 13 million assignable square feet. About 65 percent of these buildings are more than 30 years old and more than 25 percent are over 70 years old. The University continuously invests in maintaining and improving these facilities through capital improvement projects.

The University identifies its major physical resources needs within a six-year planning framework. This framework sets priorities and directions for continued capital and academic planning efforts; identifies the impact of additional University debt; assigns responsibility for capital fundraising; and forecasts additional building operational costs.

The framework takes the form of a six-year capital plan, divided into three prospective biennial budget requests to the Minnesota Legislature. The plan is updated on an annual basis, and is presented by the president and approved by the Board of Regents.

The six-year capital plan is shaped by five guiding principles:

- Advance new and strengthen existing academic and programmatic priorities.
- Support stewardship and sustainability by preserving existing infrastructure and repairing current facilities to support the University's mission activities.
- Protect the health and safety of faculty, staff and students.
- Support and strengthen the student experience.
- Manage long-term financing requirements and future operating costs within realistic resource goals.

Planning and Evaluation Process: Capital planning at the University begins with academic planning and identifying programmatic priorities and needs through the compact process. The capital planning process merges campus, collegiate, and disciplinary priorities, needs, and conditions into distinct project proposals.

New capital projects progress through a four-phase identification and planning process. First, chancellors, vice presidents, deans, faculty, and officers from academic or administrative units identify potential projects. During this phase general program and facility needs as well as potential risks are assessed.

In the second stage, academic, finance, and operations staff review the academic and programmatic needs and principles, facility condition, financial and legal constraints, and project logistics. Third, based on this review, the president then recommends a six-year capital improvement plan to the Board of Regents. The president's recommendation includes planning and feasibility, resource acquisition, and pre-design details.

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During the fourth stage, funding approval is secured and the design and construction process is finalized.

In addition to considering strategic academic priorities and facility requirements, there are a number of other considerations and constraints that help in the prioritization of capital projects:

- Projected size of future bonding bills: The University reviews state economic forecasts, Minnesota Department of Finance reports and directives, past trends, and budget instruction documents to estimate the likely University share of future legislative capital appropriations.
- Operating and debt impact on the University: The University has a limited capacity to absorb additional operating and debt costs from new capital projects.
- Timing and sequencing of projects: Many capital projects depend upon other capital project “dominos”. For example, Pillsbury Hall, a future home for English, cannot be renovated until Geology can be moved out and into a renovated Shepherd Labs which in turn must wait to be vacated by moving its programs into a new Teaching and Technology Building.
- Continuity of priorities: The University and the State of Minnesota have already invested planning and design funds in a number of projects. Examples include Folwell Hall and the Institute of Technology’s Teaching and Technology Facility.
- University capacity for private fundraising: The University reviews its capacity to fundraise for capital projects in total and for specific projects.
- Impact on instructional and research programs: The University manages the level of disruption that can be absorbed while still maintaining the operation of its research and teaching. Renovations require “swing space” for programs to continue to operate and the institution needs to maintain a level of functional classrooms.

Using this planning and evaluation process, the University has significantly upgraded its research

facilities and physical infrastructure during the past decade.

Four examples are described below.

- McGuire Translational Research Facility: The University opened this new 95,000-square-foot facility in 2005 to bridge basic science discoveries and develop therapies for the prevention and treatment of disease. The building houses interdisciplinary researchers from the Stem Cell Institute (a collaboration of 17 University schools and centers participating in stem cell research), the College of Pharmacy’s Center for Orphan Drug Development, and the new Center for Infectious Diseases and Microbiology Translational Research.
- Molecular and Cell Biology Building:⁷⁴ This 230,000-square-foot building, opened in 2002, provides research space for 70 research groups comprising over 400 scientists and a state-of-the-art vivarium for transgenic animals. The building also includes classroom and instructional laboratories for undergraduate, graduate, and professional students.
- Cargill Building for Microbial and Plant Genomics:⁷⁵ This 64,000-square-foot building on the St. Paul campus opened in 2003. It houses 15 teams of scientists focusing on pathogenic microbes or beneficial microbes with uses in agriculture, environmental clean-up, and health care. Others will direct their attention to technology for screening biological agents and analyzing data through bioinformatics. The building is an important component of the University-wide effort in genomics and the cornerstone of the planned University of Minnesota Biotechnology Precinct on the St. Paul campus. Future buildings will provide space for research on biocatalysis, bio-energy, bio-materials, and biosensors.
- Digital Technology Center:⁷⁶ The Center’s first-rate laboratory facilities offer researchers the tools to integrate research, education, and outreach in digital design, computer graphics

⁷⁴ www.cbs.umn.edu/BMBB/MCB.html

⁷⁵ www.cbs.umn.edu/main/about/photos/cargillbldg.htm

⁷⁶ www.dtc.umn.edu/about.html

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and visualization, telecommunications, intelligent data storage and retrieval systems, multimedia, data mining, scientific computation, and other digital technologies. Opened in 2001, the 42,000-square-foot building also houses the Supercomputer Institute for Digital Simulation and Advanced Computation⁷⁷ for supercomputing research, the Laboratory for Computational Science and Engineering⁷⁸ for computational science and engineering and visualization, and the Usability Laboratory for

evaluations of computational solutions. Additional, specialized laboratories assist with research projects.

Other Projects: In addition, the 2005 Legislature approved the University's bonding request, which includes a project to improve chemistry research and teaching labs, a facility to house collaborative research in the College of Education and Human Development, and a project to renovate the University's Academic Health Center classrooms, clinics, laboratories, and other facilities.

⁷⁷ www.msi.umn.edu

⁷⁸ www.lcse.umn.edu

Challenge #3:

Strengthening the student experience at all levels.

Overview

Over the past decade, the University has focused considerable effort on strengthening the student experience at all levels. Under the leadership of former Presidents Hasselmo and Yudof, the University launched a series of initiatives, many of which are now generating measurable improvements at the undergraduate, graduate, and professional levels.

More recently, through the strategic positioning process, the University continues to advance an agenda of improvement in the student experience and the assessment of learning. President Bruininks has stated that

our [strategic planning] work...does not begin and end with a document or a few decisions. We will create performance and outcomes standards against which we will continuously measure and improve our education, research, and outreach.

Thus, the University envisions a culture change in teaching and learning that strengthens the student experience and acknowledges the necessity of continuous improvement at all levels.

Within this framework, the University has set goals, identified benchmarks and measures, and begun to develop a genuine framework of learning assessment to analyze learner outcomes and determine strategies (e.g., policies and incentives) to steadily improve the quality of student academic achievement in the formal educational setting of the classroom, as well as in co-curricular programs and activities, residential life, and other opportunities outside the classroom.

2001 Report on Graduation Rates [HLC 2c, HLC 3b, HLC 3c, HLC 3d]

The Twin Cities campus has been at or near the bottom of its Big Ten public institution and national research university peer groups in terms of

undergraduate retention and graduation rates. In the mid-1990s, University leaders identified significant improvement in these rates as an essential component of the University's ability to meet its strategic goals.

The campus made modest progress during that decade, but improvement efforts accelerated in 2001 as a result of a critical University report, *Improving Our Graduation Rates*,⁷⁹ produced by a campus-wide task force.

The task force – under the leadership of Vice Provost for Undergraduate Education Craig Swan and now-Vice Provost for Student Affairs Jerry Rinehart – examined the reasons for low retention and graduation rates and developed specific recommendations for their improvement. These recommendations, along with the previous efforts begun in the mid- to late-1990s, have now led to substantial improvements.

The task force's final report was a significant turning point precipitating the University's greater focus on strengthening the student experience.

In reporting its findings, the task force identified four factors that diminished institutional performance on this key measure:

- Lack of clear and explicit institutional expectations.
- Lack of commitment and mechanisms to help students stay on track.
- Institutional barriers and lack of institutional incentives.
- Valuing access at the expense of student success.

The report argued “that the University must make a conscious, focused effort to address [these prob-

⁷⁹ www.evpp.umn.edu/gradrate

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lems], for the sake of both the students and the institution.”

More important, the report provided a comprehensive and systematic plan for improving graduation rates. These recommendations, most of which have been implemented in the intervening years, are described below.

Communicating Clear and Explicit Institutional Expectations. The task force noted a number of well-coordinated initiatives that were beginning to send a clear and consistent message to students about the University’s expectations of them.

Included in these initiatives were: the creation of more residential campus, implementation of a four-year graduation guarantee, and providing a more integrated approach to the first-year experience (e.g., new student convocation, freshman seminars, living-learning communities).

But the task force called for additional initiatives to be implemented, including: more timely and more easily available academic progress reports, communicating with commuting students and their parents about the academic risk factors of living at home, and providing prospective and admitted students with better information on financing a college education and the risks vs. benefits of working while attending college.

Making the Commitment to Help Students Stay on Track. The task force believed that University faculty, staff, and students did not understand adequately “the consequences – to the student and to the institution – of too many students taking too long to graduate.”

The task force argued that while the University culture placed high value on “providing students with maximum flexibility” this often led to students delaying or even foregoing the completion of their degree programs.

The key to changing this institutional value, the task force asserted, resided in the active involvement and intervention of advisers in the colleges and departments and the implementation of four strategies to help students make better academic decisions: full-year registration for freshmen, communication with students at critical points during each semester, mid-term grade reports and

warnings, and more stringent policies for dropping or withdrawing from courses.

Removing Institutional Barriers and Providing Incentives for Success. The task force pointed to the development of online registration, collegiate reviews of degree program requirements, and increased communication with students as positive steps toward removing barriers and providing incentives for student success.

But the task force also recommended a broad range of other initiatives that would be needed to make further progress. The most far-reaching of these were: developing incentives for colleges to focus on graduation and retention, or sanctions if they failed to improve; developing additional incentives for timely degree completion and disincentives for students to drop out, stop out, or reduce their credit load; helping colleges identify students who may be at risk; increasing focus on junior- and senior-year retention; and increasing grant-based student aid to lessen students’ dependence on work.

Balancing Access with Success. The task force advised that the University’s historic commitment to access needed to be balanced by assuring student success once admitted. Specifically, the task force pointed to General College as

an important portal to the University, but despite many resounding successes, most of the students who come through that portal still do not graduate in six years....[A]s an institution, we need to come to grips with our identity and decide what proportion of our student body should be admitted through General College, and we also need to understand and accept the implications of those decisions and their effect on admissions practices, graduation rates and student success.

Conclusion. In its concluding remarks, the task force observed that

the success of any of these interventions will depend in part on the institution’s willingness to take this issue seriously and continue to explore both the nuances of the problem (for example, more studies on specific issues such as students’ work behaviors) and the larger questions of institutional identity and focus....

If there is consensus that the University’s graduation and retention rates are a problem, then we must move at all levels – administration, faculty, staff, and students – to pursue solutions.

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If the members of the academic community do not perceive these numbers as problematic, then we must be able to explain to the public, to the legislature, to parents, and to students, why it is acceptable that the University graduates only slightly more than half of the students who begin here as freshmen.

We as a committee do not find this acceptable, and we hope others agree and are prepared to act.

In the years since the release of the *Improving Our Graduation Rates* report, the University of Minnesota – Twin Cities has implemented most of the task force’s recommendations.

Strategic Positioning

In 2005, the University’s strategic positioning efforts continue to drive the strengthening of the student experience at all levels. As noted earlier in the self-study report (page 33), the first of five action strategies described in the University’s strategic positioning report is to “recruit, educate, challenge, and graduate outstanding students.”

In furtherance of this strategy, President Bruininks has articulated four interrelated goals for student life and student learning:

- improving access to the University and affordability for students,
- enhancing teaching and learning,
- promoting better progress and improved graduation rates,
- maintaining and improving student satisfaction levels.

The sections below discuss these four goals in the context of continual assessment and improvement of institutional performance.

Improving Access and Affordability [HLC 2a, HLC 2c, HLC 5a, HLC 5c]

The first of President Bruininks’s four goals is to improve access to the University and affordability for students. He has stated unequivocally that the University’s quest to become one of the top three public research universities in the world will not compromise the University’s commitments to access and service.

Competition for talented undergraduate, graduate and professional students is increasingly intense. While the increasing costs of higher education can have an impact on access, the University is determined not to let that happen. University leaders are committed to maintaining access to students from all walks of life with scholarships and other financial support. (Provost Sullivan expressed the University’s position on access and quality in a March 2005 op-ed column in the *St. Paul Pioneer Press*.⁸⁰)

Access, Quality and Diversity: The Twin Cities campus admits undergraduate students who have demonstrated the ability to complete a course of study and graduate, and who will be challenged by the rigor of instruction and research at the University. Admission decisions are made on a competitive basis following a holistic review of qualitative and quantitative review factors.

Assessment. The quality of incoming undergraduate students at the Twin Cities campus has improved significantly in the past decade. These improvements occurred at the same time as the number of new freshmen increased by 40 percent.

Over the past 10 years, there has been steady improvement in the percentage of entering students who graduated in the top 50 percent of their high school class. And, since 2001, over 90 percent of freshmen have come from the top half of their high school class. The average high school rank percentile of incoming freshmen increased from just under the 74th percentile in 1995 to nearly the 79th percentile in 2004. Also from 1995 to 2004, the average ACT score increased from 23.9 to 25.0, an historic high for the Twin Cities campus.

Despite these gains, including an 11 percentage point gain over the past five years in freshmen from the top 25 percent of their high school classes, the Twin Cities campus still ranks in the bottom third among its Association of American Universities (AAU) public institution peer group.

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<http://academic.umn.edu/provost/reports/essay031705.html>

Another key measure of quality is the diversity of the student body. In the past decade, the percentage of freshmen of color has remained high (relative to the percentage of high school graduates), ranging from 17.4 percent in 1995 to 18.4 percent in the fall of 2004. Enrollment increases among students of color have occurred primarily among Asian American and African American students. Among the 34 public Association of American Universities' campuses, the Twin Cities campus ranks 5th in enrolling students of color, when the percentage of high school graduates who are students of color is a controlling factor.

Action: Collegiate units are now required to include in their compacts trend analyses of new entering student quality as measured by test scores, high school rank, and diversity. The University continues to make substantial investments in improving the student profile, enhancing the diversity of the student body, and providing access to students of limited means.

Internationalization: The University is engaged in a range of internationally related education, research, and outreach activities that enhance the student experience and strengthen its position as a leading research and land-grant university.

The University affirms the value of attracting students and scholars from throughout the world and providing opportunities for students to travel, study, and conduct research in other countries. In doing so, the University follows these guiding principles:

- Understand, promote, and effectively engage an increasingly international society and economy.
- Be globally networked in support of the mission of the University.
- Help develop the international competitiveness of the state's economy.
- Encourage students and staff who are actively engaged in international exchange, research, development, and study.
- Provide a welcoming and supportive environment for international scholars and students,

fostering their development and ability to provide leadership to both their nation and internationally.

In following these principles, the University: encourages learning abroad and conducting international research; engages foreign nationals as faculty; recruits foreign nationals as undergraduate and graduate students, postdoctoral appointees, and fellows; seeks to bring international issues and global perspectives to the curriculum; and builds relationships with international institutions.

The University's Office of International Programs⁸¹ sends more than 1,200 students each year to study in over 80 countries. It administers about a dozen study abroad programs plus numerous global seminars and advises and supports a University international population of more than 4,500 people from over 130 countries – one of the nation's largest. (The University hosts the largest number of Chinese students and scholars in the United States – more than 1,300.)

The Twin Cities campus has set a goal of having 50 percent of undergraduates participating in study abroad before they graduate. The University's Curriculum Integration Project⁸² is designed to help achieve that goal.⁸³

The University has more than 250 exchange agreements⁸⁴ and many informal linkages with institutions around the world, which provide opportunities for students and faculty to study, conduct research, develop contacts, and interact with people of different cultures.

Among public research institutions, the University ranks 14th in the number of students studying abroad.

International Enrollment. The number of international students enrolled in U.S. higher education institutions decreased by 2.4 percent in 2003-04. In contrast, the University showed a small increase

⁸¹ www.international.umn.edu

⁸² www.umabroad.umn.edu/ci/

⁸³ For a detailed description of project outcomes and assessment see "Lincoln Commission Testimony" at www.academic.umn.edu/accreditation/reports.

⁸⁴ www.international.umn.edu/exchanges/list.html

from 2002-03 to 2003-04 in the number of international students enrolled.

The decline in international students enrolled in the U.S. has been attributed to several factors: real and perceived difficulties in obtaining student visas (especially in technical fields); rising tuition costs; vigorous competition from other host countries; a wider range of educational opportunities in students' home countries; and perceptions abroad that international students may no longer be welcome.

Of the 20 leading host states, only Indiana, Minnesota, North Carolina, and Ohio showed increases in foreign enrollments from 2002-03 to 2003-04.

Assessment: The University ranks 21st among U.S. research institutions in the number of international students it attracts. About 80 percent of these students are graduate and first-professional students.

The University ranks 15th in the number of international scholars it attracts each year.

The University ranks 14th in the number of students studying abroad from U.S. research institutions.

In 2004, new graduate student enrollment increased by 1 percent over the previous year, helped, in part, by a 2 percent gain in new international student enrollment. Enrollments increased despite decreased applications.

Total applications dropped from 11,697 to 10,981 – a loss of 6 percent. Even more pronounced was the 16 percent decrease in international applications, from 5,363 to 4,486. Applications from U.S. citizens and permanent residents continued to increase, up 2.5 percent, as well as enrollments, which increased 0.5 percent.

The increase in international enrollment can be attributed to a 26 percent increase in new international enrollment in engineering and physical and mathematical sciences. All of the other broad disciplinary categories of social sciences, health sciences, biological sciences, language, literature and the arts, education, and psychology recorded decreases in international enrollment ranging from 1 percent to 30 percent.

Overall enrollment by disciplinary category ranged from an 8 percent decrease in education and psychology to a 7 percent increase in engineering and physical and mathematical sciences.

International students have made up an increasing proportion of applicants and matriculants, particularly, though not exclusively, in science and engineering. This trend is reversing at the University and across the country because of greater difficulty in obtaining student visas since September 11, 2001 and because of increased competition with other countries for the best foreign students.

Action: As part of its strategic planning efforts, a University-wide task force is developing recommendations to enhance the institution's position as an "international university." (See page 38 for more details.)

Affordability: Students today pay an increasingly greater share of the cost of their education, in large part because of a long-term trend of reduced state investment.

To help ensure that rising tuition and fees do not become barriers to a University education, funding for scholarships was a priority in the last year of Campaign Minnesota (2004), and it remains a top priority post-campaign via strategic positioning:

- The President's Promise of Tomorrow Scholarship drive aims to raise \$150 million in private donations, whose earnings will be matched by the University for the benefit of students.⁸⁵
- The new Founders Opportunity Scholarship ensures that all students receiving Pell and state grants will receive additional grant, scholarship, and work-study support to cover tuition and required fees. It 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.⁸⁶

⁸⁵ www.giving.umn.edu/scholarships/

⁸⁶ <http://admissions.tc.umn.edu/costsaid/founders.html>

- The 21st Century Graduate Fellowship Endowment Fund matches gifts of \$25,000 or more that are designated for graduate fellowships.⁸⁷

The University also has begun to analyze institutional policies for opportunities to create incentives that result in cost savings to students. In 2002, for example, the University restructured undergraduate tuition policy in favor of a tuition-banding strategy that provides an important incentive for timely graduation by making all credits above 13 per semester tuition-free. A student who takes 15 credits a term and graduates in four years will save 20 percent in tuition as compared with a student who takes 12 credits a term and graduates in five years.

At the graduate level, similar incentives are being developed, including a FY 2005-06 salary and benefit increase for graduate assistants, an issue that had been identified by a University task force as critical to the University's ability to compete for top graduate students.

Assessment: For discussion of how University undergraduate, graduate, and first-professional tuition and fees compare with peer institutions, see page 53.

Action: The University continues to make substantial investments toward improving the affordability of a University degree and providing access to students of limited means. Through a focus on learning assessment and improvements to the student experience, the University is also working to increase the value of its degrees.

Teaching and Learning [HLC 1d, HLC 2c, HLC 2d, HLC 3a, HLC 3b, HLC 3c, HLC 3d, HLC 4a, HLC 4b, HLC 4c, HLC 4d]

President Bruininks's second goal for strengthening the student experience is enhancing teaching and learning. He has called on the University community to "dedicate more of our attention to the science of learning and apply it to our central obligation of education." The enhancement of teaching and learning is clustered in six areas:

- Learning Outcomes: The Provost's Council for Enhancing Student Learning has articulated a set of undergraduate learning outcomes the University expects its students to achieve during their experience on the Twin Cities campus and provide models for colleges, departments, and professional schools to articulate learning outcomes for their own disciplines.
- The Learning Environment: The University is ensuring that all classrooms offer effective learning environments for students at all levels and continue to make major technology enhancements.⁸⁸
- Expanded Learning Communities: New learning communities in residence halls, such as Biology House and foreign-language specific houses, have better connected students to the University and motivated their academic work.
- Strengthening Honors Opportunities: To continue to be attractive to the best and brightest students in Minnesota and elsewhere, the University is expanding honors opportunities as a strategic priority.
- Undergraduate Research Opportunities: The University is expanding opportunities for undergraduates for direct involvement in faculty research projects, particularly for students interested in health careers.
- Undergraduate Library Initiative: To help students navigate the explosion of online knowledge resources, University Libraries is working with vendors and others to develop integrative tools that will enable students to access all materials in a seamless, one-stop environment, starting fall semester, 2005.

Provost's Council for Enhancing Student

Learning:⁸⁹ The University's focus on improving student outcomes and student learning through the latter half of the 1990s rekindled efforts to address and advance learning assessment on an institution-wide basis.

⁸⁷ www.giving.umn.edu/impact/students/21stcentury.html

⁸⁸ www.classroom.umn.edu

⁸⁹ <http://academic.umn.edu/provost/teaching/cesl.html>

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In 2002, then-Provost Bruininks held a campus-wide focused discussion on learning assessment and established an advisory body called the Twin Cities Learning Assessment Council to develop a campus-wide framework for learning assessment.

In exploring its charge, the Council reviewed the institutional assessment plan drafted in 1995-96 and noted the University's history of "false starts" with respect to implementing learning assessment on the Twin Cities campus.

The plan, though thorough and sound, as the Higher Learning Commission's 1995-96 visiting team stated, did not engender a broad grassroots response and remained largely unimplemented five years later. The Council concluded that the approach was unworkable on a campus of this size and disciplinary diversity. In that context, the Council also deemed it necessary to develop a shared definition of assessment and understanding of purpose, which evolved into a "Statement of Foundations for Learning Assessment," as shown below.

Statement of Foundations for Learning Assessment

Definition

Assessment is the ongoing process of collecting, reviewing, and using information to improve learning outcomes. It is a transformative cycle of development, measurement, and reflection for the benefit of teacher and learner. From an institutional perspective, learning assessment is a systematic approach to data-based decision making for educational improvement. The systematic practice of assessment represents an institutional commitment to professional practice that provides great opportunities to improve instructional, programmatic, and service quality.

Purpose

When used for instructional improvement, learning assessment helps instructors and administrators determine their effectiveness in reaching educational objectives, while encouraging students to more actively engage in the teaching and learning relationship. Assessment encourages instructors to clarify expectations for learning, to develop pedagogical methods that help them document evidence of actual learning *during* the learning experience, and to become more reflective practitioners. It provides instructors with ongoing feedback on their teaching effectiveness and affords opportunities to adjust teaching practices to improve student outcomes. It is not an evaluation of individual students or of individual faculty, instructors, or staff.

When used for programmatic and institutional improvement, assessment provides feedback to the individual instructors, the department, school/college, and administrative unit on the effectiveness of curriculum, learning processes, and student services, etc. Assessment, then, becomes a catalyst for individual units to improve the delivery and outcomes of their programs.

Via assessment, individual instructors and central administration can develop and use methods that elicit the information needed to determine the quality of the learning experience. When appropriate, such information may also be shared with other stakeholders to demonstrate our progress toward appropriate educational goals, thus responding to the requirements of accreditation, licensing, and public accountability.

Methods

Learning assessment is driven by data—the collection, analysis, interpretation, and use of both qualitative and quantitative information gathered at multiple points in the teaching and learning process as well as from multiple layers of the institution. The methods and measures used in learning assessment are framed by the academy's diversity of disciplines and educational objectives.

Effective assessment thus involves:

- making our goals explicit and public;
- setting appropriate criteria and high standards;
- systematically gathering, analyzing, and interpreting evidence to ascertain how well performance matches those expectations and standards; and
- using the results to document, explain, and improve teaching and learning.

Over time, individual and institutional assessment strategies will become integrated into teaching and learning, thereby providing the consistent feedback needed to achieve instructional and programmatic improvement and to increase student outcomes.

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A year later, and with greater clarity of perspective, the Twin Cities Learning Assessment Council was transformed into the Council for Enhancing Student Learning (CESL), an advisory body to the provost. Its membership was expanded to include administrative leaders with campus-wide expertise to complement the academic representatives from each collegiate unit.

The Council adopted the following mission statement:

The Council for Enhancing Student Learning seeks to enhance educational effectiveness in the colleges and schools, departments, and classrooms on the Twin Cities campus of the University of Minnesota.

The Council works to achieve this mission by:

- Providing models, tools, and learning opportunities for faculty and students.
- Encouraging and supporting the use of data to enhance student learning, and conducting research in learning assessment.
- Sharing expertise across disciplines and among undergraduate, graduate, and professional education units.

The Council has developed a focus on institutional culture change and faculty development for best practices in learning assessment. In 2003-04, it established ad hoc working groups on classroom and course assessment, curriculum assessment, assessment and technology, and academic research and advising.

The working groups delivered a variety of accomplishments, including campus-wide workshops and symposia featuring national and local assessment experts, proposed global learning outcomes for all undergraduates (see below), and a statement on undergraduate academic and research advising.

Also over the past two years, Council leaders made presentations to various campus governance bodies

and administrative groups, as well as at national assessment conferences.

In a parallel effort, the Office of Student Affairs worked with students to develop a rubric of character-based student success outcomes that describes the developmental lifelong learning and citizenship characteristics all undergraduate students should develop and be able to demonstrate upon graduation (as shown on the next page).

These outcomes have been distributed as bookmarks to over 10,000 students, faculty, and staff across the campus since October 2004. In addition, presentations were made at the 2004 First Year Experience Conference on the Twin Cities campus and at the Council's best practices symposium in April 2004 where guest speaker Peggy Maki referred to the outcomes material as an excellent example of the use of rubrics.

Also, the outcomes have been incorporated into the framework for student engagement and civic leadership, an initiative affiliated with the Council on Public Engagement.

In addition, several units have embraced the outcomes and used them to improve their engagement with students. Student Affairs division retreats have included exercises in which unit directors and staff consider how their programming and services assist in the development of these student outcomes.

For example, the Study Abroad staff engaged students in developing an assessment rubric of outcomes from study abroad that provides examples of how the learning abroad experience contributes to student success outcomes (see next two pages). Further, Study Abroad and Student Affairs co-sponsored a workshop on "unpacking the study abroad experience" to develop expertise among advising staff in helping students reflect on and articulate their learning experiences in terms of these outcomes.

Proposed Undergraduate Learning Outcomes

Foundational life-long learning/citizenship goals	Elaboration/Examples
<i>At the time of receiving a bachelor's degree, students will demonstrate:</i>	<i>University of Minnesota graduates:</i>
1. the ability to identify, define, and solve problems	<ul style="list-style-type: none"> • recognize the complexity and ambiguity inherent in many problems • can evaluate and synthesize knowledge and frame logical arguments based on this knowledge • understand and use the scientific method and other modes of problem solving
2. the ability to locate and evaluate information	<ul style="list-style-type: none"> • can access information as needed and work effectively with modern information technologies • understand and practice the responsible and ethical use of information
3. mastery of a body of knowledge and mode of inquiry	<ul style="list-style-type: none"> • know the facts, theories, and concepts central to their discipline • display appropriate disciplinary literacy and sophistication • understand the relationships between the methods and content of their discipline • understand the social and ethical context and implications of disciplinary knowledge and endeavors
4. an understanding of diverse philosophies and cultures in a global society	<ul style="list-style-type: none"> • understand the philosophical, artistic, scientific, and political roots of civilization • are able to put issues in their historical, philosophical, and societal context • can work with individuals from diverse backgrounds, perspectives, and disciplines
5. the ability to communicate effectively	<ul style="list-style-type: none"> • communicate ideas and information effectively in appropriate formats to different audiences and in different contexts • engage in constructive discussion by listening accurately, understanding the perspectives of others, and demonstrating civility and respect
6. an understanding of the role of creativity, innovation, discovery, and expression in the arts and humanities and in the natural and social sciences	<ul style="list-style-type: none"> • possess a sufficient foundational knowledge to understand applications and impacts of art, humanities, and science on daily life • can make aesthetic and logical judgments • understand connections between disciplines
7. skills for effective citizenship and life-long learning	<ul style="list-style-type: none"> • display intellectual curiosity, flexibility, and openness • are able to reflect upon and articulate their own values • understand and practice professional and ethical behavior • are aware of personal strengths and weaknesses and are prepared for life after college (see Rinehart document) • understand the nature and importance of responsible citizenship

Student Success Outcomes

Students who earn a bachelors degree from the University of Minnesota will demonstrate achievement of the following characteristics:	
Developmental lifelong learning and citizenship characteristics	The student can refer to experiences that demonstrate he or she:
Responsibility /Accountability	Makes appropriate decisions regarding his/her own behavior; accepts consequences of actions; gains trust of others; meets agreed upon expectations.
Independence/Interdependence	Appropriately determines when to act alone and when to work or consult with others; demonstrates ability to initiate action and effectively engage others to enhance outcomes.
Goal Orientation	Manages energy and behavior to accomplish specific outcomes; achievement oriented; demonstrates effective planning and purposeful behavior.
Self-Confidence/Humility	Maintains and projects optimistic perspective on experiences; expects the best from self and others; accurately assesses and can talk comfortably about personal strengths and weaknesses; shows interest in learning about others and acknowledges their accomplishments; patient; demonstrates ability to help others gain comfort in new situations.
Resilience	Able to recover quickly from disappointment or bad experience.
Appreciation of Differences	Works effectively with others; seeks out others with different backgrounds and/or perspectives to improve decision making; recognizes advantages of moving outside existing "comfort zone."
Tolerance of Ambiguity	Demonstrates ability to perform in complicated environments and the absence of standard operating procedures; recognizes the authenticity of attitudes or beliefs which may be in direct conflict with one's own.

Learning Abroad Developmental Outcomes

Students who participate in study and/or working abroad will demonstrate achievement of the following characteristics:	
CO-CURRICULAR EXAMPLES	
Responsibility/ Accountability	<ul style="list-style-type: none"> • Arranges financial aid, applies for scholarships, subleases apartment, etc. • Takes care of travel: shots, packing, flight, visa, passport, etc. • Serves as an ambassador for the University and the United States. • Exercises self-control in cultures with different peer relationships and social norms. • Learns enough about host country in advance to live effectively upon arrival.
Independence/ Interdependence	<ul style="list-style-type: none"> • Contacts global organization to secure work abroad. • Is self-directed and gets to know host nationals. • Explores local environment. • Gets to know people from another part of the world and increases broad understanding of human similarities and differences. • Increases self-reliance, develops strategies for asking and receiving help.
Goal Orientation	<ul style="list-style-type: none"> • Sets personal goals to be achieved while abroad (improve language skills, learn customs). • Finds internship to fulfill degree plan requirements. • Finds ways to apply international learning in a classroom, resume, senior paper upon return.
Self-Confidence/ Humility	<ul style="list-style-type: none"> • Barter in local market. • Joins in heated discussion with other students. • Ask for directions, learns about city and later becomes a resource to others. • Writes a resume in second language. • Conducts daily business in foreign language.
Resilience	<ul style="list-style-type: none"> • Asks and gets more challenging work after starting with entry-level work. • After uncomfortable first few days, remains in a host family and forges a relationship that lasts after study abroad. • Learns new transportation system. • Makes new friends while maintaining appropriate level of contact with support system.
Appreciation of Differences	<ul style="list-style-type: none"> • Learns to understand new work norms. • Adapts lifestyle to fit host country. • Adjusts to new view on energy use (smaller fridge, no dryers, public transport). • Suspends judgment on host country until has deeper understanding. • Exposure to third-world country through volunteer experience.
Tolerance of Ambiguity	<ul style="list-style-type: none"> • Accepts not having work position prior to arrival. • Learns to go into a store and figure out how to order. • Desire to blend is compromised by lack of ability to blend.

Learning Abroad Developmental Outcomes

Students who participate in study and/or working abroad will demonstrate achievement of the following characteristics:	
ACADEMIC/CLASSROOM EXAMPLES	
Responsibility/ Accountability	<ul style="list-style-type: none"> • Identifies a study abroad program that meets academic, personal, and career interests. • Applies for study abroad. • Learns enough about host country to study effectively upon arrival. • Learns effective study habits in different academic system. • Completes coursework and makes degree progress. • Brings back coursework and course information.
Independence/ Interdependence	<ul style="list-style-type: none"> • Makes academic plan by communicating with college, major, minor, and learning abroad advisers. • Works with other study abroad students to research and present a group project about the host country. • Becomes comfortable asking questions and participating in a host-country classroom. • Learns about and adapts to a new academic system. • Joins host country students for informal academic discussions in café after class.
Goal Orientation	<ul style="list-style-type: none"> • Speaks with adviser in advance to fit study abroad into academic program. • Completes degree requirements while abroad. • Completes entire language requirement in one semester abroad.
Self-Confidence/ Humility	<ul style="list-style-type: none"> • Takes exams in new format. • Learns that grade inflation is a U.S. concept. • Overcomes the challenges of studying in a second language. • Volunteers to answer questions in a second language, writes paper in second language.
Resilience	<ul style="list-style-type: none"> • Experiences culture shock but uses resources to overcome. • After years of language classes has meaningful relationship speaking only second language. • Acknowledges language and culture mistakes and learns from them.
Appreciation of Differences	<ul style="list-style-type: none"> • Learns to engage in discussion of U.S. foreign policy. • Learns from class despite lack of textbooks, computers, WebCT. • Uses library and photocopies as host students do. • Studies and learns subject (i.e. history) from another viewpoint.
Tolerance of Ambiguity	<ul style="list-style-type: none"> • Learns to talk around things one doesn't know. • Learns to cope with limited ability to understand and express oneself. • Accepts not having feedback on course until final grade. • Deals with limited course syllabi available in advance.

The welcome sessions during new student orientation for all 5,000 incoming freshmen and their parents, led by the vice provosts, have been reorganized to reflect the University's expectations that all students should engage in activities that help them develop and demonstrate characteristics and skills for academic and career success. The outcomes are also included in student orientation materials.

In addition, new student orientation leaders have been trained to use follow-up activities focused on the outcomes in their small group sessions with freshmen. New Student Weekend (attracting about 1,000 students each year) has been revised to incorporate leadership development and a focus on goal setting around the outcomes as well.

The Twin Cities Student Unions recently completed a pilot project on student employment that incorporates the outcomes in the training and supervision of student workers. Publicity about the success of this pilot has stimulated interest in several additional student employment venues. Housing and Residential Life and University Dining Services surveyed student workers asking for their perspective on the extent to which their work helped them develop in these areas.

Responses from student workers indicate their perceptions that student employment makes positive contributions to the development of these skills and characteristics. This information is being incorporated in a presentation which will be part of a campus-wide conference in October 2005 on using student outcomes across the living and learning experience on campus.

Under development is an ePortfolio component that will allow students to document and demonstrate their progress and attainment of the outcomes. Pilot templates will be available fall 2005. Also beginning fall 2005, a new alumni tracking survey will ask respondents to indicate the extent to which key University curricular and developmental outcomes are important to their current professional and personal life, and were impacted by their experience as a University undergraduate.

Assessment: Council members have learned a great deal in the past three years about the challenges in deploying a campus-wide implementation of learning assessment on a comprehensive

public campus such as the University of Minnesota – Twin Cities. The Council has reported to three different provosts in four years, but with the hiring of a vice provost for faculty and academic affairs in July 2005, now has a specific administrative leader to champion the cause on a day-to-day basis.

While leadership transitions and the lack of vocal or consistent leadership can be detrimental to the long-term viability of learning assessment, the University's assessment effort was not impacted significantly, primarily because the Council was a stable body that was able to maintain the focus on assessment through the transitions.

Communication is another considerable challenge on a campus of this size; in particular, assessment activities, programs, and efforts have developed in a highly decentralized organizational environment and been driven by units of all kinds for a variety of reasons.

From a central administrative perspective, a primary challenge has been self-discovery. A multitude of exemplary assessment models, programs, and practices implemented across the Twin Cities campus illustrate a successful history of demonstrated learning assessment at the University. Many of the examples are significant in scope, duration, and impact, such as the TEL Council (to promote technology-enhanced learning), the Center for Teaching and Learning Services, and the Center for Writing.

The Council continues to discover cutting-edge programs and best practices in assessment in academic units and among faculty across campus. The challenge is to find and connect the leading and early adopters, develop a communication network, and knit the individual programs and projects into a comprehensive, comprehensible whole to effect systemic improvement.

Future Action: Over the next year, the Council will draw significant direction from the various task force reports emerging from the University's strategic positioning process, most notably the task forces on student support, writing, honors, faculty culture, diversity, and redesign of various collegiate units.

The Council will continue its work to define and confirm global learning outcomes for all undergraduate students, and will begin a similar process to identify global learning outcomes for graduate and professional students. The Council also will work to integrate the expected academic outcomes of the classroom with the developmental outcomes of the student experience as a whole.

The Council must also determine how to more fully engage students in the planning for and implementation of learning assessment and how to more actively engage students at large in sharing the responsibility for improving the quality of their teaching and learning relationships.

Strengthening the student experience at all levels remains a work in progress. Many units and programs across campus are making contributions to significant institutional progress through assessment-based developmental programs, grant-funded projects, etc. Some of the most important programs are described below.

Center for Teaching and Learning Services:

The Center⁹⁰ works to enhance the culture of teaching and learning on the Twin Cities campus. It partners with colleges, departments, and individuals to improve student learning and participates in initiatives that foster environments in which diverse teachers and learners can excel.

Each year, hundreds of tenured and non-tenured faculty, instructional staff, and graduate students participate in Center programs that, in aggregate, help create an environment in which teaching, learning, and assessment are highly valued. The Center's comprehensive services range from individual consulting to intensive workshops to year-long programming for new and experienced faculty, instructional staff, graduate students, and administrators throughout their teaching careers.

The Center also provides on-line tutorials, workshops, and publications. A recent example is the publication, "Stories of Teaching and Learning at the University of Minnesota," a project of the 2004-05 Senior Teaching Fellows intended to provide a personal glimpse into teaching and learning

at the University from the perspective of faculty, teaching assistants, and students.

One program that focuses on assessment is the Teaching Large Courses project.⁹¹ Faculty who teach 12 large-enrollment courses are working together over the next three years, under a grant from the Bush Foundation, to improve the quality of large-enrollment courses. Identified problems with large enrollment courses include a higher dropout rate, a larger proportion of low grades or incompletes, and more student complaints.

In this grant program, faculty are planning and implementing major revisions of these courses, including the infusion of active learning strategies and many forms of technology, to improve course quality. Participants are carefully documenting the faculty development process, modifications to the courses, and the results linked to these modified courses. In addition, the grant supports various dissemination activities, such as conferences and publications, so others within and outside the University community can learn from the improvements made.

Some of the Center's other programs and services include:

- Online "Ask a Quick Teaching Question"⁹²
- Assessment of Learning⁹³
- Teaching Consultations⁹⁴
- Teaching Enrichment Workshops⁹⁵
- Online Workshops⁹⁶
- Customized Workshops⁹⁷
- Preparing Future Faculty Program⁹⁸
- International TA Program⁹⁹
- Early Career Teaching Program¹⁰⁰
- Mid-Career Teaching Program¹⁰¹
- Senior Teaching Fellows Program¹⁰²

⁹¹ www.umn.edu/ohr/teachlearn/innovative/large-classes.html

⁹² www.umn.edu/ohr/teachlearn/helpstudent.html

⁹³ www.umn.edu/ohr/teachlearn/sgid/index.html

⁹⁴ www.umn.edu/ohr/teachlearn/consultations.html

⁹⁵ www.umn.edu/ohr/teachlearn/teaching/index.html

⁹⁶ www.umn.edu/ohr/teachlearn/workshops/index.html

⁹⁷ www.umn.edu/ohr/teachlearn/custom.html

⁹⁸ www.umn.edu/ohr/teachlearn/pff/index.html

⁹⁹ www.umn.edu/ohr/teachlearn/int/itaprogram.html

¹⁰⁰ www.umn.edu/ohr/teachlearn/early/index.html

¹⁰¹ www.umn.edu/ohr/teachlearn/midcar/index.html

¹⁰² www.umn.edu/ohr/teachlearn/senior/index.html

⁹⁰ www.umn.edu/ohr/teachlearn

- Making Meaning of a Life in Teaching¹⁰³
- Multi-Cultural Teaching-Learning Program¹⁰⁴
- Internationalizing the Curriculum¹⁰⁵
- Innovative Teaching with Technology¹⁰⁶

Academy of Distinguished Teachers: The Academy,¹⁰⁷ established in 1999, recognizes and celebrates teaching excellence, fosters the continued improvement of teaching and learning at the University, and strengthens the resources necessary to do so. The Academy's membership is composed of the annual winners of the Horace T. Morse-University of Minnesota Alumni Association Award and the Award for Contributions to Post-baccalaureate, Graduate, and Professional Education.

Academy members provide leadership to the University, serving as mentors, advisers, and spokespersons for the University's teaching mission.

The Academy also contributes to faculty development through an annual fall retreat for its members and a biennial teaching and learning conference open to all University tenured and non-tenured faculty, adjunct faculty, and teaching assistants. Both of these events include a participant evaluation component to help the Academy prioritize and plan future programs.

In addition to the awarding of these prestigious awards, the Academy is currently engaged in several assessment efforts:

- exploring the policies and procedures for awarding merit pay,
- providing better information and access for undergraduate research opportunities,
- developing training modules for Academy members to conduct focus groups with students to elicit their suggestions regarding the qualities of positive interactions with faculty,

- exploring the impact of technology on teaching and learning, and
- initiating a small-grants program for Academy members to support innovative, collaborative teaching and learning initiatives.

Academic Program Review and Approval:

The University uses a standard set of criteria to review proposals for new or changed academic programs.¹⁰⁸ The criteria parallel those used in the University's periodic review of collegiate and departmental academic and administrative units. In addition to these criteria, proposals for graduate degree and certificate programs undergo rigorous review by the Graduate School's discipline-based Policy and Review Councils.¹⁰⁹

The review and approval process underwent substantive revision in 2003, at which time specific questions relative to program quality and assessment were added to the required proposal narrative:

- What are the learning outcomes for the program?
- How will the outcomes be measured? How often?
- How, when, and by whom will program quality be measured?
- How will the college, the department, and program instructors continue to improve the teaching and learning in this program?
- Is the program subject to review by a specialized accreditation agency? If yes, what agency and what is the review cycle?
- How, if at all, will the program address the University's diversity goals, e.g., student and faculty recruitment, curriculum, etc.?

Starting in late 2005, proposals for new and changed academic programs will be part of the Web-based Graduation Planner (see page 113), which will include a real-time database of all un-

¹⁰³ www.umn.edu/ohr/teachlearn/meaning/index.html
¹⁰⁴

www.umn.edu/ohr/teachlearn/multicultural/index.html
¹⁰⁵

www.umn.edu/ohr/teachlearn/internationalizing/index.html
¹⁰⁶

www.umn.edu/ohr/teachlearn/innovative/index.html

¹⁰⁷ www.adt.umn.edu

¹⁰⁸ <http://academic.umn.edu/planning/apr.html>

¹⁰⁹ www.grad.umn.edu/faculty-staff/governance/P-R_Councils/index.html

dergraduate (and eventually graduate and first-professional) programs and requirements.

Curriculum Revision: Historically, the University, like most institutions, has revised curricula on an irregular basis following non-standardized processes. However, the 1996-97 conversion from quarters to semesters saw a substantial amount of curriculum revision undertaken throughout the University. And now, as the University implements the structural re-design of several academic units, as part of its strategic positioning efforts, it will also develop a more comprehensive framework to help units address issues of curriculum revision.

For example, biology has become the central science early in the 21st century and more closely aligned with the physical science, engineering, mathematical, and computational disciplines. Accordingly, the College of Biological Sciences has established a curriculum task force to update the undergraduate curriculum and more effectively reach and engage its diverse student audiences.

The task force is currently working on proposals to: 1) create new courses to serve non-science majors; 2) adapt a semester-long introductory biology course for Institute of Technology majors; 3) create a year-long biology majors course that includes inquiry-based labs and provides a foundation of knowledge and skills needed for success in upper-division courses.

According to the College's 2005-06 compact, one of its strategic goals is to develop and deliver the highest ranked undergraduate biology program in the country by 2010, which articulates performance metrics that include assessment of learning outcomes, innovative curriculum that integrates teaching and research, and development of recognized scholarship in biology education.

Undergraduate Research (UROP): The Undergraduate Research Opportunities Program,¹¹⁰ housed in the Graduate School, is designed to give undergraduate students and faculty members the opportunity to work together on research, scholarly, or creative activities.

Started in 1985, this competitive program provides approximately 450 students a year with financial support in the form of a stipend (up to \$1,400) and/or an expense allowance (up to \$300) while they assist with a faculty member's work or carry out projects of their own. Current goals of the program include increasing the number of participants up to 1,000 each year, increasing the number of cross-disciplinary projects, and increasing the number of students working with faculty in the Academic Health Center.

The Undergraduate Research Opportunities Program has produced several positive trends in the past years. The number of applicants has been steadily rising from 382 10 years ago to a new high of 554 in 2004-2005. The biggest increases on the Twin Cities campus have been in the Institute of Technology. Additionally, the number of students doing cross-college projects (where the faculty sponsor and student are in different colleges) has also been increasing significantly. An increasing number of students are doing research with Academic Health Center faculty, and larger numbers of freshmen have been applying in the past few years.

Each student and faculty participant is asked to complete an evaluation at the end of the project. The student is also required to write a short final report assessing the research and his/her experience with the program. The program has been formally reviewed several times in the past and is currently under review by the Task Force on Undergraduate Research. The task force report will be completed in late 2005. Student and faculty evaluations of the program are almost always positive and anecdotal evidence points to an undergraduate research experience as a significant element in the overall undergraduate experience.

Carnegie Initiative on the Doctorate: The University is participating in the Carnegie Foundation's national initiative focused on improving doctoral education.¹¹¹ The initiative is a multi-year research and action project to support departments' efforts to more purposefully structure their doctoral programs.

According to the program statement, "The initiative has three interacting elements: a conceptual

¹¹⁰ www.urop.umn.edu

¹¹¹ www.carnegiefoundation.org/CID/

analysis of doctoral education, design experiments in departments, and research and dissemination.”

Six fields are being studied, with the University partnering in two: history and neurosciences. The history initiative’s purpose is to make the Ph.D. program more efficiently focused on student progress to the degree, through better financial support and more clearly defined program requirements. In neuroscience, the effort is to understand better the goals and scope of Ph.D. education in this broad, rapidly evolving discipline.

Carlson School of Management’s Office of Learning Excellence:¹¹² The mission of this office is to establish learning excellence as a hallmark of Carlson School educational programs. Faculty, program leaders, staff, and students can access resources and assistance to develop and implement educational best practices and the appropriate supporting instructional technologies that enhance learning within the Carlson School, including development of the Learning Management System,¹¹³ instructional development and consultation, instructional media development, and workshops and seminars.

Center for Writing:¹¹⁴ The Center supports the University’s mission to improve writing across the curriculum in a more comprehensive way: it works directly with students learning to write, it supports instructors integrating writing into their courses, and it sponsors research into the theories and practices of writing, rhetoric, and literacy. The Center will be deeply involved in the new strategic initiative focused on writing (see page 37).

Digital Media Center:¹¹⁵ The Center collaborates with collegiate and other central support units to promote the effective use of educational technologies and to support faculty members who use these technologies to improve teaching and learning. The Center’s Web site is a rich repository of online resources, and includes self-assessment activities and links to many University initiatives for technology-enhanced learning.

Nature of Life Program:¹¹⁶ This program offers incoming freshmen in the College of Biological Sciences the opportunity to live and study in small groups with faculty and student peers for three days at Lake Itasca in northern Minnesota. The core experience includes participation in three intensive, small-group seminars. Participants also learn about the resources available to students and get the chance to collaborate with peers, student mentors, and faculty in constructing a community of scholars. Through this one-credit course, students form relationships that help sustain them through their undergraduate careers. During the fall semester, students complete several short reflective essays and attend three additional events that focus on academic and career planning success.

Health Care Education Innovations: Changes in health care compel advances in the ways universities educate health professionals. The Academic Health Center’s Office of Education¹¹⁷ collaborates with AHC faculty and members of the Minnesota health-care community to introduce innovations in education by helping faculty, students, staff, and administrators develop new skills, cross traditional boundaries between the health profession schools, and work in diverse, community-based settings. Some of these innovative programs include:

- **Learning Commons.**¹¹⁸ The Academic Health Center’s Learning Commons offers health professions faculty a place to learn about and develop new ways of teaching – especially those supported by information and educational technologies. For students and residents, the Learning Commons is a place to practice new ways of learning – such as clinical decision-making, problem-based learning, and evidence-based practice – and to use information acquisition skills and techniques.
- **Faculty Summer Camp Program.** In 2005, the Academic Health Center’s Office of Education and the Bio-Medical Library offered a series of faculty workshops on clinical decision-making

¹¹² www.carlsonschool.umn.edu/Page2448.aspx

¹¹³ www.csom.umn.edu/Page3602.aspx

¹¹⁴ <http://writing.umn.edu/index.htm>

¹¹⁵ <http://dmc.umn.edu/>

¹¹⁶ www.cbs.umn.edu/main/resources/ProspectiveFreshmen/nol.html

¹¹⁷ www.ahceducation.umn.edu/

¹¹⁸ www.learningcommons.umn.edu/

and technology-enhanced learning for faculty and staff in all health professions.

- **Interprofessional Education and Resource Center.**¹¹⁹ Opened in 2003, the Center provides facilities and services for assessing students' clinical skills and learning outcomes. The Center offers faculty the opportunity to prepare students for a professional world under simulated situations before going into practice settings. Center staff assist faculty and students by: assessing students' clinical skills, providing education development in student outcomes assessment, and providing support and development for interdisciplinary education in order to strengthen the health care workforce.

Additional programs are making major contributions and are described in greater detail elsewhere in this document, including Orientation & First Year Programs, University Libraries, Technology Enhanced Learning (TEL), and the Graduation Planner.

Improving Academic Progress [HLC 2b, HLC 2c, HLC 3b, HLC 3d]

President Bruininks's third goal related to enhancing University students' experience is promoting better academic progress and, thus, improving graduation rates. Timely graduation serves students better by providing a more intense, focused academic experience, and it serves the institution by maximizing the efficient use of resources, such as freeing up valuable class openings for other students.

The most dramatic change related to retention and graduation rates has been the requirement that students take at least 13 credits each semester unless they have permission to take a reduced credit load.

Coupled with the restructuring of tuition, this policy has had encouraging results in the first three years of its four-year implementation schedule. The University has also made significant improvements in course availability for students, guaranteeing that critical first-year courses are available to freshmen.

Advising: Good academic advising has been characterized as a great challenge at large institutions, and, when done well, even the best students report particular appreciation of advising and mentoring contacts. One of advisors' primary goals is to inspire and cultivate a thought process that requires students to relate their academic work to their personal lives and career goals.

In 1991, the University's Task Force on Liberal Education recommended "that the University develop a comprehensive, campus-wide strategy for improving academic advising, especially in relation to liberal education outcomes." Among the essential attitudes that the task force identified as outcomes for a liberally educated person at a major research university was "capacity for gaining perspective on one's own life."

This recommendation is no less compelling now than it was nearly 15 years ago. The flexibility, choice, and complexity available at the University are among its best features, but students often need assistance in making sense of the options. Over the past decade the University has made major investments in advising and support services that focus on delivering meaningful information to students when and how it is most relevant and useful.

The University seeks to expand those investments through its strategic positioning initiatives. As Provost Sullivan noted in the academic strategic positioning task force's report, "Strengthening academic support and advising services campus-wide will better position the University to fulfill its historical commitment to access as a renewed commitment to educational attainment, a mission better fitting the needs of the increasingly diverse student body of the 21st century..." To this end, the University is working to align organizational structures and institutional advising practices.

Retention Rates: The Twin Cities campus has placed increased emphasis on improving first-, second-, and third-year retention rates through program initiatives, student surveys, and information analysis.

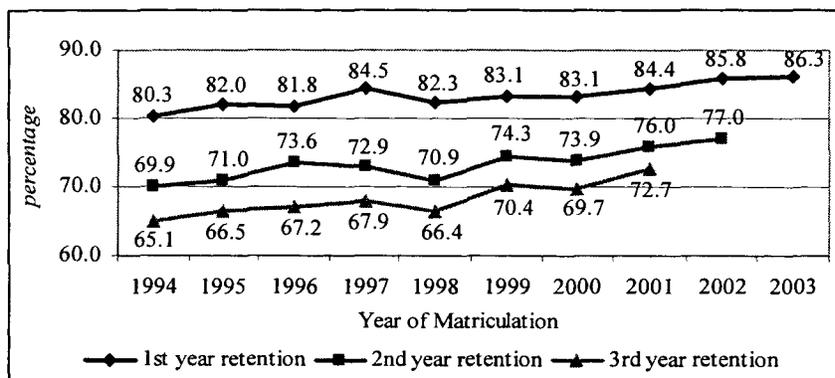
¹¹⁹ www.ierc.umn.edu/

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

Assessment: The past decade has shown steady and marked improvement in retention rates. The most recent first-year retention rate of 86.3 percent is the highest ever since the University began measuring retention rates; second-year retention stands at 77.0 percent; and third-year reten-

tion at 72.7 percent. Retention rates for students of color also have risen to their highest levels in the past decade. Although still in the lower ranks of its AAU public university peer group, the University of Minnesota – Twin Cities has made substantial gains.

1st-, 2nd-, 3rd-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, Twin Cities campus, 1994-2003.



Source: Office of Institutional Research and Reporting, University of Minnesota.

Action: The First-Year Experience Project,¹²⁰ launched in 1998, seeks to improve the undergraduate experience and support learning inside and outside the classroom. The project's primary goals are to improve retention and graduation rates and to increase student satisfaction with their college experience. Specific initiatives instituted include:

- **Freshman Seminars.** Over 115 seminars, enrolling about 1,700 students, were offered in fall 2004 across a wide variety of disciplines.
- **New Student Orientation.** A completely restructured orientation program now reaches all new freshmen and many of their parents. Over 5,500 students participated in orientation activities preceding the fall 2004 semester; 825 students participated in New Student Weekend, which focuses on leadership development and student success goal-setting. These activities focus on the University's expectations that all students should engage in activities that help them develop and demonstrate characteristics and skills associated with both academic

and career success. (See "Student Success Outcomes" table on page 70.)

- **Parent Program.** This program provides communication between the University and students' parents in order to support student success and promote an appropriate role for parents within the campus community. Nearly 4,300 parents participated in parent orientation activities preceding the fall 2004 semester.¹²¹
- **Transfer Students.** Orientation activities specifically for transfer students and their parents are held prior to the start of classes each fall. More than 1,600 students and nearly 300 parents participated in 2004.
- **Convocation.** Reinstated in 1999, about 4,000 students attended convocation-related activities in fall 2004.
- **Living/Learning Communities.** In fall 2004, 850 students participated in 21 living/learning communities in the residence halls.

¹²⁰ <http://academic.umn.edu/provost/undergrad/fyp.html>

¹²¹ www.parent.umn.edu

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

- Residential Life.** To help improve students' educational experience, the University has placed a high priority on providing more and better on-campus housing. Investments in improving the undergraduate experience and campus life have made living closer to campus more attractive for students. Almost 5,000 new beds have been added over the past decade by the University and private developers. Over 77 percent of first-year students now live on campus, up from 72 percent in 1998 (22.6 percent of all undergraduate students reside on campus). A 2003 study showed that first-year students who lived on campus had a weighted-average GPA of 3.12 compared to an average GPA of 2.86 for students who lived off-campus.

These initiatives seem to have contributed to the improvement in retention rates. One initiative in particular, freshmen seminars, is worthy of mention. Freshman seminar participation does seem to contribute not only to higher grade-point averages but also to higher retention rates.

Since 1998, more than 225 faculty members have taught at least one freshman seminar. During that time, the number of freshman seminars has grown from 20 to more than 125.

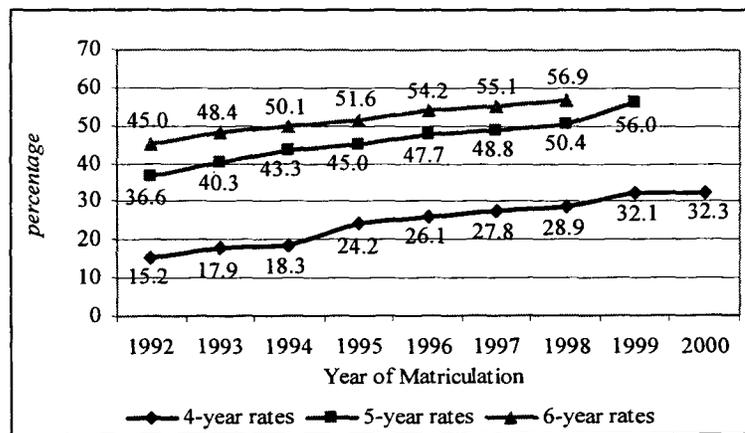
Over the past five years, the groups of students who took a freshman seminar have had higher grade point averages and higher retention rates and four- and five-year graduation rates than other students. This holds true whether the data are analyzed by gender, ethnicity, geographic location, ACT score, or high school class rank.

Assessment of how well all of these First-Year Experience initiatives are meeting their objectives and contributing to the achievement of retention, graduation, and student satisfaction goals is ongoing.

Undergraduate Graduation Rates: The Twin Cities campus has set ambitious goals to improve its graduation rates from their historically low levels. The 2012 goals are: four-year graduation rate of 50 percent, five-year rate of 70 percent, and six-year rate of 75 percent.

Assessment: All graduation rates have improved substantially over the last seven to nine years: four-year rates increased by 17.1 percentage points to 32.3 percent, five-year rates by 19.4 percentage points to 56.0 percent, and six-year rates by 11.9 percentage points to 56.9 percent.

4-, 5-, and 6-year graduation rates, Twin Cities campus, 1992-2000.



Source: Office of Institutional Research and Reporting, University of Minnesota
 Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities is counted as a Duluth graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

During the same time period, graduation rates for students of color showed significant gains, but still lagged behind these overall graduation rates. During the nine-year period: four-year rates improved 7.2 percentage points to 20.8 percent, five-year rates by 17.7 percentage points to 42.3 percent, and six-year rates by 14.7 percentage points to 42.1 percent.

Among its Association of American Universities peer group, the University of Minnesota – Twin Cities still ranks at or near the bottom of this group in graduation rates, but with continued improvement efforts, as described above, there is every expectation that the University's standing will improve.

Action: The Twin Cities campus will continue its intensive efforts to improve graduation rates through the range of programs outlined above as well as other initiatives emerging from the University's strategic positioning efforts.

Graduate/Professional Completion Rates: The timely completion of degrees is as important at the graduate level as it is at the undergraduate level. The University tracks this measure as the "median elapsed time to degree," which is calculated as the number of years from the start of a student's first term in the Graduate School (regardless of subsequent changes of major or degree objective) until the degree is conferred.

One key measure of a research university's productivity is the number of graduate degrees, particularly the doctoral degree, it confers each year. The University's performance is in line with other leading research universities. Graduate students at the University take slightly longer to earn their master's degrees than they did five years ago, while doctoral students take about half a year less than they did five years ago.

Assessment: The University of Minnesota – Twin Cities is among the leading producers of doctorates nationwide. The University currently ranks 11th among public and private research universities nationally and 9th among public research universities.

However, despite a national decline in doctoral degrees conferred over the past five years, the

University's performance has declined more sharply (23.2 percent) than the average decline of other top-10 public and private research universities in this category (9.4 percent) and the average decline of top-10 public research universities only (8.0 percent).

Action: The University is participating in a national study by the Council of Graduate Schools to identify factors leading to this decline.¹²² The project's goal is to address the issues of completion and attrition in Ph.D. education and test those practices that the graduate community believes will result in higher completion rates.

Averaged over institutions and disciplines, only about 50 percent of those students who begin a Ph.D. program actually complete the degree. The University is working with 15 graduate programs (eight in sciences, math, and engineering; seven in liberal arts and humanities) to gather and report data on completion and attrition, and to test intervention strategies (e.g., better orientation and mentoring, clearer program rules, exit interviews) that will improve completion. Results will be shared nationally among research and project partners, with the hope of developing a set of best practices.

In addition, the University is undertaking research of its own on such factors as time-to-degree, financial issues, graduate student advising, and housing.

Student Satisfaction Levels [HLC 2c, HLC 4c, HLC 5a, HLC 5c, HLC 5d]

The fourth of President Bruininks's goals is to maintain and improve student satisfaction levels. Satisfaction indicators rose during the last decade and remain at high rates. Students are most satisfied when they are engaged with the learning experience and connected to the University in meaningful ways.

Undergraduate Student Satisfaction: Since 1997 the University has administered the bi-annual Student Experiences Survey (SES) to assess student satisfaction. Included in the survey are questions on academic quality, instruction, advising,

¹²² www.phdcompletion.org

classroom and physical facilities, class size, and cost.

Assessment. The results of the 2005 undergraduate SES survey show overall improvement in nearly all areas over the results for previous years. Overall satisfaction levels matched previous highs and more students than ever indicated they would enroll at the University if given the chance to do it over again.

Students were most pleased with the physical environment of the campus and the quality of the academic programs. They were least satisfied with the cost of attendance, class size, and quality of advising.

The most recent results, from a survey of graduating seniors, suggest that student satisfaction continues to increase on the Twin Cities campus.

Action. The Student Experiences Survey is administered every other year, with the next survey scheduled for 2005. As in previous years, the results will be widely shared and follow-up work conducted so that institutional performance improvement can be achieved.

Graduate/Professional Student Satisfaction:

The graduate and professional student experiences survey has been administered every other year since 1997. The most recent survey in 2005 showed that satisfaction levels have increased on nearly all measures since 1997. This may be due to the improvement of physical facilities and the greater attention being paid to improving the quality of the graduate student experience. The survey will be administered again in 2007.

In addition, the Academic Health Center's Office of Education¹²³ is entirely focused on improving education and student learning and on assessing outcomes.

Technology-Enhanced Improvement Efforts:

The University is committed to making as many services, such as financial aid and registration, as easy and seamless for students as it can. In fall 2003, the University introduced e-pay and e-bill, allowing the elimination of mailed paper bills and the payment of bills online. This system won the Educause Excellence in Administrative Information Systems 2002 Award.¹²⁴ A Web project to give students more information and more control over their financial aid packages was introduced in 2004.

The MyU Portal¹²⁵ is a digital gateway to the University that is geared, in part, to improve the student experience and increase student satisfaction. Because of the central authentication system, the portal can be customized to each student's unique identity in the University. The Class of 2009 portal view, for example, provides a special view to each incoming student, whom it recognizes by name and to whom it can provide personalized data ranging from an individual calendar, to grant and human resource information, to direct links to the student's advisor.

Finally, the online Graduation Planner, scheduled for implementation in late 2005, will give students detailed information about the sequence of courses necessary for each major and allow students to develop individualized graduation plans. In addition, the Graduation Planner will give advisors more timely and accurate indications of student progress toward graduation.

¹²³ www.ahceducation.umn.edu

¹²⁴ www.educause.edu/2002/1220

¹²⁵ www.myu.umn.edu

Challenge #4:

Strengthening the University's governance structures, policies, and practices.

Institutional excellence requires a system of governance that provides clear policies and structures, deep understanding of appropriate roles and responsibilities in a complex shared governance environment, and consistent methods for continuous improvement.

As described in Part 2 of this self-study report, the mid-1990s marked one of the most challenging periods for University of Minnesota governance in its history. Relationships among and between faculty, administrators, and the Board of Regents were strained. The Governor, state legislators, and the news media – locally and nationally – offered their opinions and solutions.

As noted earlier, while the public controversy – which had gained national attention well beyond the higher education community – centered on proposed changes to the University's academic tenure policy and, as the 1996 NCA visiting team noted at the time, other issues that included claims of “political meddling” by the state, “micromanagement” by the Board of Regents, lack of understanding and appreciation of “the many academic and administrative challenges the University faces” by both the state and the governing board, and pervasive “faculty suspicion and distrust.”

In the intervening years, perhaps no University issue has received more time and attention from the Regents, faculty, and senior administrators than the restoration of a workable governance system that serves the mission and makes possible the achievement of University excellence, as envisioned in its strategic plan.

Board of Regents [HLC 1c, HLC 1d, HLC 1e, HLC 2c, HLC 2d, HLC 4a, HLC 5c, HLC 5d]

The University's Board of Regents now plays a vital and appropriate leadership role in preserving the mission, setting strategic direction, carrying out its fiduciary and other responsibilities, and com-

municating its role and decisions effectively to constituencies. The Board of Regents consistently and intentionally focuses its time and attention on policy work, oversight, and providing advice and counsel to the President.

The 12-member Board of Regents is the governing body of the University. The legislature elects one regent from each of Minnesota's eight congressional districts and four from the state at large. In 1988, the legislature established the Regent Candidate Advisory Council to provide advice on the election of Regents.¹²⁶

The Council's duties are to outline criteria to be applied in recommending candidates, and recruit, screen and recommend at least two, and not more than four, qualified candidates for each opening on the Board. The council consists of 24 members appointed to staggered six-year terms.

One of the four at-large regents must be a University student at the time of election. Regents serve without pay for six-year terms. The president of the University is ex officio president of the Board. The Board meets nine or 10 months during each year.

The 2005 Legislature modified the process for selecting Regents. The Regent Candidate Advisory Council will now make its recommendations to the Governor rather than the legislature. The Governor then will submit to a joint legislative committee a slate of Regent nominations of one nominee for each vacancy. The committee will forward the Governor's Regent nominees for presentation to a joint convention of the legislature for final action.

Committees. The Board of Regent's committees include: Audit; Educational Planning and Policy; Facilities; Faculty, Staff, and Student Affairs; Finance and Operations; and Litigation Review.

¹²⁶ www.rcac.leg.mn

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

Meetings of the Board of Regents and its committees are governed by the Minnesota Open Meeting Law (*Minnesota Statutes 471.705*).

Current members of the Board of Regents are listed in Appendix A.

Board of Regents Responsibilities

- Clarify the mission of the University and approve programs necessary to fulfill that mission.
- Monitor and evaluate the performance of the institution in achieving its goals and fulfilling its mission.
- Appoint, monitor, advise, motivate, support, evaluate, and, if necessary or advisable, replace the president.
- Approve major policies, long-range plans, educational programs, and annual budgets, while clearly delegating administrative responsibilities.
- Accept fiduciary responsibility for the long-term welfare of the University.
- Ensure adequate resources (human, financial, physical) and effective management of those resources.
- Preserve institutional autonomy, recognizing that the preservation of autonomy requires accountability.
- Foster collaboration with other educational systems and institutions, consistent with the University's mission.
- Serve as a court of appeals when appropriate.
- Enhance the public image of the University.
- Regularly evaluate the Board's performance and strive to improve it.
- Ensure that the University remains an equal opportunity institution.

Improvement Efforts: Within the last several years, the Board of Regents has undertaken a variety of efforts to update its policies and procedures and improve its effectiveness. These efforts have included:

- Providing leadership and support to the University's strategic positioning and accountability efforts.
- Clarifying its authority and which powers it delegates to the president through a new Board of Regents policy on reservation and delegation of authority.
- Instituting work sessions for the Board to discuss trends affecting higher education and enhance Regents' continuing education.
- Developing and implementing a plan to review and revise nearly 120 Board of Regents policies.
- Reviewing the role of each Board committee and its information needs.

- Annual retreat with the president to review Board performance, set priorities informed by the president's preliminary work plan, and discuss emerging critical issues.
- Hosting regular meetings of the Board leadership with the president, provost, and Faculty Consultative Committee leadership.
- Inviting the chairs of corresponding faculty committees to attend Board committee meetings.
- Hosting one annual dinner and discussion with the full Faculty Consultative Committee.

Faculty-Staff-Student Governance [*HLC 1c, HLC 1d, HLC 1e, HLC 2c, HLC 2d, HLC 4a*]

Faculty, professional and civil service staff, and student participation in the shared governance of the University (Twin Cities campus and system-

University Governance Bodies

Faculty Senate (www.umn.edu/usenate/fsen/fsen.html)
Student Senate (www.umn.edu/usenate/ssen/ssen.html)
Twin Cities Campus Assembly (www.umn.edu/usenate/tcca/tcca.html)
Faculty Consultative Committee (www.umn.edu/usenate/committees/fcc.html)
Student Senate Consultative Committee (www.umn.edu/usenate/committees/sscc.html)
Advisory Committee on Athletics (www.umn.edu/usenate/committees/aca.html)
All-University Honors (www.umn.edu/usenate/committees/alluhonors.html)
Benefits Advisory (www.umn.edu/usenate/committees/bac.html)
Council on Liberal Education (www.umn.edu/usenate/committees/cle.html)
Disabilities Issues (www.umn.edu/usenate/committees/disabilities.html)
Educational Policy (www.umn.edu/usenate/committees/scep.html)
Equity-Access-Diversity (www.umn.edu/usenate/committees/ead.html)
Faculty Affairs (www.umn.edu/usenate/committees/scfa.html)
Faculty Academic Oversight on Intercollegiate Athletics (www.umn.edu/usenate/committees/faoc.html)
Finance and Planning (www.umn.edu/usenate/committees/scfp.html)
Information Technologies (www.umn.edu/usenate/committees/scit.html)
Judicial (www.umn.edu/usenate/committees/judicial.html)
Library (www.umn.edu/usenate/committees/library.html)
Nominating (www.umn.edu/usenate/committees/nominate.html)
Research (www.umn.edu/usenate/committees/research.html)
Social Concerns (www.umn.edu/usenate/committees/soccon.html)
Student Affairs (www.umn.edu/usenate/committees/scsa.html)
Student Behavior (www.umn.edu/usenate/committees/ccsb.html)
Tenure (www.umn.edu/usenate/committees/tenure.html)
Faculty Consultative – Academic Health Center (www.umn.edu/usenate/committees/ahfcc.html)
Finance and Planning – Academic Health Center (www.umn.edu/usenate/committees/ahcfp.html)
Student Consultative – Academic Health Center (www.umn.edu/usenate/committees/ahscsc.html)

wide) is accomplished primarily through the University Senate.¹²⁷

The Senate is an elected body of faculty, academic professionals, and students which discusses and approves matters that affect the entire University.

The chair of the Faculty Consultative Committee and the president of the Minnesota Student Association consult with and make regular reports and recommendations to the Board of Regents.

Current committee rosters and meeting minutes are available at the Web sites indicated.

Improvement Efforts: Recent efforts to ensure the continuing effectiveness of faculty-staff-student governance have included:

- Starting in 2005-06, the University Senate will expand to include professional and administrative (P&A) staff and civil service staff. However, faculty and students will retain separate senates that permit them to speak with a clear voice on issues of concern to them.¹²⁸
- Faculty committees have been expanded to include P&A staff more systematically.

¹²⁷ www.umn.edu/usenate/index.html

¹²⁸ For the rationale and history of this change, see "A University for All" at www.academic.umn.edu/accreditation/reports.

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- Committee minutes are now available on the University Senate Web page, supplanting a limited paper-based system, thereby enabling committee viewpoints to be taken into account more broadly in University decision-making.
- Provision of staff support to every Senate committee.
- Distinguished faculty members (including Regents Professors) regularly serve on faculty standing committees and task forces, which demonstrates the seriousness with which governance is taken at the University.
- Increased number of committee meetings, reflecting growing agendas and increased consultation with administrators on University issues and directions.
- The Academic Health Center has worked to strengthen the administrative process of pro-

motion and tenure, including workshops for academic administrators, informal meetings with tenure-track faculty about promotion-and-tenure policies and procedures.¹²⁹

Potential Areas for Improvement: A number of areas and issues that could stand further faculty and administrative scrutiny and discussion are:

- The major time commitment required of committee members and, especially, chairs that comes at the expense of teaching, research, and public engagement responsibilities.
- Examination of how to incorporate committee service in the merit review process for faculty.
- Better coordination of issues between and among committees and with the administration members responsible for those issues.

¹²⁹ www.ahceducation.umn.edu/OofE/Faculty/PandT.html

Challenge #5:

Promoting a culture of continuous improvement and accountability reporting.

Promoting a culture of continuous improvement throughout the institution is a vital ingredient to achieving the University's vision of excellence.

To meet this challenge, President Bruininks, in 2002, launched the Enhanced Service and Productivity Initiative. The initiative encompassed four goals:

- create a system-wide culture of customer service excellence,
- identify opportunities where resources can be used to bolster the University's internal economy,
- develop approaches for how the University can regularly monitor the effectiveness of key service and support areas, and
- identify innovations that transform University business practices.

To further underscore this commitment and build on early successes, President Bruininks established, in June 2004, the Office of Service and Continuous Improvement (OSCI).¹³⁰

This office is charged with promoting a culture of service and operational improvement with the goal of facilitating transformation of the University through cultural, operational, and financial change.

OSCI now serves as a catalyst for sustainable improvement, fosters a culture of continuous improvement, and collaborates with University units to identify and achieve sustainable improvements. The office regularly highlights improvements through its Web site, e.g., a recent article highlighted a time- and paper-saving system for faculty activity reports in the College of Human Ecology.¹³¹

¹³⁰ www.umn.edu/osci/
¹³¹

www.umn.edu/umnnews/Feature_Stories/Reducing_faculty_paperwork.html

Currently, OSCI is working with the Office of Information Technology to develop an enterprise-wide project management technology system. This system will give University leaders critical oversight information and provide a tool for units to manage their improvement work.

The University's strategic positioning process has reinforced this goal for continuous improvement throughout the institution. The administrative strategic planning task force made recommendations for a coherent institutional focus and a fundamental transformation of administrative operations and cultural expectations across the University.

The purpose of the task force's recommendations, subsequently incorporated into President Bruininks's recommendation to the Board of Regents, is to strengthen the University's ability to provide excellent service and achieve cost savings to better support the academic enterprise.

Examples of progress measures and future opportunities are listed below.

Customer Service Excellence [HLC 2c, HLC 5a, HLC 5c, HLC 5d]

Creating an organization with outstanding customer service requires fostering a culture that supports transformational change. At the University, the support for this change takes the form of empowering individual units to assess and adjust their service practices.

The University's compact process (see page 16) and the Incentives for Managed Growth (IMG) budget system (see page 15) are two organizational mechanisms that give academic and administrative units greater control to enhance their service quality.

The University's progress toward its goal for a culture of customer service is evidenced by improvements made in several service areas, described below.

One-Stop Service: The One-Stop Service centers have consolidated a range of student services including financial aid, registration, billing, and records into three service centers. This centralized approach eliminates confusion for students and creates an environment where the majority of their needs are served by visiting one place, saving students time and frustration. These services are improved by consolidating information electronically on the One Stop Home Page.¹³²

Similar One Stop pages exist to serve faculty¹³³ and staff.¹³⁴

In 2004-05, the University responded to requests from 58 other colleges and universities across the country about One Stop and hosted site visits from 11 other institutions.

On-Line Financial Aid: A new system for interactive financial aid award notification allows students to create their own aid package on-line and view it in real time. In addition to providing a valued service to students, this system has reduced manual processing and updating time by 70 percent and produced an annual estimated savings of \$200,000 annually.

Course Evaluation: Similarly, the University strives to improve services to its faculty and staff. An online evaluation project¹³⁵ provides users with faster and improved course-related feedback from their students.

The project is moving student evaluations of teaching from a paper-based to a Web-based format, reducing labor and providing units with faster and more readily usable information. The faculty and their units, in turn, use the improved information provided by this tool to improve their teaching and service to students.

In the Academic Health Center, work is under way to develop a more streamlined online system to meet the specialized needs of those academic units.

Transportation: The University has also capitalized on opportunities to better serve students' transportation needs. Incentives created for the University community to use alternative transportation have earned the Twin Cities campus the distinction in 2005 as one of the Best Workplaces for Commuters by the U.S. Environmental Protection Agency and U.S. Department of Transportation.

Over the past five years, the University's UPass and MetroPass discount programs have led to a 114 percent increase in transit participation. Other benefits resulted in the elimination of 220 tons of carbon monoxide emissions each year, and 50,000 reduced vehicle miles and 2,000 fewer gallons of gas consumed each day.

Future Action: The administrative strategic planning task force's report and President Bruininks's recommendations to the Board of Regents identified several key opportunities for creating a system-wide culture of customer service excellence.

Among the recommendations are to focus administrative support on serving students, faculty, and academic units. This includes strengthening the understanding of the people served in order to allow administrative and support units to provide excellent services in alignment with their needs.

President Bruininks has appointed special task forces to plan the implementation of the administrative recommendations, along with the identification of required resources and measures of progress.

Efficiency and Effectiveness [HLC 2c, HLC 5a, HLC 5b, HLC 5c]

The University is home to one of the country's largest libraries, some of the world's most sophisticated research laboratories, and hundreds of classrooms, offices, and public spaces. The University is committed to discovering new and better ways to manage its resources so that the institution becomes even stronger over time.

In its efforts toward continuous improvement, the University has capitalized on opportunities for im-

¹³² <http://onestop.umn.edu/onestop/>

¹³³ <http://onestop.umn.edu/onestop/faculty.html>

¹³⁴ <http://onestop.umn.edu/onestop/staff.html>

¹³⁵ <http://eval.umn.edu/>

proved efficiency and resource use. Gains in efficiency have occurred while maintaining or improving quality.

Sustainability: Progress in this area has come, in part, by collaborative efforts between and among University units to identify and realize sustainable improvements. The Board of Regents communicated its commitment to this goal when, in July 2004, it adopted a new sustainability and energy efficiency policy for the University.

The policy calls for continuous efforts towards integrating environmental, social, and economic goals to meet current needs without compromising the ability of future generations to meet their own needs.

Facilities Management: The structurally re-engineered operations of the Office of Facilities Management¹³⁶ realized a savings in 2004 of over \$5.6 million while still maintaining its high level of service. The office identified over 150 specific improvement opportunities, which will drive future efforts. The office is working closely with service providers and customers to ensure that the right services are provided at required quality levels. In addition, maintenance and operations services will be re-engineered to further control costs, optimize productivity, and enhance service.

One-Stop Access to University Facilities: A University task force recently completed its work to create a “one-stop” office that will attract conferences, meetings, programs, and event business to the Twin Cities campus in order to improve service and generate revenue for University services and venues. Conservative estimates suggest that the new office (Conference and Events Center Office) will increase revenues by \$1.2 million per year by 2010. The new office is scheduled to open in late 2005.

Asset Management: Through adjustments made to asset management practices, the Office of Asset Management increased revenue in the temporary investment pool (TIP) by over \$7.4 million in 2003-04 without increasing exposure to risk.

Vendor Management: Over \$2.4 million in technology and telecommunications savings will be realized over the next four years through active management of vendors and contract renegotiations.

Extension Restructuring: The University’s Extension Service re-engineered itself from 87 county offices to 18 regional centers enabling it to meet a \$7.2 million budget reduction in 2004 without sacrificing service and quality. (See page 100 for more details.)

Future Actions: The University intends to continue identifying opportunities for resource efficiency and savings. Part of this effort will be to develop institutional outcomes for the Board of Regents’ sustainability and energy efficiency policy to measure progress.

Other opportunities will be identified through the implementation of the University-wide strategic positioning initiative. Current estimates suggest that streamlining the academic programs and administrative operations through the initiative may save as much as \$25 million.

For example, \$5-7 million will be saved as academic programs and curricula are consolidated. Other savings will come from revamping University operations, such as conserving energy and consolidating purchases. Savings from the initiative will be redirected to servicing students, increasing financial aid, and strengthening academic support.

Examples of other future strategies include the following:

- The University will leverage the use of contract vendors, e-auctions, and other purchasing techniques to maximize savings. The University is acquiring the necessary software to conduct e-auctions this year, and will be implementing e-auctions in 2006.
- The University is evaluating alternative models for budgeting, with the goal of building a simpler and more responsive budget model that supports the mission and allows for long-term financial investments in strategic priorities.

¹³⁶ www.facm.umn.edu/

The model will create appropriate incentives and disincentives to enhance the University's excellence and use of resources. If adopted, a new budget model will be implemented by 2007. (For more information, see page 39.)

- By diversifying fuel sources (e.g., biomass fuel/oat hulls), increasing fuel conservation efforts, and using more market-based fuel purchasing tools, the University will reduce its operational dependence upon any given fuel; increase the predictability of its fuel costs by limiting price spikes; and reduce its anticipated cost of operations by an anticipated \$4-6 million annually.

Business Practice Innovations [HLC 1e, HLC 2c, HLC 5c]

Transforming business practices is the third way in which the University is fostering a culture of continuous improvement.

Audits and Compliance: Units such as the Department of Audits and Office of Institutional Compliance assess practices in order to identify opportunities to improve operations as well as safeguard against high-risk practices.

The Department of Audits¹³⁷ evaluates practices and advises alternative methods concerning finance, operations, technology, regulations, or risk to reputation. The department has been recognized as an industry leader; it received a 2003 "Commitment to Quality Improvement Award" from the Institute of Internal Auditors, one of 12 recipients worldwide.

Similarly, the Office of Institutional Compliance¹³⁸ serves to educate and ensure that business and research practices meet ethical and legal standards of conduct.

Business Practice Improvement: The Office of Service and Continuous Improvement (see page 87) is a team of internal consultants providing service to units and the University as a whole in the areas of opportunity identification, knowledge dissemination, culture building, project consulting,

strategic communication support, and metrics and management system support.¹³⁹

In addition, the Center for Human Resource Development¹⁴⁰ in the Office of Human Resources, provides training and consulting on process improvement, service principles, and other good business practices.

Energy Conservation: Conservation measures at the University have allowed total energy consumption to be reduced by about 15 percent since 1991. These measures have helped the University manage an overall net increase in space, despite substantial growth in high-energy consuming equipment and new and more sophisticated space that requires higher energy consumption.

Leveraging the Web: The Web has been a significant tool for improving business practices. For example, early, late, and changed grades are now entered via the Internet. This improvement eliminated a two- to three-day processing time and increased security, flexibility, convenience, and accuracy. The change saves the University over \$200,000 annually.

Another business practice innovation involves maximizing portal technology usage. For example, to train personnel as well as comply with new federal rules stemming from the Health Insurance Portability and Accountability Act (HIPAA),¹⁴¹ the University trained nearly 19,000 staff, students, and volunteers within eight weeks. Ninety-five percent of the training was conducted on-line in different formats depending on the course content. Also, Boynton Health Service now uses portal technology to track all Academic Health Center student immunizations required by health systems accreditation and state laws.

In addition, through the University's electronic grants management system,¹⁴² faculty and staff are able to fill out, file, and retrieve their annual report of external professional activities (REPA)¹⁴³ form electronically in accordance with University poli-

¹³⁷ www.umn.edu/audit

¹³⁸ www.instcomp.umn.edu/

¹³⁹ www.umn.edu/osci/

¹⁴⁰ www.umn.edu/ohr/chrd/

¹⁴¹ www.ahc.umn.edu/privacy/hipaa/faq/HIPAAtraining

¹⁴² <http://egms.umn.edu/>

¹⁴³ <http://egms.oit.umn.edu/REPA/>

cies on code of conduct, outside consulting, service activities, and conflict of interest. This online system also enables effective monitoring and follow-up, as needed, on compliance issues.

University-wide Web Templates: A Web Integration Group was formed in 2003 to create common University Web templates, which over 300 units have already put into use. The templates are a free service that has saved participating units an average of \$50,000, guaranteed the use of best practices in Web design, and allowed units to automatically comply with important policies, such as disability access. Furthermore, people who come to the University's many Web sites now need to learn only one user interface, and the University brand is presented consistently.

Future Actions: The administrative strategic planning task force's report and President Bruininks's recommendations to the Board of Regents identified several key opportunities to transform University business practices. (See page 37 for details.)

Monitoring Progress [HLC 2c]

A culture of continuous improvement requires monitoring the effectiveness of key service and support areas. Continuous improvement also requires efforts to understand the needs of those being served. The University collects this type of information and uses it to better serve its internal and external constituencies.

One way the University monitors its service is through surveying stakeholders. In the most recent assessment, the University commissioned the Pulse Survey,¹⁴⁴ which was conducted in 2004 in partnership with the Human Resources Research Institute of the Carlson School of Management. (See page 49 for details.)

Surveys are also used to measure student satisfaction through tools such as the student experience survey,¹⁴⁵ the senior exit survey,¹⁴⁶ admitted appli-

cants survey,¹⁴⁷ freshman transfer survey, orientation evaluations, housing and residential life survey,¹⁴⁸ first-year experience survey,¹⁴⁹ and the student fees survey. In addition, students are surveyed annually to assess their satisfaction with technology services. (See page 113 for details.)

Facilities Condition Needs Index: The Facilities Condition Needs Index (FCNI) compares a facility's deficiencies in timely maintenance against its estimated replacement value. The FCNI allows the University to compare its facilities' condition to that of other institutions and to compare facilities across the campus.

A comprehensive analysis in 2003 assigned the Twin Cities campus an initial composite FCNI of 0.40, indicating an estimated 40 percent of the replacement value of facilities will need attention over the next 10 years. These findings demonstrate that, with a majority of buildings over 30 years old, the University has a critical need for investment in maintenance and upgrades of its physical resources.

In response, the University is focused on renovating existing buildings, maximizing the useful life of existing facilities, leveraging capital costs to reduce operating costs, improving space use, considering life-cycle costs in building construction, and maximizing Higher Education Asset Preservation and Renovation (HEAPR) funds appropriated by the state legislature.

Improving Accountability Reporting [HLC 1e, HLC 2c, HLC 5a, HLC 5c, HLC 5d]

Since the University of Minnesota's inception 154 years ago, citizens, the state legislature, the federal government, the Board of Regents, alumni, students, parents, employers, and many others have held the University accountable for fulfilling its fundamental land-grant mission of teaching, research, and public engagement. The University's original charter places this accountability role clearly with the Board of Regents:

[The regents shall] make a report annually, to the Legislature...exhibiting the state and pro-

¹⁴⁴ www.umn.edu/ohr/pulse

¹⁴⁵ www.irr.umn.edu/recsurveys/stuexp/

¹⁴⁶ www.academic.umn.edu/accountability/reports/student_sat_tc.html

¹⁴⁷ www.irr.umn.edu/stsur/fact03.pdf

¹⁴⁸ www.ofyp.umn.edu/pdf/2003sprcheckin.pdf

¹⁴⁹ www.ofyp.umn.edu/pdf/fye2001follow.pdf

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gress of the University...and such other information as they may deem proper, or may from time to time be required of them.¹⁵⁰

Over the years, the ways in which the University has demonstrated its accountability and its progress in meeting mission-related goals have been many – legislative reports and testimony, financial reports, accreditation reviews, and collegiate and unit annual reports to their constituencies.

In 2000, the Regents asked University administration to review three institutional reports – the institutional measures (produced annually in the 1990s to measure progress on selected University goals), the unit compact plans, and the annual academic plan and report – to determine the feasibility of providing a single, consolidated report each year rather than three individual reports.

Subsequently, the Board approved the creation of the *University Plan, Performance, and Accountability Report*. In its resolution, the Board noted its “[accountability] to the public for accomplishing the mission” and that the report should be the principal documentation of that accountability.¹⁵¹

The first *University Plan, Performance, and Accountability Report*, in 2001, was followed by a 2002 update, and, in 2003 and 2004, by substantially re-designed editions that, through action by the 2003 Minnesota Legislature, also served as the University’s principal accountability report to the state.

Each year, an early draft of the report is presented to the Educational Planning and Policy Committee of the Board of Regents for review and comment at its December meeting. Based on these comments – and the analysis of substantial additional data and performance measures received during December and January – the University administration then prepares a final report for submission to the Regents and the Minnesota Legislature in February.

The printed publication is complemented by the University’s “Accountable to U” Web site.¹⁵² In addition, the strategic planning task force on met-

rics and measurement is expected to recommend other ways in which the University can assess its performance and communicate the results.

Scorecard Performance Measures [HLC 2c]

The *University Plan, Performance, and Accountability Report* provides an overview of the University and its academic priorities, accountability measures for each campus, and University-wide measures related to public engagement, efficiency, effectiveness, sustainability, and finances.

The report highlights the annual update and analysis of key institutional data, showing actual rankings and performance of the University and its appropriate peer group institutions. When specific comparative data are not available, the report focuses on current performance vs. past performance and/or institutional goals. In addition, the report includes an executive summary and scorecard on key institutional performance measures.

In presenting these measures, the report offers guidance in interpreting information. First, the reader is encouraged to not place undue emphasis on comparing individual institutions or on year-to-year shifts in rank or percentage change. The report stresses that each university has its own distinct mission, history, size, areas of excellence and emphasis, strategic objectives, breadth of offerings, state mandates, student and faculty quality, and other factors that make it unique and distinct.

However, it is instructive to analyze longer-term trends and observe how the University is performing relative to the top universities as a group. From this analysis and observation it is possible to identify areas where University performance can be strengthened or improved. Driving continuous improvement is the ultimate goal of the annual accountability report.

State of Minnesota Accountability Initiative [HLC 2c, HLC 5a, HLC 5b, HLC 5c]

The 2005 Legislature provided initial funding to establish a statewide accountability initiative. The University, along with other Minnesota post-secondary institutions, is assisting the Minnesota Office of Higher Education “to develop and implement a process to measure and report [by

¹⁵⁰ University of Minnesota Charter, 1851 Territorial Laws, Chapter 3, Section 16.

¹⁵¹ www.umn.edu/regents/policies/boardoperations/Board_Operations.pdf

¹⁵² www.academic.umn.edu/accountability

University of Minnesota Key Performance Measures	
<p>1: Academic Quality</p> <ul style="list-style-type: none"> ▪ Reputation rankings ▪ Sponsored funding ▪ National Academy members ▪ Faculty awards ▪ Degrees conferred ▪ Post-doctoral appointees ▪ National Research Council rankings ▪ Library resources <p>2: Student Quality and Experience</p> <ul style="list-style-type: none"> ▪ Selectivity (high school rank, test scores) ▪ Diversity ▪ Retention, graduation, time-to-degree rates ▪ Student satisfaction ▪ Tuition and fees <p>3: Public Engagement – Access & Outreach</p> <ul style="list-style-type: none"> ▪ Technology commercialization ▪ Council on Public Engagement results ▪ University Extension results ▪ State economic and social impact ▪ Citizen satisfaction 	<p>4: Human Resources</p> <ul style="list-style-type: none"> ▪ Faculty and staff: salary, compensation, diversity, retention ▪ Employee satisfaction survey <p>5: Campus Facilities and Environment</p> <ul style="list-style-type: none"> ▪ Facilities Condition Index ▪ Capital project oversight ▪ Residential living ▪ Campus safety: alcohol, drug, crime data <p>6: Efficiency, Effectiveness, Sustainability</p> <ul style="list-style-type: none"> ▪ Enhanced Service and Productivity Initiatives results ▪ Information technology expenditures and customer satisfaction ▪ Technology-Enhanced Learning initiatives results ▪ Energy conservation trends <p>7: Finances</p> <ul style="list-style-type: none"> ▪ Revenues and expenditures ▪ Debt management ▪ Key ratios ▪ Return on invested assets ▪ Endowment ▪ Annual giving

January 2006] on the effectiveness of postsecondary institutions.”

The agency plans to develop a statewide higher education accountability system to provide information to students, taxpayers and policymakers on the effectiveness of the higher education sector in meeting state goals.

Communications Plan [HLC 5b]

The primary audiences for the *University Plan, Performance, and Accountability Report* are the University’s Board of Regents and the Minnesota Legislature. However, there are many other groups and individuals who have expressed interest in the report and its findings. These include:

- Minnesota citizens
- University faculty, students, staff, and administrators
- University alumni and volunteers

- University donors (individuals, corporations, and foundations)
- federal, state, and local government agencies and individuals
- employers
- parents of students
- non-profit and community organizations
- private sector organizations
- K-12 and other higher education institutions and associations
- institutional and specialized accrediting organizations
- news media

The communications plan’s key features for reaching these constituencies include the following:

- targeted distribution of the full report to key internal and external groups and leaders

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- briefings on the report’s findings to key internal and external groups
- broader distribution of a graphically designed executive summary
- posting of the report on the University’s website
- announcement of the University’s “Accountable to U” website
- regular inclusion of key findings in University Relations electronic and print publications

Challenge #6:

Embracing public engagement concepts, practices, and assessment.

Introduction [HLC 1a, HLC 1b, HLC 2a, HLC 2c, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

As a publicly supported, land-grant institution, the University of Minnesota fulfills an essential outreach and public service function for the state. The University's mission statement specifies this obligation to:

Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.¹⁵³

Throughout most of its history, the University considered outreach-public service as a function of its extension and continuing education offerings. Gradually over time, however, the University, in concert with other land-grant universities across the country, began rethinking the meaning of outreach and public service and how these activities related to its research and teaching functions.

This national discussion was spurred, in large measure, by the 1990s Kellogg Foundation Commission on the Future of State and Land Grant Universities, in which the University was an active participant.

Indeed, the University has been a national leader in this reformulation. Among its recent leadership activities:

- The University was among the original signatories of Campus Compact's *Presidential Declaration on the Civic Responsibility of Higher Education*¹⁵⁴ in 1999 and is a featured institution in the Campus Compact-Princeton Review 2005 book, *Colleges with a Conscience: 81*

¹⁵³ University of Minnesota Mission Statement, Board of Regents Policy (January 1994)

¹⁵⁴ www.compact.org/presidential/declaration-sign.html

Great Schools with Outstanding Community Involvement (Random House).¹⁵⁵

- The University – and then-Provost Bruininks – was an early and active participant in a task force of the Committee on Institutional Cooperation¹⁵⁶ (CIC) and National Association of State Universities and Land Grant Colleges, which led to the publication of the report, *Resource Guide and Recommendations for Defining and Benchmarking Engagement*.¹⁵⁷
- The University is one of only 13 institutions nationally selected to participate in the Carnegie Foundation for the Advancement of Teaching's pilot project to develop a new elective Carnegie classification on community engagement.¹⁵⁸

In addition to these external collaborative activities, the University has been moving internally toward a vision of itself as an “engaged university” – one that is committed to embracing the CIC definition of public engagement in all its dimensions (see below).

In 2000, following the signing of Campus Compact's *Presidential Declaration*, and in response to the Kellogg Commission report, the University's Board of Regents endorsed an internal report, *Framing a 21st Century Outreach Agenda for the University of Minnesota*.

Two years later, three Board committees explored outreach issues and the University's role as an engaged university, as did an ad hoc Regents task force, an administrative advisory committee on public engagement/outreach, and a civic engage-

¹⁵⁵ www.compact.org

¹⁵⁶ The Committee on Institutional Cooperation is a consortium of Big Ten universities and the University of Chicago.

¹⁵⁷ www.cic.uiuc.edu

¹⁵⁸ <http://www.carnegiefoundation.org/Classification/community-engagement.htm>

ment task force. The latter task force, reporting to Executive Vice President and Provost (and now President) Bruininks, led to the establishment, in 2002, of the Council on Public Engagement (COPE).

This section of the self-study report provides more detailed information on COPE as well as the University's other principal public engagement functions: service-learning, interdisciplinary centers, University Libraries, University of Minnesota Extension Service, Research and Outreach Centers, College of Continuing Education, technology commercialization activities, special programs of the Academic Health Center, on-campus events, the University's alumni association, and the myU Portal.

Exemplary programs within each of these functions are cited, followed by an overall assessment of the University's public engagement progress to date and possible future actions.

Council on Public Engagement [HLC 2a, HLC 2c, HLC 2d, HLC 4c, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

The Council on Public Engagement's¹⁵⁹ statement of purpose is:

To incorporate public engagement as a permanent and pervasive priority in teaching, learning, and research activities throughout the university and to enlist support for public engagement among all segments of the university and in the larger community.

In order to organize and evaluate its efforts in this area, the University adopted, in 2004, the public engagement definition developed by the Committee on Institutional Cooperation and the National Association of State University and Land Grant Colleges:

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to: 1) enrich scholarship, research, and creative activity; 2) enhance curriculum, teaching and learning; 3) prepare educated, engaged citizens; 4) strengthen democratic values and civic responsibility; 5) address

critical societal issues; and 6) contribute to the public good.¹⁶⁰

Currently, the Council is composed of about 30 faculty, students, staff, and administrators from across the University as well as several community members.¹⁶¹ The Council has five working groups addressing:

- **Partnerships:** To identify and promote conditions for successful, interactive, mutually beneficial partnerships as the main basis for the University's connections to external groups, organizations, and communities.
- **Innovations:** To identify opportunities to develop new programs, as well as support continuation and expansion of existing programs that are effective in involving students, faculty, alumni, and others in engaged activities.
- **Communication:** To develop, implement, and evaluate the results of a more robust internal and external communications strategy focused on themes of publicly engaged research and scholarship, teaching and learning, and community partnerships.
- **Recognition:** To develop, implement, and evaluate the results of an integrated strategy for embedding recognition of publicly engaged work more deeply within institutional processes for incentives, rewards, and awards.
- **Assessment:** To develop appropriate and feasible measures of the University efforts in publicly engaged teaching, learning, and research, and the impacts and outcomes of those efforts.

Measures of COPE's progress in helping to deepen public engagement as an institutional priority and strengthening a culture of engagement include:

- **President's Interdisciplinary Initiatives:** Public engagement is included as a dimension in all of President Bruininks's interdisciplinary initiatives, launched in 2003 as a distinctive

¹⁵⁹ www.umn.edu/civic

¹⁶⁰ *Resource Guide and Recommendations for Defining and Benchmarking Engagement*, Committee on Institutional Cooperation (2005).

¹⁶¹ www.umn.edu/civic/committee/membership_2004-5.html

feature of his administration.¹⁶² (See pages 41-45 for additional details.)

- **Compact Process:** All units are required to report on their public engagement activities as part of the annual compact process.¹⁶³ (See page 16 for description.)
- **Accountability Report:** Public engagement is prominently featured in the University's annual *University Plan, Performance, and Accountability Report* to the Board of Regents and the Minnesota Legislature.¹⁶⁴ (See pages 91-93 for additional details.)
- **College Liaisons:** The appointment by deans of college liaisons establishes an important institutional link that furthers public engagement by communicating examples of engaged activities, nominating candidates for various awards, developing appropriate measures for assessing public contributions, and institutionalizing incentives and rewards for engaged work.
- **U of M Portal:** COPE is a channel on the University's portal as part of a comprehensive communications strategy to feature and promote engaged activities.
- **Seed Grants:** Through a competitive process about a dozen seed grants are awarded annually for innovative projects that integrate public scholarship, civic learning, and community partnerships. The multi-disciplinary projects involve undergraduates, graduate students, or research assistants; are sustainable over time; and strengthen public engagement.¹⁶⁵
- **Community Engagement Scholar Program:** Significant involvement by undergraduates in community service/service learning is officially recognized by transcript notation and other acknowledgments.¹⁶⁶
- **Community Service Awards:** The Outstanding Community Service Awards and the Mary McEvoy Award for Outstanding Service

provide formal recognition to students, faculty, staff, and community members for exceptional public contributions.¹⁶⁷

Service-Learning [HLC 2c, HLC 3b, HLC 3c, HLC 3d, HLC 4a, HLC 4b, HLC 4c, HLC 4d, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

Service-learning is another growing dimension of the University's public engagement activities. The University defines service-learning as a teaching strategy that integrates community-based learning experiences with the academic curriculum to enhance student learning and address community issues.

The Career and Community Learning Center¹⁶⁸ assumed responsibility for the Twin Cities campus-wide service-learning infrastructure in 1992. At that time there were four faculty members offering service-learning courses. In contrast, in 2003-04 over 75 courses in 13 colleges provided opportunities for about 2,000 undergraduate, graduate, and professional students to participate in service-learning.

Nearly 60 faculty members and instructors teach courses integrating service-learning through the Center's Community Engagement Scholars Program. Clear assessment guidelines, requirements, and monitoring make this program exemplary.

The Center works to sustain service-learning by developing strong relationships with faculty, administrators, and staff and providing high-quality service to students in service-learning courses while also deepening and expanding community partnerships throughout the Twin Cities.

Significant time and energy is spent educating stakeholders about the guiding principles and best practices of service-learning. As these courses grow in number across campus it is essential to ensure appropriate linkages are made between course learning objectives and non-profit and governmental sector partner needs and expectations.

In 1998, the Center created the Service-Learning Faculty Fellows program to provide incentives for

¹⁶² <http://academic.umn.edu/planning/pii.html>

¹⁶³ <http://academic.umn.edu/planning/compacts.html>

¹⁶⁴ <http://academic.umn.edu/accountability/index.html>

¹⁶⁵ www.umn.edu/civic/news/seed_grant_04.html

¹⁶⁶ www.servicelearning.umn.edu/cesp

¹⁶⁷ www.umn.edu/civic/news/out.html

¹⁶⁸ www.servicelearning.umn.edu

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faculty to create service-learning courses and fulfill unmet community needs.

In 2002, the Council on Public Engagement's innovations working group charged the Center with developing a program to recognize students who have been significantly engaged in community work throughout their undergraduate career.

The Community Engagement Scholars Program, launched in 2005, was created by representatives from all undergraduate colleges, students, and some community partners. The program encourages students to be intentionally involved while supporting the University's mission of public engagement and outreach.

Examples of Interdisciplinary Centers

[HLC 2a, HLC 3c, HLC 4b, HLC 4c, HLC 4d, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

The University has nearly 300 interdisciplinary centers and institutes that stimulate the development of innovative programs of research, teaching, and public engagement. The centers listed below illustrate the richness of these endeavors in serving the state and nation.

The Environment:

- Consortium on Law & Values in Health, Environment & the Life Sciences (www.lifesci.consortium.umn.edu)
- Initiative for Renewable Energy and the Environment (www.umn.edu/iree)
- Water Resources Center (<http://wrc.coafes.umn.edu>)
- Raptor Center (www.raptor.cvm.umn.edu)
- Center for Sustainable Building Research (www.csbr.umn.edu)

International Development:

- Peace Corps Master's International Program (www.cnr.umn.edu/grad/NRSMgrad/peacecorps.php)

Ethics and Society:

- Human Rights Center (www.umn.edu/humanrts)
- Center for Victims of Torture (www.cvt.org/main.php)
- Center for Holocaust and Genocide Studies (www.chgs.umn.edu)
- Center for Democracy and Citizenship (www.extension.umn.edu/distribution/citizenship/components/6586a.html)

Diversity:

- Institute on Race and Poverty (www.umn.edu/irp)
- Center for American Indian Research and Education (www.nursing.umn.edu)
- Disability Services (<http://ds.umn.edu>)
- Roy Wilkins Center for Human Relations and Social Justice (www.hhh.umn.edu/centers/wilkins)
- Center on Women and Public Policy (www.hhh.umn.edu/centers/wpp)
- Tucker Center for Research on Girls and Women in Sport (www.education.umn.edu/tuckercenter)
- Women's Health Center (www.womenshealth.umn.edu)

K-12 and Children, Youth, and Family:

- Humphrey Institute of Public Affairs: Humphrey Forum Youth News (www.hhh.umn.edu)
- Institute of Technology: Universe in the Park, Rooftop Astronomy, Physics Force (www.it.umn.edu)
- College of Liberal Arts (http://www2.cla.umn.edu/outreach/prek12_programs.html)
- College of Education and Human Development (www.education.umn.edu)

Public Policy Issues:

- Center for Urban and Regional Affairs (CURA) (www.cura.umn.edu)

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One of the ways the University strives to be responsive and maintain reciprocal relationships with its over 150 community partners each year is to create opportunities for community partners to contribute to the operation of the service-learning program. Examples of these include:

- Helping to create, implement, evaluate, and revise the pre-service orientation and training program for students;
- Collaborating with Center staff to create a set of expectations and responsibilities for participants involved in service-learning;
- Presenting in service-learning courses each semester and in faculty sessions on service-learning; and
- Participating in gatherings with faculty to discuss their roles as co-educators in the service-learning process.

These efforts are important for many community partners who value service-learning as a pedagogical tool, but also see the value service-learning students bring their organizations as they engage in the work of the non-profit or governmental organization.

To honor these contributions to the University, the Center introduced an “Outstanding Community Partner Award” in 2002 to highlight the work of organizations and their staff representatives.

In an effort to develop a more meaningful assessment process for service-learning courses, the Center completed phase one of a three-part assessment and evaluation process in 2004. In December 2003, the Center held meetings with community partners, faculty, and students to find out what information they would like to find out from an assessment of service-learning.

During spring 2004, a committee of two community partners, two faculty, and two Center staff, with regular feedback from select service-learning students and administrators, developed an on-line survey of students enrolled in service-learning courses. The pilot run of the survey was completed in December 2004.

This collaborative effort will be followed by creating mechanisms to gain feedback from community partners and faculty during phases two and three to ensure each of the main constituents involved in service-learning have a formal opportunity to have their feedback shared.

These formal efforts, combined with the goal of being responsive to the ongoing requests and concerns of internal and external stakeholders, helps make a service-learning program as effective as possible.

When engagement is a central characteristic of community-University partnerships, open communication and interaction between partners is frequent, expected, encouraged, and celebrated. Concerns and challenges partners and/or the partnerships face are shared, assessed, and acted upon. When a high degree of interaction between partners exists, program operation, effectiveness, satisfaction, and outcomes are assessed, evaluated and the service-learning program is altered as deemed appropriate.

University Libraries [HLC 2a, HLC 4d, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

The University Libraries¹⁶⁹ with 14 physical locations throughout the Twin Cities campus, make a crucial contribution to the University’s public engagement activities. In 2003, they responded to over 186,000 reference questions and offered over 1,100 class sessions. The Libraries’ instructional programs help University students and other users navigate the rich physical and electronic collections available.

Among the University Libraries’ most significant public engagement programs are:

- Interlibrary Loans
- Minnesota Library Information Network¹⁷⁰
- MINITEX¹⁷¹
- Minnesota Library Access Center¹⁷²
- InfoPoint¹⁷³
- Government Publications Library¹⁷⁴

¹⁶⁹ www.lib.umn.edu

¹⁷⁰ www.mnlink.org

¹⁷¹ www.minitex.umn.edu

¹⁷² www.minitex.umn.edu/mlac

¹⁷³ <http://infopoint.lib.umn.edu>

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- MCAT (online catalog)¹⁷⁵
- K-12 Schools
- Borchert Map Library¹⁷⁶
- Engineering, Science, & Technology Information Service¹⁷⁷
- Biomedical Information Service¹⁷⁸
- Special Collections and Archives¹⁷⁹

Action: See page 52 for discussion of the University Libraries' vision and strategic goals.

University of Minnesota Extension Service

[HLC 2a, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

Extension¹⁸⁰ is the oldest part of the University's outreach mission. Although it had its start in agriculture almost a century ago, the University of Minnesota Extension Service defines its purpose more broadly today as "extending the resources of the University in order to assist Minnesotans in improving their quality of life."

Extension has identified three specific areas in which it carries out its mission:

- Community development and vitality: "Enhancing Minnesota's economic, social, civic, and technological capacity through research, education outreach from the University."
- Land, food, and environment: "Using the research, education and outreach of the University of Minnesota to promote sustainable use of agriculture and natural resources to meet the needs of today's and future generations."
- Youth development and family living: "Shaping a sustainable future with the vitality of youth, the strengths of families, the wisdom of seniors, and the research, education, and outreach of the University."

Extension has faced significant budget challenges in recent years. Federal funding has remained flat

for over a decade. The state's recent budget shortfalls have resulted in major funding losses as well.

As a result of these funding pressures and budget reductions, Extension developed a delivery model that provides access to high-quality programs and services by creating 18 regional centers throughout the state.

Included is a staffing plan that provides clearer lines of supervision and more accountability for performance.

Research and Outreach Centers [HLC 2a, HLC 5a, HLC 5b, HLC 5c, HLC 5d]

Six Research and Outreach Centers¹⁸¹ strategically located throughout Minnesota are key units of the College of Agricultural, Food, and Environmental Sciences that extend the Twin Cities campus's research to all regions of the state.

The centers take advantage of their geographical locations to conduct interdisciplinary research, engage in teaching, and transfer research-based knowledge to citizens.

Much of this work is done in collaboration with Extension so that the centers can function as an integrated unit to address the diverse agricultural and social needs of rural Minnesota.

The six Research and Outreach Centers (ROCs) are:

- North Central ROC, Grand Rapids¹⁸²
- Northwest ROC, Crookston¹⁸³
- Southern ROC, Waseca¹⁸⁴
- Southwest ROC, Lamberton¹⁸⁵
- UMore Park, Rosemount¹⁸⁶
- West Central ROC, Morris¹⁸⁷

¹⁷⁴ www.govpubs.lib.umn.edu

¹⁷⁵ <http://saturn.oit.umn.edu>

¹⁷⁶ www-map.lib.umn.edu

¹⁷⁷ www.lib.umn.edu/estis/

¹⁷⁸ www.biomed.lib.umn.edu/bis/bismain.html

¹⁷⁹ <http://special.lib.umn.edu>

¹⁸⁰ www.extension.umn.edu/

¹⁸¹ www.coafes.umn.edu/ROCs.html

¹⁸² <http://ncroc.coafes.umn.edu/>

¹⁸³ www.nwroc.umn.edu/

¹⁸⁴ <http://sroc.coafes.umn.edu/>

¹⁸⁵ <http://swroc.coafes.umn.edu/>

¹⁸⁶ www.umorepark.umn.edu/

¹⁸⁷ <http://wcroc.coafes.umn.edu/>

University of Minnesota Extension Service [HLC 5c]

Measures of Extension’s impact on the state and its citizens include the following during 2003:

<ul style="list-style-type: none"> ▪ 309,794 educational services provided, including participation in group educational activities and events, one-on-one consultations ▪ 597,593 Extension educational materials sold ▪ 6,385,700 visits to the Extension Web site ▪ 650,000 visits to INFO-U Web documents ▪ 28,000 INFO-U phone line calls ▪ 2,400 INFO-U Hmong, Somali, and Spanish language phone line calls ▪ 653,342 visits to the Yard & Garden Web site ▪ 27,196 youth in 4-H clubs ▪ 144,540 youth in 4-H Youth Development programs 	<ul style="list-style-type: none"> ▪ 11,233 4-H Youth Development adult volunteers ▪ 1,037,299 estimated hours donated by 4-H adult volunteers ▪ \$17,156,928: value of hours donated by 4-H adult volunteers ▪ 2,310 Master Gardener volunteers ▪ 91,000 hours donated by Master Gardener volunteers ▪ \$1,564,290 value of hours donated by Master Gardener volunteers ▪ 41,687 participants in Nutrition Education programs.
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In addition to these research and outreach centers (and its coordinate campuses), the University has many other physical sites around the state that involve Twin Cities campus faculty, staff, students, and resources.

These sites include the College of Biological Sciences’ Itasca Biological Stations and Laboratories,¹⁸⁸ the College of Natural Resources’ Cloquet Forestry Center,¹⁸⁹ and many regional gardens, the most significant of which is the College of Agricultural, Food, and Environmental Sciences’ Landscape Arboretum and Horticultural Research Center,¹⁹⁰ which has developed more than 80 fruit varieties, including the Haralson and Honeycrisp apples.

Technology Commercialization [HLC 5a, HLC 5b, HLC 5c]

An integral part of the University’s land-grant mission is to seek practical application for research results to benefit the public and the state’s econ-

omy and support regional economic vitality. University faculty and researchers are increasingly active in disclosing new technologies and negotiating licenses of the University’s intellectual property. It also generates revenue that can be reinvested in future research development.

Over the past five years, the University has made notable gains in its technology commercialization activities. The University ranks 5th nationally and 3rd among public institutions in licensing income, which has grown dramatically over the past five years.

The number of active license agreements has grown to 648 and the number of patents issued is also growing. However, the number of start-ups has declined every year since 2000.¹⁹¹

University Enterprise Laboratories (UEL)¹⁹² is one exemplary initiative, created in 2004, to increase the University’s commercialization efforts. UEL is a research incubator facility that houses University-related start-ups and private sector firms.

¹⁸⁸ www.cbs.umn.edu/itasca

¹⁸⁹ www.cnr.umn.edu/cfc

¹⁹⁰ www.arboretum.umn.edu

¹⁹¹ www.ptm.umn.edu/v3/index.html

¹⁹² www.alumni.umn.edu/UEL.html

The University's Office of Business Development,¹⁹³ located within UEL, strategically increases the University's contact with technology commercialization and research organizations. The Office partners with researchers, students, entrepreneurs, and investors to achieve the long-term goal of enhancing Minnesota's economic vitality through successful University start-ups. (See page 45 for description of strategic plans to strengthen the University's technology commercialization.)

College of Continuing Education [HLC 5b, HLC 5c, HLC 5d]

Like other land-grant universities, the University of Minnesota has a specific unit charged to provide continuing education programs for citizens as one of its traditional outreach-service functions. On the Twin Cities campus, this unit is the College of Continuing Education (although continuing education is also offered in one form or another through a variety of methods by nearly all collegiate units).¹⁹⁴

The College of Continuing Education defines its mission as providing "high-quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transitions, and academic growth."

It differentiates its mission from other units engaged in outreach by defining as its primary audience "working adults who seek education on a part-time basis for career enhancement or personal enrichment."

Each year, the College serves nearly 4,000 adults working toward personalized or applied degrees or certificates, or accessing the University's evening, distance, or summer courses for credit. Annually, an additional 6,000 adults who are not seeking academic credit take advantage of the College's short courses, seminars, workshops, retreats, and events.

Exemplary Programs. Two programs – the Great Conversations series and the online tutoring of writers – reflect the impact of the College on the

University community and how it leverages technology to meet the needs of specific adult learners.

- Great Conversations¹⁹⁵
- Split Rock Online Mentoring for Writers¹⁹⁶

Academic Health Center [HLC 5b, HLC 5c, HLC 5d]

The Academic Health Center (AHC)¹⁹⁷ has many outreach and community activities that reflect its ongoing commitment to engagement in the community. Each academic unit within the Academic Health Center offers its own educational and outreach activities.

The Academic Health Center's special contributions to the University's public engagement mission are made in three areas: clinical engagement, community engagement, and curricular engagement.

Clinical Trials and Community Clinics: Clinical outreach runs across a wide spectrum from dental clinics for people unable to obtain high-quality dental care to clinical trials for a variety of diseases.¹⁹⁸

Through its clinical trials, the Academic Health Center aims to improve the quality of life for people with a range of diseases in which the University has expertise.

Community clinics provide services to migrant workers, the poor, the elderly, the disabled, and rural Minnesotans. Many clinics do not require people to come to the University. Instead the clinics come to them. The College of Veterinary Medicine, for example, offers a clinic for companion animals in which students visit the elderly in their homes and care for their animals as part of the Block Nurse Program.

Other clinics, like the dental clinic described below, are mobile. All of the clinics help meet community needs while providing health professional training and education.

¹⁹⁵ www.cce.umn.edu/conversations

¹⁹⁶ www.cce.umn.edu/mentoring

¹⁹⁷ www.ahc.umn.edu

¹⁹⁸ www.ahc.umn.edu/research/trials/home

¹⁹³ www.obd.umn.edu/

¹⁹⁴ www.cce.umn.edu

Two of the many exemplary programs include:

- Cancer Center¹⁹⁹
- Migrant Health Clinics²⁰⁰

AHC Community Engagement: The Academic Health Center's community engagement is extensive and found in all its six schools. Activities are typically carried out by departments and by centers, but critical to understanding the big picture of outreach in the Academic Health Center is understanding the role of the Area Health Education Center (AHEC) program in shaping curriculum and outreach activities.

AHEC²⁰¹ is a national program, begun in 1970, to improve the accessibility and quality of primary health care. The program was designed to encourage universities and educators to look beyond their institutions to partnerships that meet community health needs, working toward the goal of decentralizing health professions training and linking communities with academic health centers in partnerships that promote cooperative solutions to local health concerns.

The Academic Health Center is providing AHEC leadership in Minnesota through the development of a network of community and academic partners to promote rural health educational opportunities and address health workforce challenges unique to specific areas of the state.

Through regional partnerships, the University and its schools of medicine, nursing, pharmacy, dentistry, public health and veterinary medicine are working with communities on strategies to ensure a vital health professions workforce into the future.

Much of the Academic Health Center's community engagement grows out of programming in its seven schools and centers within each school. Hundreds of centers exist at the University, many of which are interdisciplinary in nature. Those in the Academic Health Center offer a variety of forms of public education on the entire spectrum of human and animal health.

Exemplary programs include the following:

¹⁹⁹ www.cancer.umn.edu

²⁰⁰ www.dentistry.umn.edu

²⁰¹ www.mnahec.umn.edu

- Mini Medical School²⁰²
- Mini Vet School²⁰³
- Center for Bioethics²⁰⁴
- Center for Infectious Disease Research & Policy²⁰⁵
- Center for Spirituality and Healing²⁰⁶

Curricular Engagement and Continuing Education: The Academic Health Center has been actively rethinking how to educate health professionals for the future in ways that are interdisciplinary rather than in silos and that actively engage students and the community. (See *A New Vision for Education*.²⁰⁷)

In addition, each of the Academic Health Center's six schools has its own continuing education program.²⁰⁸ Several schools also provide substantial online offerings for practicing professionals, e.g., the School of Pharmacy²⁰⁹ and the School of Public Health.²¹⁰

Bringing People to Campus [HLC 5b, HLC 5c, HLC 5d]

Large university campuses can be intimidating – where to park, how to find things, and whether or not one will feel welcome sometimes cause non-University people to hesitate to come to campus. Making the visit successful and enjoyable is an important first step to creating goodwill and future partnerships.

The University has placed increased emphasis on providing adequate signage for the visiting public and creating indoor and outdoor gathering places that make the campus welcoming and inviting. Examples of these include the renovation of Coffman Memorial Union, the Gateway Project, Scholars Walk, and Heritage Markers.

²⁰² www.ahc.umn.edu/outreach/minimed

²⁰³ www.ahc.umn.edu/outreach/minimed/minivet

²⁰⁴ www.bioethics.umn.edu/resources

²⁰⁵ www.cidrap.umn.edu/cidrap

²⁰⁶ www.csh.umn.edu

²⁰⁷ www.ahc.umn.edu/news/phfall04/ved

²⁰⁸ www.ahc.umn.edu/outreach/continuingeducation

²⁰⁹ <http://ce.pharmacy.umn.edu>

²¹⁰ www.sph.umn.edu/publichealthplanet/courses/continuing

A link on the University's home page²¹¹ supplies online visitors with listings of art and culture resources, a calendar of current events, and sports and recreational activities and venues. The University's home page also connects online users with campus maps and virtual tours. In addition, the area's major newspapers provide a wealth of information on the University's public events.

Community Connections [HLC 5a, HLC 5b, HLC 5c, HLC 5d]

The University understands that part of its public engagement mission must be related to its presence in Minnesota's major cities. In addition to the regional and statewide programs mentioned above, the Twin Cities campus has also been actively engaged in creating partnerships in the greater metropolitan Twin Cities area.

CARLA: The Center for Advanced Research on Language Acquisition (CARLA)²¹² provides professional development opportunities for K-12 language teachers, post-secondary instructors and faculty, researchers, and teacher educators at the local, regional, national, and international levels. Since its founding in 1993, the Center has engaged over 3,000 teachers in a wide range of research-based, high-quality professional development programs. Over half of these teachers have been in pre-service or in-service K-12 programs. These teachers, in turn, have impacted over 1.5 million students²¹³ through their language instruction. Center projects include:

- CARLA Summer Institutes²¹⁴
- Content-Based Language Teaching Through Technology²¹⁵
- American Council on Immersion Education²¹⁶
- Language Teacher Education Biennial Conference²¹⁷
- World Language Area Support Team²¹⁸

²¹¹ www.umn.edu

²¹² www.carla.umn.edu/

²¹³ U.S. Dept. of Ed. calculates each K-12 teacher impacts 150 students.

²¹⁴ www.carla.umn.edu/institutes/index.html

²¹⁵ www.carla.umn.edu/cobal/tt/

²¹⁶ www.carla.umn.edu/immersion/ACIE.html

²¹⁷ www.carla.umn.edu/about/carlaupdate.html#lte

²¹⁸ www.carla.umn.edu/resources/teaching/mn.html

Bell Museum of Natural History.²¹⁹ The museum's summer camps and public education programs draw thousands of school-age children to the campus and provide curriculum enrichment for use by teachers from across the state.

The Itasca Project: President Bruininks has joined over 40 community leaders – including chief executive officers of leading companies, the Governor, and the mayors of Minneapolis and St. Paul – in this collaborative program initiated by the Minnesota business community in 2004 to:

- Provide leadership for long-term regional development and competitiveness to the metropolitan area.
- Accelerate efforts that are under way to address critical issues from a regional perspective.
- Encourage organizations to work together and better leverage their resources.

The first of the project's six goals is to build a stronger University-business partnership. This goal is being achieved by:

- Leveraging the unique strengths of the University's research and teaching enterprises to help improve the economic competitiveness and quality of life in the Twin Cities region.
- Understanding options for increasing University contribution to the region's economic development (talent magnet).
- Identify and prioritize a set of specific, high-impact opportunities to build University-business partnerships for regional benefit.
- Identify and implement organizational changes, in the University and in the business community, to fully realize partnership opportunities.

Further, President Bruininks is chairing an Itasca Project's task force that is focused on the goal of improving early childhood development.

In addition to the Itasca Project, the University has created liaison positions with Hennepin County,

²¹⁹ www.bellmuseum.org/programs.html

where Minneapolis is located, and with the Science Museum of Minnesota in Saint Paul. Also, the University has created partnerships with the Minnesota State Colleges and Universities system to support K-12 initiatives.

Technology for Life and the MyU Portal

[HLC 5a, HLC 5b, HLC 5c, HLC 5d]

The University is committed to using its technology infrastructure to support not only teaching and research but public engagement as well. The Technology for Life program exemplifies the University's systematic approach to providing technology as a tool for lifelong learning and digital citizenship.

The University believes that it can use its technologies to maintain a lifelong relationship with its graduates in order to meet their continued educational needs and provide the tools they need for success in the community and as citizens of an increasingly digital democracy.

The University provides all students with e-mail, an electronic portfolio, and with a portal, and it allows students to keep these tools when they graduate (providing they are used). Because the University has a central authentication system, and both the portal and portfolio are linked to that system, University students, faculty, staff, and graduates have tools that belong to them exclusively.

When the student graduates, the portal remains a gateway to the University's resources, including classes, links to alumni activities, and library resources. A guest portal, open to the community, is also available. Currently, there are over 77,000 registered portal users and 2,100 guest users.

Alumni Association [HLC 5a, HLC 5b, HLC 5c, HLC 5d]

The University of Minnesota Alumni Association²²⁰ creates lifelong connections with alumni, students, parents, and friends of the University. The Association:

- Serves as an advocate for educational excellence and encourages the involvement of

grassroots volunteers in the University's Legislative Network.

- Provides alumni the opportunity to participate in student mentoring and recruitment programs.
- Provides alumni the opportunity to remain involved in the University through local and national alumni groups and career development programs.
- Offers membership benefits such as discounts on Gopher gear, world travel, internet access, College of Continuing Education courses, and a subscription to the alumni magazine.

With more than 350,000 living alumni of the University, the work of the Alumni Association is a significant component of public engagement. Not all alumni belong to the Association, however – many stay in touch with the University through alumni activities offered by the college or department they attended.

Citizen Satisfaction [HLC 2c, HLC 5a]

Each year, the Office of University Relations commissions an independent survey of Minnesota residents ages 25 and older to gather information about their attitudes and perceptions of the University, the state's funding of higher education, tuition, and other related issues. The University uses this information to gauge how well it is communicating with the public and to identify issues and areas of specific concern.

In the latest survey, in December 2004, nearly half of all respondents reported a personal connection, such as having a degree from the University, being the parent of a current or former University student, working with the University on a professional basis, or attending sporting events.

About half of respondents indicated they were "very" or "somewhat" satisfied with the University and that providing high-quality graduate and professional education, providing high-quality undergraduate education, keeping tuition affordable, and being a good manager of financial resources were among its most important roles.

²²⁰ www.alumni.umn.edu/

Satisfaction with the University's performance was highest in terms of having a world-class medical school and providing high-quality education at the graduate/professional and undergraduate levels.

Public Engagement Assessment [HLC 2c, HLC 5a]

In the aggregate, public engagement is a big commitment at the University. It is highly valued, spread throughout the institution, and is well funded. Many of its public engagement programs enjoy national, even international, reputations. However, despite the excellence of the efforts individual units make, public engagement is, in the words of Provost Thomas Sullivan, "an area where I believe we can especially improve."

Listed below are eight areas of opportunity for improvement that will help the University achieve its public engagement mission and its strategic goals for the future:

Providing Additional Leadership Focus: The Council on Public Engagement has played an important role in strengthening the University's public engagement activities. However, the Council is sometimes limited in its ability to catalyze, facilitate, advocate, coordinate, connect, communicate, and align engaged initiatives across units and with external constituencies. In addition, most units have no long-term leadership and management structures that would create and sustain public engagement programs and activities.

If the University is to do a better job of linking its expertise with external constituencies, then those links must originate from within the units. Forging and maintaining the links need to become part of the responsibilities of unit heads, something that does not happen in many units at present. The University may need to examine whether additional resources need to be applied to strengthen and provide internal leadership to these efforts.

Aligning Activities with Strategic Plan: Public engagement is part of the fabric of the University's strategic plan. But the whole of public engagement at the University is often less than the sum of its parts. The University needs to ensure that its public engagement efforts are aligned with each other and with the strategic plan and its initiatives.

Providing Incentives and Rewards: The University has added a number of public awards and other forms of official recognition of outstanding public engagement work, but more work needs to be done on providing incentives and rewards. Some individual collegiate units and departments, for example, are introducing public engagement as a component of their tenure review process. While different units will use different approaches and methods, the University has an opportunity to do more in raising their visibility and encouraging their adoption. The Board of Regents has expressed interest in strengthening this area.

Strengthening Links Between Extension and Academic Disciplines: Extension is an important component of the University's public engagement strategy. It is committed to delivering high-quality, relevant educational programs and information to Minnesota citizens and communities. Its statewide network of researchers, educators, and volunteers addresses critical needs by focusing on issues where research-based education can make a difference.

Yet, Extension is often overlooked by many parts of the University, and its many courses and programs are not listed among the University's course offerings, not integrated fully with the College of Continuing Education, and only accessible if a learner knows enough about Extension to look for it at the University. In fact, it is not always clear to the person outside the University that Extension is part of the University of Minnesota and not something in its own right.

Strengthening and communicating the many links between Extension and the academic disciplines related to it will enhance and preserve these important synergies.

Sharing Resources and Information Across Units: Although the University has excellent individual programs for sharing resources, e.g., University Libraries' interlibrary loan program, it does not have a comprehensive institutional resource sharing plan. Public engagement information, teaching materials, knowledge, and best practices often exist in silos and are not universally shared. *E-Access Minnesota*, for example, which is designed to increase information literacy in rural communities, is a successful program, but its offer-

ings are not linked to University-wide continuing education programming outside Extension or to academic unit programming elsewhere in the University, with which it could make a natural connection.

Materials are developed and distributed by specific units, but the University could benefit from a more well-established mechanism to feed those materials to the University Libraries or to University Relations for redistribution to a larger audience as part of the University's marketing.

Similarly, publicity is often quite good for specific events and programs, e.g., the College of Continuing Education's *Great Conversations* program²²¹ and Extension's *Master Gardener* program,²²² but the visibility of these units' other worthy programs is not picked up and echoed throughout the University by other units.

In addition, the University could do more to capitalize on its public engagement. For example, popular events and programs that bring potential students to campus often don't track who attends, so follow-up by program organizers or admissions is impossible.

Simplifying the University's Web Presence:

Increasingly, the public face of the University is its Web presence. The challenges that the Web presents are not unique to the University or even to higher education, but they must be addressed in order for the University to enhance and achieve its public engagement mission.

While the University's considerable Web presence suggests the tremendous breadth and depth of its commitment to public engagement, it also indicates that the University needs to better leverage its resources to achieve alignment and synergy across colleges and disciplines.

The University has about 1.6 million Web pages, and about 150,000 people visit the University's home page each day. A common complaint of online visitors (potential employees and students, business leaders, vendors, community members) is that they cannot find what they are looking for.

²²¹ www.cce.umn.edu/conversations/

²²² www.mg.umn.edu/

(For example, a Google search for "Extension" yields 195,000 possible links; "outreach" yields 101,000; "service learning" yields 98,500; and "public engagement" yields 9,260.) The recently implemented University-wide Web templates (see page 91) will help visitors navigate University sites and save units money, but more needs to be done.

Second, the University lacks a policy for naming things, tagging Web sites, and achieving consistent domain names. For example, each Academic Health Center school calls its continuing education operation something different – Continuing Medical Education; Pharmacy Outreach Education; Center for Public Health Education and Outreach; Veterinary Outreach Programs; and Nursing Continuing Education. That is not to imply that these units are named incorrectly, but to point out the difficulty of searching for things on University Web sites.

Third, the University is not consistent in how it names Web sites, so that users often cannot make educated guesses about a URL. The University has just purchased and will begin deploying a new type of Google search that will allow better management of information and improved, focused searches. But there must also be a concerted effort to place this technology within a structure of policies and practices if it is to be successful.

Improving Assessment Measures: One aspect of public engagement that needs particular attention is developing appropriate assessment practices. The University's active participation in several national consortia and pilot projects (see page 95) will help in this regard, as will further refinements of the University's compact process.

Since 2002, the Council on Public Engagement has presented an annual report to the provost, which summarizes the Council's goals and accomplishments for the previous year and sets forth recommendations for the upcoming year. Starting in 2004, the University's compact process required units to provide information and assessments of its public engagement activities. Public engagement assessment also occurs at the unit level, but efforts to gather and assess these activities at the institutional level are in their earliest stages of development.



Challenge #7:

Leveraging University technology expertise to strengthen performance.

Information technology plays a key role in achieving the University's strategic vision and in attaining a culture of continuous improvement, customer service, and cost savings. Technology, when properly aligned with the University's needs and its organizational structures, can be a powerful tool for improving efficiency and services.

Information technology at the University serves two critical purposes: first, to support the institution's mission, vision and priorities, and second, to identify and create strategic institutional opportunities. Primary leadership for achieving these purposes resides in the University's Office of Information Technology (OIT) and is described in its strategic plan and annual compact documents.²²³ (Also see President Bruininks article in the July/August issue of *EDUCAUSE Review*, "Utilizing IT to Optimize Scarce Resources."²²⁴)

The Office of Information Technology's strategic plan focuses on shifting resources from routine transactions to direct support of teaching, research, and public engagement. In addition, the office strives to optimize the University's resources by eliminating technology duplication, aligning organizational technology support and individual units' operating environments with enterprise technologies, and exploiting enterprise system capabilities.

Success towards service, efficiency, and improvement has not emerged through a single technological solution. Instead, progress has been realized when faculty, department heads, deans and senior administration have come together in agreement on the value that technology or systems can bring to the organization.

Successes have been predicated on a centralized information technology organization that has an

ability to form strategic relationships with functional service areas such as University financial officers, human resource executives, the registrar, student admissions and financial aid as well as the provost, deans and those in the academic units.

Examples of resulting successes are described in the section below, followed by action items identified for future success.

Customer Support and Service Delivery

[HLC 2c, HLC 2d, HLC 3b, HLC 3d]

The University is using its information technology expertise to expand student, faculty, and staff access to anytime-anywhere electronic service, content, and information. This includes access to networks, computing, goods and services purchasing, University data and reports, teaching and learning technologies, and other electronic resources. Examples of services provided are described below.

Microsoft Campus Agreement: Microsoft operating system and office productivity software has been made available free to all University staff and faculty. Academic and administrative unit adoption of this software suite simplifies the technical environment, saves money, and increases ease-of-service throughout the institution.²²⁵

OneHelp: The University is improving efficiency by expanding its technical helpline into a 24/7 service with staff who help callers with a wide range of technical problems.²²⁶

ePortfolio: ePortfolio is a secure Web site for saving, organizing, viewing, and selectively sharing educational and promotional achievement records. When integrated with a student's academic records, ePortfolio becomes an effective advising tool. Developed on the University's Duluth cam-

²²³ www.umn.edu/oit/planning/index.html

²²⁴ www.educause.edu/apps/er/erm05/erm0549.asp

²²⁵ www.umn.edu/ucs/Microsoft/CampusAgreement.php

²²⁶ www.umn.edu/adcs/help

pus, ePortfolio is now available to any University student, faculty, or staff member.

In conjunction with other colleges and universities (e.g., University of Michigan and University of Delaware), the University of Minnesota has released ePortfolio as open-source software. In the first few months, more than 500 institutions worldwide have expressed an interest in this technology. Over 28,000 ePortfolios are in active use across the four University campuses.²²⁷

UMCal: The University now uses an institution-wide calendar service, UMCal, for all faculty, staff, and, beginning with the class of 2008, all students.²²⁸ Previously decentralized and disparate calendaring systems throughout the University caused significant inefficiencies. UMCal not only simplifies the electronic calendaring process but also creates institutional cost savings and gives units that run their own calendar services the option of additional savings through server retirement, licensing fees, and administrative costs.

Best Practices: In an effort to manage the technology environment in the most fiscally prudent manner possible, the Office of Information Technology developed a statement of best practices for use by faculty and staff. The statement includes practices addressing computer purchases, desk-top support, and duplicating centrally-provided services.²²⁹

Enterprise Applications Systems

[HLC 2c, HLC 2d, HLC 3c]

Over the past several years, the University has made a major commitment to and investment in the development of enterprise applications systems in order to respond strategically to its teaching, learning, research, and administrative needs. Four of the five major administrative information systems have been successfully replaced: human resources, grants management, libraries, and student systems.

Replacement of the fifth system, financial, is currently under way. This and other initiatives are described below.

Enterprise Financial System Project: In 2004, the University began the first phase of planning, analyzing, and designing a new enterprise financial system. Implementation of the new system began in 2005 with individual modules released for University departmental/unit use as they become available.²³⁰

WebCT Vista: WebCT's course management software is used extensively across the University. The number of WebCT course sites has grown dramatically over the past year. By November 2004, there were 3,248 course sites and 29,557 student users. In 2004, the existing WebCT system was upgraded, with implementation – following pilot courses and assessment of results – taking place in 2005.²³¹

Imaging: In collaboration with the Duluth campus, the Twin Cities campus is launching a University-wide document imaging project. The digitization of paper records promises to yield efficiencies, reduce costs, save space, and improve services through near-instant search and retrieval capabilities. For example, since its inception, imaging automation has helped the Twin Cities campus admissions office process 18 percent more applications with fewer staff. There are currently 26 University units ready to implement this technology and integrate it into their business processes.²³²

Portal: The University portal allows the University to deliver customized information, provide access to University resources, and facilitate instruction system-wide. During the first nine months of 2003, the portal was used to deliver the federally mandated HIPAA (Health Insurance Portability and Accountability Act) training to nearly 19,000 individuals in a cost-effective manner. This level of training compliance would not have been achieved without the portal capability.

PeopleSoft 8 Upgrade: The University recently completed upgrading its human resources and student information system to PeopleSoft Version 8. This upgrade has enabled Web functionality for all PeopleSoft users and offers more self-service features and automation for University staff and stu-

²²⁷ <http://eportfolio.d.umn.edu>

²²⁸ www.umn.edu/umcal/info/

²²⁹ www.umn.edu/oit/img/assets/6062/BestPractice.pdf

²³⁰ www.finsys.umn.edu

²³¹ <http://webct.umn.edu/>

²³² www.umn.edu/prmo/project_imagenow.html

dents. In addition, the University's Degree Audit Reporting System (DARS) was upgraded to a Windows-based system called DARWIN. Both projects were completed under budget and on schedule.²³³

SEVIS: During the last three years, the federally mandated SEVIS (Student Exchange and Visitor System) program for international students and scholars required extensive reconfiguring of PeopleSoft systems related to data management, which cost the University an estimated \$500,000. In the past year, International Student and Scholar Services²³⁴ and the Office of Information Technology have made a number of improvements that will reduce costs and provide more efficient processing of visas and other documentation.

eBenefits: Benefit administration within PeopleSoft was implemented in April 2004. This project changed the open enrollment for employee benefits from a manual process to self-service. Benefits of the new system include reduced cycle time, reduced manual data entry, and reduced errors for over 20,000 benefit-eligible employees. The first Web-based self-service open enrollment period took place in October 2004.

Technology Infrastructure Operations

[HLC 2c, HLC 2d, HLC 3c]

The operation and maintenance of the University's technology infrastructure is critical to sustain enterprise services and their delivery to the University community. The University routinely analyzes the performance of these critical functions in order to drive further efficiencies and assist in capacity planning. In addition, effective obsolescence planning and implementation enable the redeployment of University funds toward new technologies and support strategies.

Data Network Upgrade: A 16-month project is currently upgrading 60,000 network connections to increase speed and throughput by a factor of 100, enhance firewall services, and improve video and

other high-performance network-related applications.²³⁵

Wireless Networking Coverage: The University is increasingly supplementing its wired network with wireless network coverage. This has proven to be the most effective way to deliver network services to areas where flexibility is desired and costs were previously prohibitive. Currently, there are over 380 wireless access points that provide services to classrooms and common/public spaces in over 80 buildings on the Twin Cities campus.

Interactive Television and Online Classes: The University's interactive television system links all campuses using two-way video and audio links so that instructors and students can see and hear each other. Because the system can connect with other state, national, and international systems, it effectively links the University to the developing global distance education network.²³⁶

Online classes are another option for students in remote locations and for students who want the flexibility this type of learning offers. Enrollment in online classes on the Twin Cities campus rose from 587 in 2002-03 to 2,455 in 2003-04, a 318 percent increase.

Academic and Research Technology Needs

[HLC 2c, HLC 2d, HLC 3c]

The Office of Information Technology works closely with individual faculty, departments, and collegiate units to address their technology needs related to teaching, learning, research, and public engagement. Examples of this collaborative process are described below.

Internet2®: The University of Minnesota is a member of the Internet2® consortium developing advanced network applications and technologies. Many sponsored grants today come with a requirement that researchers be connected to Internet2® in order to share large amounts of information and imaging with peers across the country.

While supporting the core research mission was the main reason for implementing Internet2® at the

²³³ www.umn.edu/oit/newsletter/02/1002_itn/peoplesoft8.html

²³⁴ www.iss.umn.edu/

²³⁵ www.umn.edu/nts/networkupgrade/overview.html

²³⁶ www.umn.edu/vns/conferencing/design.html

University, the Office of Information Technology also has found a strategic opportunity to leverage this significant investment for other purposes. For example, data exchange and other applications with other Internet2[®]-connected institutions, increases performance and productivity while slowing the costs associated with using traditional networks to handle increased e-mail volumes.

Technology-Enhanced Learning:^{237 238} Technology-enhanced learning is the term the University uses to describe its distributed education, instructional technology, and technological support of the core teaching mission. All these efforts are designed to help students develop greater knowledge and understanding through improved access to the University's intellectual assets and through innovative instructional strategies. The University takes an enterprise-wide solutions approach to these initiatives, deriving maximum efficiency from a robust and flexible infrastructure.

Next Generation of the Professoriate: The goal of this project, started in 2002 by the University's Technology-Enhanced Learning Council,²³⁹ is to work with incoming faculty to develop the theory and practices needed for effective teaching in technology-enhanced learning classrooms. The program pairs new faculty with volunteer mentor faculty from their discipline. Both groups attend workshops on technology and training in the design and use of technology-enhanced learning materials. New faculty also receive funds for equipment and/or software to support their teaching.

Interactive Technology—Breeze and Blogs: The University now offers Breeze,²⁴⁰ a Web collaboration system used for creating and publishing multimedia presentations and conducting live meetings via the Web from a desktop computer. Presenters can display graphics and PowerPoint slides, broadcast audio and video, interact using chat and whiteboard tools, and gather real-time feedback from on-site and distributed audience members. Students or audience members gain access via a link from a WebCT course site, a myU (portal) site, or a general Web site.

²³⁷ www.umn.edu/tel/partners/

²³⁸ www.ahceducation.umn.edu/OofE/tech.html

²³⁹ <http://dmc.umn.edu/next-gen/index.shtml>

²⁴⁰ <http://breeze.umn.edu/>

Weblogs, or “blogs” (Web pages created as interactive electronic journals), are another example of interactive technology gaining momentum at the University. The Libraries²⁴¹ and the Office of Information Technology have collaborated to promote blogs as an effective form of personal expression, a discussion tool, and a basis for forming communities of learners. The number of blogs established to date has surpassed the initial goal of 1,000 per year.

Classroom Quality and Use: Fifty-seven percent of campus classes are held in 293 centrally managed, general purpose classrooms (with 20,520 student seats, comprising 316,913 square feet in 52 buildings). Colleges or departments manage another 265 classrooms and 426 labs and studios.

The Office of Classroom Management²⁴² supports teaching and learning by faculty and students in University classrooms. Its objective is to increase classroom usage and improve classroom technology.

Demand for central classrooms has consistently increased over the past five years to its current rate of 14,000 sections per semester. Yet use of these classrooms is 61 percent over the class day; during peak demand hours use increases to 68 percent. A major effort has been initiated with departments and colleges to improve usage by shifting more classes to off-peak hours. In the past two years, the number of technology-equipped classrooms has increased, including those with wireless networking capability.

Performance Measures [HLC 2c]

The University uses a broad range of measures and tools to assess its technological performance and identify areas for continued improvement.

Results from enterprise system projects related to student records, human resources, electronic grants management, and libraries are captured and quantified in the academic or administrative units in which the new systems are employed. This information is used to further reshape and/or automate business processes.

²⁴¹ <http://blog.lib.umn.edu/>

²⁴² www.classroom.umn.edu/

In addition, the Office of Information Technology often quantifies return-on-investment calculations for specific initiatives or new technologies. OIT also reports University-wide technology performance measures as part of the University's annual accountability report. Three examples of these measures appear below:

Technology Expenditures: The University tracks its overall information technology expenditures as a percentage of academic, administrative, research, and outreach technology-related expenditures. For the last three years, these expenditures have held steady.

Information Technology Spending per Capita: The University measures the average information technology expense per student, faculty, and staff (headcount) throughout the entire institution.

Customer Satisfaction: The University continually measures and publishes annually the results of a technology satisfaction survey in seven key satisfaction categories.

Future Actions [HLC 2c]

Continuous assessment and creating new technology initiatives are necessary to enhance services and identify opportunities for program improvement and efficiency. Areas of focus and action items that will result in future improvement are identified below.

Web Content Management: The College of Education and Human Development and the Humphrey Institute of Public Affairs are lead collaborators with the Office of Information Technology on implementing FileNet, a new content management system at the University.²⁴³

This system is serving as a catalyst for achieving an appropriate balance between centralized and decentralized services for Web page development and maintenance. Units can use FileNet to efficiently and effectively publish their digital communications. One barrier to broader participation and, thus, greater efficiency, is the annual cost that would be borne by units opting to use FileNet. A

recurring allocation through the compact process is providing funds to ease this transition.

Walter Library Computer Upgrade: In partnership with the College of Liberal Arts and the Institute of Technology, the Office of Information Technology is upgrading Walter Library's public computer lab. This is the most visible, highly used public lab on the Twin Cities campus, and is used to recruit faculty and students during campus tours, and often pressed into a 24/7 schedule to meet demand.

Storage: The University's reliance on electronic systems, historical and archived data, and disk space require sound electronic storage strategies. Investments in a new electronic data storage system will fundamentally change the historical practice of managing disk space for data storage. This approach will avoid distributed unit costs and decrease server security risks while providing a more effective method to manage enterprise system data.

Graduation Planner: The Graduation Planner, scheduled for implementation in 2005-06, will be a Web-based planning tool for undergraduate students and advisors throughout the University system. This project was launched as a result of the 2002 report, *Improving Our Graduation Rates* (see pages 61-63).

The Graduation Planner will create a real-time database of all undergraduate academic programs and requirements and a student's own record of courses already completed. This will enable students to plan their classes for their entire four years and try out and store what-if scenarios for future planning as well as provide information for advising and administrative planning (e.g., course section and classroom assignment projections).

This state-of-the-art technology application will integrate a number of existing enterprise systems, including PeopleSoft student records; APAS (Academic Progress Audit System); ECAS (Electronic Course Authorization System); ePortfolio; catalog, schedule, and course guides; and provost and Board of Regents approval of new and changed academic programs.

E-Mail Marketing Communications: In partnership with University Relations, the Office of In-

²⁴³ <http://uttc.umn.edu/training/resources/filenet/>

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

formation Technology is piloting the use of Lyris,²⁴⁴ a sophisticated e-mail marketing communications program that enables the University and its collegiate units to communicate more effectively and efficiently with their constituencies. Previously, these communications efforts were

labor-intensive and costly if handled internally or entailed expensive outsourcing to external vendors. When fully implemented in 2006, this tool is projected to save the University \$175,000 over a five-year period and create new strategic opportunities and approaches to electronic communications.

²⁴⁴ www.umn.edu/umnnews/Faculty_Staff_Comm/Office_of_Service_and_Continuous_Improvement/The_promise_of_email.html

Summary: Linking University Performance to Commission Criteria

The Summary places the Higher Learning Commission’s five criteria in the context of the University’s strategic plan and vision for the Twin Cities campus.

This section lists each criterion and its core components and identifies key sections of the self-study report that provide evidence in support of the criteria and their core components.

Criterion 1 – Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and process that involve the board, administration, faculty, staff, and students.

Core Component 1a

The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Evidence	Page	Evidence	Page
Embracing public engagement, Introduction Mission	95 11	University Mission Statement	12

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Evidence	Page	Evidence	Page
Embracing public engagement, Introduction Mission	95 11	University Mission Statement	12

Core Component 1c

Understanding of and support for the mission pervade the organization.

Evidence	Page	Evidence	Page
Academic Freedom	15	Faculty-Staff Governance	84
Board of Regents	83	Mission	11
Consultation on the Recommendations	34	Regents-Endorsed Academic Recommendations	36
Enhancing Research Prominence	45	Values	5

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

<u>Core Component 1d</u>			
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.			
Evidence	Page	Evidence	Page
Academic Health Center	22	Consultation on the Recommendations	34
Academic Health Center	27	Faculty-Staff-Student Governance	84
Academic Structure	15	Governance	26
Administrative Structure	15	Organization, Administration, Personnel, and Communication	21
Board of Regents	83	Regents-Approved Academic Recommendations	36
Citizens League Study	32	Regents-Endorsed Academic Recommendations	36
Compact System	17	Strategic Positioning	33
Commission on Excellence	31	Teaching and Learning	66

<u>Core Component 1e</u>			
The organization upholds and protects its integrity.			
Evidence	Page	Evidence	Page
Academic Freedom	15	Governance	11
Board of Regents	83	Improving Accountability Reporting	91
Business Practice Innovations	90	Information Resources	51
Citizens League Study	32	International Degree Programs	27
Commission on Excellence	31	NIH “Exceptional” Status	24
Faculty-Staff-Student Governance	84		

Criterion 2 – Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Evidence	Page	Evidence	Page
Academic Health Center	22	Importance of State Support:	10
Academic Health Center	27	Improving Access and Affordability	63
Action Strategies	33	Information Resources	51
Challenge of Change	6	Interdisciplinary Initiatives	41
Citizens League Study	32	Physical Resources	58
Commission on Excellence	31	Priority Setting	24
Consultation on the Recommendations	34	Regents-Approved Academic Recommendations	36
Council on Public Engagement	96	Regents-Endorsed Academic Recommendations	36
Council on Public Engagement	98	Research and Outreach Centers	100
Current Interdisciplinary Initiatives	43	Strategic Positioning	33
Embracing public engagement, Introduction	95	University Libraries	99
Enhancing Research Prominence	46	University of Minnesota Extension Service	100
Financial Resources	52	1998 Academic Interdisciplinary Initiatives	41
Human Resources	45		

Core Component 2b

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Evidence	Page	Evidence	Page
Academic Health Center	22	Improving Academic Progress	78
Academic Health Center	27	Information Resources	51
Budget: Incentives for Managed Growth	15	Management Information Systems	26
Current Interdisciplinary Initiatives	43	Physical Resources	58
Economical Management	11	Priority Setting	24
Enhancing Research Prominence	45	Regents-Endorsed Academic Recommendations	36
Financial Resources	52	Redesign of Budget Model	39
General College	24	University’s Compact System	17
Human Resources	46	1998 Academic Interdisciplinary Initiatives	41

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

Core Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evidence	Page	Evidence	Page
Academic Health Center	22	Information Resources	51
Academic Health Center	27	Monitoring Progress	91
Academic and Research Technology Needs	111	NIH "Exceptional" Status	24
Action Strategies	33	Performance Measures	112
Board of Regents	83	Physical Resources	58
Budget: Incentives for Managed Growth	15	Priority Setting	24
Business Practice Innovations	90	Public Engagement Assessment	106
Citizen Satisfaction	105	Redesign of Budget Model	39
Council on Public Engagement	96	Regents-Endorsed Academic Recommendations	36
Customer Service Excellence	87	Regents-Endorsed Administrative Recommendations	38
Customer Support and Service Delivery	109	Revising the Budget Model	16
Efficiency and Effectiveness	88	Scorecard Performance Measures	92
Embracing public engagement, Introduction	95	Service-Learning	97
Enhancing Research Prominence	45	State of Minnesota Accountability Initiative	92
Enterprise Applications Systems	110	Strategic Positioning	33
Faculty-Staff-Student Governance	84	Student Satisfaction Levels	81
Financial Resources	52	Suggestions for Improvement	25
Future Actions	113	Teaching and Learning	66
Human Resources	46	Technology Infrastructure Operations	111
Improving Academic Progress	78	University's Compact System	17
Improving Access and Affordability	63	2001 Report on Graduation Rates	61
Improving Accountability Reporting	91		

Core Component 2d

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Evidence	Page	Evidence	Page
Academic and Research Technology Needs	111	Information Resources	51
Academic Health Center	22	Priority Setting	24
Academic Health Center	27	Regents-Approved Academic Recommendations	36
Board of Regents	83	Regents-Endorsed Academic Recommendations	36
Consultation on the Recommendations	34	Regents-Endorsed Administrative Recommendations	38
Council on Public Engagement	96	Strategic Planning for Action	7
Customer Support and Service Delivery	109	Strategic Positioning	33
Enterprise Applications Systems	110	Physical Resources	58
Faculty-Staff-Student Governance	84	Teaching and Learning	66
Financial Resources	52	Technology Infrastructure Operations	111
Human Resources	46	University's Compact System	17

Criterion 3 – Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Evidence	Page	Evidence	Page
Assessment of Student Academic Achievement	23	Teaching and Learning	66

Core Component 3b

The organization values and supports effective teaching.

Evidence	Page	Evidence	Page
Action Strategies	33	Regents-Endorsed Academic Recommendations	36
Assessment of Student Academic Achievement	23	Service-Learning	97
Customer Support and Service Delivery	109	Teaching and Learning	66
Current Interdisciplinary Initiatives	43	University of Minnesota Mission Statement	12
Human Resources	46	1998 Academic Interdisciplinary Initiatives	41
Improving Academic Progress	78	2001 Report on Graduation Rates	61

Core Component 3c

The organization creates effective learning environments.

Evidence	Page	Evidence	Page
Academic and Research Technology Needs	111	Regents-Approved Academic Recommendations	36
Assessment of Student Academic Achievement	23	Regents-Endorsed Academic Recommendations	36
Current Interdisciplinary Initiatives	43	Service-Learning	97
Enhancing Research Prominence	45	Teaching and Learning	66
Enterprise Applications Systems	110	Technology Infrastructure Operations	111
Examples of Interdisciplinary Centers	98	1998 Academic Interdisciplinary Initiatives	41
Graduate Education	10	2001 Report on Graduation Rates	61
Information Resources	51		

Core Component 3d

The organization’s learning resources support student learning and effective teaching.

Evidence	Page	Evidence	Page
Assessment of Student Academic Achievement	23	Regents-Endorsed Academic Recommendations	36
Customer Support and Service Delivery	109	Service-Learning	97
Current Interdisciplinary Initiatives	43	Teaching and Learning	66
Enhancing Research Prominence	45	1998 Academic Interdisciplinary Initiatives	41
Improving Academic Progress	78	2001 Report on Graduation Rates	61
Information Resources	51		

Criterion 4 – Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Evidence	Page	Evidence	Page
Academic Freedom	15	Human Resources	46
Action Strategies	33	Regents-Endorsed Academic Recommendations	36
Board of Regents	83	Regents-Endorsed Administrative Recommendations	38
Enhancing Research Prominence	45	Service-Learning	97
Faculty-Staff-Student Governance	84	Teaching and Learning	66

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Evidence	Page	Evidence	Page
Academic Freedom	15	Regents-Endorsed Academic Recommendations	36
Current Interdisciplinary Initiatives	43	Service-Learning	97
Enhancing Research Prominence	45	Teaching and Learning	66
Examples of Interdisciplinary Centers	98	Values	5
Graduate Education	10	1998 Academic Interdisciplinary Initiatives	41

Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Evidence	Page	Evidence	Page
Citizens League Study	32	Regents-Approved Academic Recommendations	36
Commission on Excellence	31	Regents-Endorsed Academic Recommendations	36
Council on Public Engagement	96	Service-Learning	97
Current Interdisciplinary Initiatives	43	Teaching and Learning	66
Enhancing Research Prominence	45	Student Satisfaction Levels	81
Examples of Interdisciplinary Centers	98	1998 Academic Interdisciplinary Initiatives	41

Core Component 4d

The organization provides support to ensure faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Evidence	Page	Evidence	Page
Academic Freedom	15	NIH “Exceptional” Status	24
Enhancing Research Prominence	45	Regents-Endorsed Academic Recommendations	36
Examples of Interdisciplinary Centers	98	Service-Learning	97
Human Resources	46	Teaching and Learning	66
Information Resources	51	University Libraries	99
Management Information Systems	26		

Criterion 5 – Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Evidence	Page	Evidence	Page
Alumni Association	105	Information Resources	51
General College	24	Public Engagement Assessment	106
Citizens League Study	32	Regents-Approved Academic Recommendations	36
Citizen Satisfaction	105	Regents-Endorsed Academic Recommendations	36
Commission on Excellence	31	Regents-Endorsed Administrative Recommendations	38
Community Connections	104	Research and Outreach Centers	100
Consultation on the Recommendations	34	Service-Learning	97
Council on Public Engagement	96	State of Minnesota Accountability Initiative	92
Current Interdisciplinary Initiatives	43	Strategic Positioning	33
Customer Service Excellence	87	Student Satisfaction Levels	81
Efficiency and Effectiveness	88	Technology Commercialization	101
Enhancing Research Prominence	45	Technology for Life and the MyU Portal	105
Embracing public engagement, Introduction	95	University Libraries	99
Examples of Interdisciplinary Centers	98	University of Minnesota Extension Service	100
Improving Access and Affordability	63	1998 Academic Interdisciplinary Initiatives	41
Improving Accountability Reporting	91		

Core Component 5b

The organization has the capacity and commitment to engage with its identified constituencies and communities.

Evidence	Page	Evidence	Page
Academic Health Center	102	Information Resources	51
Alumni Association	105	Regents-Endorsed Administrative Recommendations	38
Bringing People to Campus	103	Regents-Endorsed Academic Recommendations	36
Citizens League Study	32	Research and Outreach Centers	100
College of Continuing Education	102	Service-Learning	97
Commission on Excellence	31	Strategic Positioning	33
Communications Plan	93	State's Economic Driver	10
Community Connections	104	State of Minnesota Accountability Initiative	92
Consultation on the Recommendations	34	Technology Commercialization	101
Current Interdisciplinary Initiatives	43	Technology for Life and the MyU Portal	105
Efficiency and Effectiveness	88	University Libraries	99
Embracing public engagement, Introduction	95	University of Minnesota Extension Service	100
Enhancing Research Prominence	45	1998 Academic Interdisciplinary Initiatives	41
Examples of Interdisciplinary Centers	98		

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Evidence	Page	Evidence	Page
Academic Health Center	102	Improving Access and Affordability	63
Action Strategies	33	Improving Accountability Reporting	91
Alumni Association	105	Regents-Endorsed Academic Recommendations	36
Board of Regents	83	Regents-Endorsed Administrative Recommendations	38
Bringing People to Campus	103	Service-Learning	97
Business Practice Innovations	90	Strategic Positioning	33
Citizens League Study	32	State's Only Major Research Institution	10
College of Continuing Education	102	Statewide Presence	11
Community Connections	104	State of Minnesota Accountability Initiative	92
Commission on Excellence	31	Strong University	6
Consultation on the Recommendations	34	Student Satisfaction Levels	81
Council on Public Engagement	96	University Libraries	99
Customer Service Excellence	87	University of Minnesota Extension Service	100
Current Interdisciplinary Initiatives	43	Research and Outreach Centers	100
Efficiency and Effectiveness	88	University of Minnesota Extension Service	101
Enhancing Research Prominence	45	Technology Commercialization	101
Embracing public engagement, Introduction	95	Technology for Life and the MyU Portal	105
Examples of Interdisciplinary Centers	98	1998 Academic Interdisciplinary Initiatives	41
Information Resources	51		

Core Component 5d

Internal and external constituencies value the services the organization provides.

Evidence	Page	Evidence	Page
Academic Health Center	102	Examples of Interdisciplinary Centers	98
Alumni Association	105	Improving Accountability Reporting	91
Board of Regents	83	Information Resources	51
Bringing People to Campus	103	Regents-Endorsed Academic Recommendations	36
Citizens League Study	32	Research and Outreach Centers	100
College of Continuing Education	102	Service-Learning	97
Community Connections	104	Strategic Positioning	33
Commission on Excellence	31	Student Satisfaction Levels	81
Council on Public Engagement	96	University Libraries	99
Current Interdisciplinary Initiatives	43	University of Minnesota Extension Service	100
Customer Service Excellence	87	Technology for Life and the MyU Portal	105
Enhancing Research Prominence	45	1998 Academic Interdisciplinary Initiatives	41
Embracing public engagement, Introduction	95		

Part 3: Aligning for Institutional Excellence – Seven Key Challenges

Appendix A: Board of Regents Roster

Anthony R. Baraga (Chair), 218-254-3559, baraga@umn.edu
Patricia S. Simmons (Vice Chair), 507-284-9155, simmons@umn.edu
Clyde E. Allen, Jr., 218-236-7213, allen190@umn.edu
Peter Bell, 651-602-1453, bell@umn.edu
Frank R. Berman, 952-835-6611, berman@umn.edu
Dallas Bohnsack, 952-758-2140, bohsack@umn.edu
Robert H. Bruininks (ex officio), University President, 612-626-1616, bruin001@umn.edu
John Frobenius, 320-255-9951, froben@umn.edu
Steven D. Hunter, 651-227-7647, sdhunter@umn.edu
David M. Larson, 952-742-7411, dmlarson@umn.edu
Richard F. McNamara, 952-944-3533, mcnamara@umn.edu
David R. Metzen, 651-455-2215, metze002@umn.edu
Lakeesha K. Ransom, 612-624-0594, rans0015@umn.edu
Ann Cieslak (Executive Director and Corporate Secretary), 612-625-6300, ciesl002@umn.edu

Committees

Audit: Frobenius (chair), Bohnsack (vice chair), Allen, Larson, McNamara, Simmons
Educational Planning and Policy: Bell (chair), Larson (vice chair), Bohnsack, McNamara, Metzen, Ransom
Facilities: Metzen (chair), Ransom (vice chair), Baraga, Berman, Frobenius, Hunter
Faculty, Staff, and Student Affairs: Bohnsack (chair), Simmons (vice chair), Allen, Bell, Larson, McNamara
Finance and Operations: Allen (chair), Hunter (vice chair), Baraga, Berman, Frobenius, Simmons
Litigation Review: Berman (chair), Baraga (vice chair), Bell

Appendix A: Board of Regents Roster

Appendix B: Administrative Leadership Roster

University of Minnesota Central Administration – Executive Team

Robert H. Bruininks, President (1968)* (Office of the President)

Ph.D., Education, George Peabody College, Vanderbilt University

612-626-1616 bruin001@umn.edu

Principal Accountabilities:

Academic Affairs
Academic Health Center
Agricultural Policy
Athletics, Intercollegiate
Audits
Eastcliff (President's Residence)
General Counsel
Human Resources
Institutional Compliance Office
Research

Service & Continuous Improvement
System Administration
University of Minnesota, Crookston
University of Minnesota, Duluth
University of Minnesota, Morris
University Relations
University Senate
University Services
Vice President & Chief Financial Officer
Vice President & Chief of Staff

E. Thomas Sullivan, Senior Vice President, Academic Affairs & Provost (1995)* (Office of the Provost)

J.D., Indiana University

612-625-0051 sulli059@umn.edu

Principal Accountabilities:

Academic Counseling & Student Services—
Intercollegiate Athletics
Academic Divisions:
Agricultural, Food & Environmental Sciences, College of
Architecture & Landscape Architecture, College of
Biological Sciences, College of
Continuing Education, College of
Education & Human Development, College of
General College
Graduate School
Human Ecology, College of
Law School
Liberal Arts, College of
Management, Carlson School of
Natural Resources, College of
Public Affairs, Humphrey Institute of
ROTC
Technology, Institute of
Admissions
Agricultural Experiment Station
Enrolled Student Services
One Stop Student Services

Registrar, Office of the
Residential College
Student Affairs
Aurora Center for Advocacy & Education
Boynton Health Service
Counseling & Consulting Services, University
GLBT Programs Office
Leadership Programs & Minor
Orientation & First-Year Programs, Office of
Parent Program, University
Recreational Sports
St Paul Career Center
Student Academic Integrity, Office of
Student Activities Office
Student Community Relations
Student Judicial Affairs
Student Legal Service, University
Twin Cities Student Unions
Student Finance, Office of
University Libraries
Weisman Art Museum

*Year first employed at University of Minnesota

Appendix B: Administrative Leadership Roster

Frank Cerra, Senior Vice President, Health Sciences (1981)* (Academic Health Center)

M.D., Northwestern University

612-626-3700 cerra001@umn.edu

Principal Accountabilities:

Academic Divisions:

Dentistry, School of
Medical School
Medicine, Duluth School of
Nursing, School of
Pharmacy, College of
Public Health, School of
Veterinary Medicine, College of
Allied Health Programs
Bioethics, Center for
Biomedical Genomics Center
Cancer Center

Communications, AHC

Community-University Health Care Center/
Variety Children's Clinic
Computational Genomics & Bioinformatics, Center for
Drug Design, Center for
Food Protection & Defense, National Center for
Health Careers Center
Infectious Disease Research & Policy Center
ITV Coordinating Unit
Research Animal Resources
Research Services Organization
Spirituality & Healing, Center for

Robert Jones, Senior Vice President, System Administration (1978)* (Office for System Administration)

Ph.D., Crop Physiology, University of Missouri

612-624-3533 jones012@umn.edu

Principal Accountabilities:

Business & Community Economic Development
Children, Youth & Family Consortium
Equal Opportunity & Affirmative Action, Office of
Extension Service, University of Minnesota
Dispute Resolution Office
Information Technology, Office of
International Programs
MacArthur Program/Interdisciplinary Center for the Study
of Global Change (ICGC)

Multicultural & Academic Affairs
Disability Services
Multicultural Center for Academic Excellence
Women, Office for University
Planning & Academic Affairs
Rochester, University of Minnesota
Transportation Studies, Center for
Urban & Regional Affairs, Center for

Alfred Sullivan, Executive Associate Vice President (1993)* (Office of Planning and Academic Affairs)

Ph.D., Forest Biometrics, University of Georgia

612-626-3838 alsull@umn.edu

Principal Accountabilities:

Institutional Research and Reporting, Office of
Space Management
University Accountability

Kathryn Brown, Vice President and Chief of Staff (1992) (Office of President)

J.D., University of Toledo

612-625-1501 brown059@umn.edu

Principal Accountabilities:

Athletics, Intercollegiate
Institutional Compliance Office

Service & Continuous Improvement
University Senate

*Year first employed at University of Minnesota

Appendix B: Administrative Leadership Roster

Carol Carrier, Vice President, Human Resources (1976)* (Office of Human Resources)
Ph.D., Curriculum and Instruction, Syracuse University
612-624-3533 carrier@umn.edu

R. Timothy Mulcahy, Vice President, Research (2005)* (Office of Vice President for Research)
Ph.D., Pathology and Radiological Sciences, University of Wisconsin
612-624-5054 mulcahy@umn.edu

Principal Accountabilities:

Business Development
eResearch Systems Support
Oversight, Analysis and Reporting
Patents and Technology Marketing

Regulatory Affairs
Research Education and Funding Development
Research Subjects Protection Programs
Sponsored Projects Administration

Charles Muscoplat, Vice President, Agricultural Policy (1976-81, 1999)* (College of Agricultural, Food, and Environmental Sciences)
Ph.D., Veterinary Microbiology, University of Minnesota
612-625-6252 cmuscop@umn.edu

Kathleen O'Brien, Vice President, University Services (1989-94, 2002)* (Office of University Services)
M.A., History, Marquette University
612-624-3557 kobrien@umn.edu

Principal Accountabilities:

Auxiliary Services
Capital Planning & Project Management
Facilities Management

Public Safety
University Health & Safety

Richard Pfitzenreuter, Vice President and Chief Financial Officer (1992)* (Office of Budget and Finance)
B.A., Philosophy, Hamline University
612-625-4517 pfutz001@umn.edu

Principal Accountabilities:

Asset Management, Office of
Budget & Finance, Office of
Bursar, Office of the

Controller's Office
Real Estate Office
Tax Department

Linda Thrane, Vice President, University Relations (2005)* (Office of University Relations)
B.A., Journalism, Arizona State University
612-624-6868 thrane@umn.edu

Principal Accountabilities:

Alumni Relations/UM Alumni Association
Communication Services
Development/UM Foundation
Government & Community Relations

Information Services
Marketing
News & Public Information
Retirees Volunteer Center

*Year first employed at University of Minnesota

Appendix B: Administrative Leadership Roster

Steven Cawley, Associate Vice President and Chief Information Officer (1987)* (Office of Information Technology)

B.A., Organizational Management and Communication, Concordia University
612-626-9816 cawley@umn.edu

Gail Klatt, Associate Vice President, Audits (1994)* (Department of Audits)

B.S., Business Administration, University of Minnesota
612-625-0150 klatt003@umn.edu

Joel Maturi, Director, Intercollegiate Athletics (2002)* (Department of Athletics)

M.A., Education, University of Wisconsin
612-624-2100 maturi@umn.edu

Mark Rotenberg, General Counsel (1992)* (Office of General Counsel)

J.D., Columbia University
612-624-4100 roten001@umn.edu

David Carl, Provost, Rochester Center (2000)*

Ed.D., Instructional Systems Technology, Indiana University
507-281-7791 david.carl@roch.edu

Kathryn A. Martin, Chancellor, Duluth Campus (1995)*

Ed.D., Education Administration and Learning, University of San Francisco
218-726-7106 kmartin3@d.umn.edu

Charles H. Casey, Chancellor, Crookston Campus (1992)*

D.V.M., University of Minnesota
218-281-8342 casey002@umn.edu

Samuel Schuman, Chancellor, Morris Campus (1995)

Ph.D., English Literature, Northwestern University
320-589-6020 schumans@cda.mrs.umn.edu

* Year first employed at University of Minnesota

Appendix C: Academic Leadership Roster

E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost (1995)*
J.D., Indiana University
612-625-0051 sulli059@umn.edu

J. Brian Atwood, Dean, Humphrey Institute of Public Affairs (2002)*
Honorary Doctorate of Laws, American University
612-625-9505 atwoo011@umn.edu

Shirley Baugher, Dean, College of Human Ecology (1983-1990, 2002)*
Ph.D., Education, University of Missouri
612-624-1717 sbaugher@che.umn.edu

James Campbell, Interim Co-Dean, Carlson School of Management (2005)*
B.S., Business Administration, University of Minnesota
612-625-0027 camp6449@umn.edu

Terence G. Collins, Interim Dean, General College (1976)*
Ph.D., English, University of Minnesota
612-625-6885 tcollins@umn.edu

Steven Crouch, Dean, Institute of Technology (1970)*
Ph.D., Mineral Engineering, University of Minnesota
612-624-2006 crouc001@umn.edu

Gail Dubrow, Dean, Graduate School, and Vice Provost (2005)*
Ph.D., Urban Planning, University of California at Los Angeles
612-625-2809 dubrow@umn.edu

Beverly Durgan, Dean and Director, Extension Service (1985)*
Ph.D., Agronomy, North Dakota State University
612-624-2703 durga001@umn.edu

Robert Elde, Dean, College of Biological Sciences (1974)*
Ph.D., Anatomy, University of Minnesota
612-624-2244 belde@cbs.umn.edu

Thomas Fisher, Dean, College of Architecture and Landscape Architecture (1996)*
M.A., Interdisciplinary Studies, Case Western Reserve University
612-626-9068 fishe033@umn.edu

* Year first employed at University of Minnesota

Appendix C: Academic Leadership Roster

Michael Houston, Interim Co-Dean, Carlson School of Management (1986)*
Ph.D., Marketing, University of Illinois at Urbana-Champaign
612-625-0027 mhouston@umn.edu

Alex Johnson, Dean, Law School (2002)*
J.D., University of California - Los Angeles
612-625-8086 alexjohn@umn.edu

Wendy Lougee, University Librarian (2002)*
M.S., Library Science, University of Wisconsin; M.A., Psychology, University of Minnesota
612-624-2312 wlougee@umn.edu

Charles Muscoplat, Dean, College of Agricultural, Food & Environmental Sciences (1976-81, 1999)*
Ph.D., Veterinary Microbiology, University of Minnesota
612-624-6252 cmuscop@umn.edu

Mary Nichols, Dean, College of Continuing Education (1975)*
Ph.D., Business Administration, University of Kansas
612-625-0238 mnichols@cce.umn.edu

Steven Rosenstone, Dean, College of Liberal Arts (1996)*
Ph.D., Political Science, University of California - Berkeley
612-626-8039 sjr@umn.edu

Susan Stafford, Dean, College of Natural Resources (2002)*
Ph.D., Applied Statistics, State University of New York at Syracuse
612-624-1234 stafford@umn.edu

Steven Yussen, Dean, College of Education and Human Development (1998)*
Ph.D., Child Psychology, University of Minnesota
612-625-5078 syussen@umn.edu

Vice Provosts

Arlene Carney, Vice Provost, Faculty and Academic Affairs (1994)*
Ph.D., Speech and Hearing Sciences, University of Minnesota
612-625-0051 carne005@umn.edu

Gail Dubrow, Vice Provost and Dean, Graduate School (2005)*
Ph.D., Urban Planning, University of California at Los Angeles
612-625-2809 dubrow@umn.edu

Gerald Rinehart, Vice Provost, Student Affairs (1983)*
M.B.A., University of Minnesota
612-624-3560 g-rine@umn.edu

Craig Swan, Vice Provost, Undergraduate Education (1969)*
Ph.D., Economics, Yale University
612-626-9425 swan@umn.edu

* Year first employed at University of Minnesota

Appendix C: Academic Leadership Roster

Billie Wahlstrom, Vice Provost, Distributed Education and Instructional Technology (1989)*

Ph.D., English, University of Michigan

612-625-0051 bwahlstr@umn.edu

Academic Health Center

Frank Cerra, Senior Vice President, Health Sciences (1981)*

M.D., Northwestern University

612-626-3700 cerra001@umn.edu

Connie Delaney, Dean, School of Nursing (2005)*

Ph.D., Educational Administration and Computer Applications, University of Iowa

612-624-4454

John Finnegan, Interim Dean, School of Public Health (1986)*

Ph.D., Mass Communication, University of Minnesota

612-625-1179 finne001@umn.edu

Jeffrey Klausner, Dean, College of Veterinary Medicine (1977)*

D.V.M., College of Veterinary Medicine, University of Minnesota

612-624-9227 klaus001@umn.edu

Patrick Lloyd, Dean, School of Dentistry (2004)*

D.D.S., School of Dentistry, Marquette University

612-625-7678 plloyd@umn.edu

Deborah Powell, Dean, Medical School (2002)*

D.M., School of Medicine, Tufts University

612-626-4949 dpowell@umn.edu

Marilyn Speedie, Dean, College of Pharmacy (1996)*

Ph.D., Medicinal Chemistry and Pharmacognosy, Purdue University

612-624-1900 speed001@umn.edu

*Year first employed at University of Minnesota

Appendix C: Academic Leadership Roster

Appendix D: Faculty Governance Roster

Chairs of the major faculty committees for the 2005-06 academic year include:

Jean Bauer, Chair, University Senate; Chair, Faculty Consultative Committee

(Professor, Family Social Science, College of Human Ecology)

612-625-1763 jbauer@umn.edu

Steven Ruggles, Chair, Senate Research Committee

(Professor, History, Minnesota Population Center)

612-624-4081 ruggl001@umn.edu

Morris Kleiner, Chair, Senate Committee on Faculty Affairs

(Professor, Public Affairs, Humphrey Institute of Public Affairs)

612-625-2089 klein002@umn.edu

Kathleen Krichbaum, Chair, AHC Faculty Consultative Committee

(Professor, Nursing, School of Nursing)

612-624-2489 kirch001@umn.edu

Fred Morrison, Chair, Finance and Planning Committee

(Professor, Law, Law School)

612-625-0321 morrison@umn.edu

Daniel Feeney, Chair, AHC Finance and Planning Committee

(Professor, Veterinary Clinical Sciences, College of Veterinary Medicine)

612-625-9731 feene001@umn.edu

Matt Painschab, Chair, Student Affairs Committee

(Student, College of Biological Sciences)

763-234-5055 pain0016@umn.edu

TBD, Chair, AHC Student Consultative Committee

Richard McCormick, Chair, Educational Policy

(Professor, German, Scandinavian and Dutch, College of Liberal Arts)

612-625-8549 mccor001@umn.edu

Appendix D: Faculty Governance Roster

Appendix E: Federal Compliance

Credits, Program Length, and Tuition

The University of Minnesota operates on a semester system using credit hour assignment, curriculum development, program assessment, and transcript reporting practices common to similar higher education institutions.

Higher Learning Commission policy stipulates that:

"If an organization charges higher or lower tuition for some programs than for most other programs, it will need to justify – in its catalog, student handbook, or self-study – the tuition in terms of program costs, program length, and program objectives. It will also need to provide evidence that it gives prospective students good information about tuition and fees."

The University of Minnesota provides full and complete information to current and prospective students in its catalogs, Web sites, and other print and electronic publications. Tuition is assessed according to student classification, residency status, and whether the student comes from a state or province with which the University has a reciprocity agreement. Tuition varies by program for the professional schools only. Each campus has a single undergraduate or graduate school tuition based on residency.²⁴⁵

The University has reciprocity agreements with Wisconsin, North Dakota, South Dakota, and Manitoba. The University also participates in the Midwest Student Exchange Program (MSEP), a reciprocity program with Kansas, Michigan, Missouri, and Nebraska for students in several undergraduate colleges and programs: agricultural, food, and environmental sciences; architecture and land-

scape architecture; biological sciences; education and human development; human ecology; liberal arts; natural resources; business management; dental hygiene; nursing; technology; and mortuary science.

Residents of these states or provinces may qualify for reciprocity tuition rates, which are lower than nonresident tuition rates.²⁴⁶

Twin Cities campus undergraduate resident tuition and fee charges increased from \$4,115 per semester in 2004-2005 to \$4,400 per semester in 2005-06 academic year. Tuition revenues cover approximately 67 percent of the cost of instruction at the University of Minnesota. State appropriations cover approximately \$4,277 of the average cost of instruction for full-time students.

Organizational Compliance with HERA

The University of Minnesota's external auditors have not found or reported any material findings concerning the Higher Education Reauthorization Act or any other federal or state policy. All Title IV and state funds have been reconciled in a timely fashion with the state, federal and other financial aid funding agencies for the appropriate years. All reports have been completed on time, including the Fiscal Operations Report and Application to Participate (FISAP), program participation agreement (PPA), and Eligibility and Certification Renewal (ECAR). The Department of Education does not have any on-going audits with the University of Minnesota – Twin Cities. The Twin Cities campus has not been subject to any limitation, suspension, or termination (LST) actions.

²⁴⁵ <http://onestop.umn.edu/onestop/tuition.html>

²⁴⁶ http://onestop.umn.edu/onestop/Tuition_Billing/Tuition_Rates/Reciprocity_tuition_and_fee_rates.html

The Perkins default rate is 8.33 percent for 2003, 8.43 percent for 2002, and 8.02 percent for 2001 for the past three years.

The direct loan default rate is 2.0 percent for 2002, 2.3 percent for 2001, and 2.6 percent for 2000.

Off-Campus Locations

The University of Minnesota is in full compliance with the Commission's policy of reviewing off-site locations at which a student can complete 50 percent or more of a degree program. The most recent site approved by the Commission occurred in 2005 for the delivery by the University's College of Education and Human Development of the M.Ed. in Human Resource Development in Saudi Arabia.

Advertising and Recruitment Materials

In compliance with Higher Learning Commission policy, the University of Minnesota includes the Commission's contact information in print and electronic publications when reference is made to its affiliation with the Commission.

In the current undergraduate and graduate catalogs, for example, the University's accreditation status with the Higher Learning Commission is noted on page 11 along with the Commission's phone number and web address. The same information is noted on the Web versions of the catalogs.²⁴⁷

Also in compliance with Higher Learning Commission policy, the University of Minnesota prominently displays its own contact information in all print and electronic publications.²⁴⁸

Professional & Dual Institutional Accreditation

The University of Minnesota provides identical information to the Higher Learning Commission and all of the specialized or professional accrediting bodies with regard to purpose, governance, programs, sites, degrees, diplomas, certificates, personnel, finances, and constituents. In compliance with the Commission's annual institutional update, the University is not currently under sanction by any accrediting agency nor has accreditation been withdrawn by any accrediting agency within the last year.

²⁴⁷ www.catalogs.umn.edu/ug/gen/overview.html and www.catalogs.umn.edu/download/tccampus/undergrad06.pdf

²⁴⁸ www.umn.edu/twincities/contact/

Appendix F: Guide to Electronic Resource Room

University of Minnesota Campuses

Twin Cities Campus	www.umn.edu
Duluth Campus	www.d.umn.edu
Morris Campus	www.mrs.umn.edu
Crookston Campus	www.crk.umn.edu
Rochester Campus	www.r.umn.edu
University of Minnesota Extension Service	www.extension.umn.edu

Research and Outreach Centers

North Central Center at Grand Rapids	http://ncroc.coafes.umn.edu
Northwest Center at Crookston	www.nwroc.umn.edu
Southern Center at Waseca	http://sroc.coafes.umn.edu
Southwest Center at Lamberton	http://swroc.coafes.umn.edu
UMore Park at Rosemount	http://umorepark.coafes.umn.edu
West Central Center at Morris	http://wcroc.coafes.umn.edu

University Offices

Academic Health Center	www.ahc.umn.edu
Board of Regents	www1.umn.edu/regents
Controller's Office	http://process.umn.edu/cont
Council on Public Engagement	www1.umn.edu/civic
Minnesota Medical Foundation	www.mmf.umn.edu
Office of Budget and Finance	www.budget.umn.edu
Office of Senior Vice President and Provost	www.evpp.umn.edu
Office of Institutional Research and Reporting	www.irr.umn.edu
Office of International Programs	www.international.umn.edu
Office of Oversight, Analysis, and Reporting	www.oar.umn.edu
Office of Planning and Academic Affairs	www.academic.umn.edu/planning/index.html
University Libraries	www.lib.umn.edu
University of Minnesota Alumni Association	www.alumni.umn.edu
University of Minnesota Foundation	www.giving.umn.edu/foundation

University-wide Resources

Accountable to U Web Site	http://academic.umn.edu/accountability/index.html
February 2005 State of University Address	http://www1.umn.edu/pres/02_speeches_050224.html
Organizational Charts	http://www.academic2.umn.edu/orgcharts/b_pres.htm
2004 Annual Report	http://process.umn.edu/groups/controller/documents/information/um_annualrpt2004.pdf
2004-05 Compacts	http://academic.umn.edu/planning/apb/final_2004.html

Catalogs

Undergraduate	www.catalogs.umn.edu/ug/
Graduate	www.catalogs.umn.edu/grad/
Dentistry	www.catalogs.umn.edu/dent/index.html
Law	www.law.umn.edu/current/course_index.html
Medicine	www.catalogs.umn.edu/tcmed/index.html
Pharmacy	www.catalogs.umn.edu/phar/index.html
Veterinary Medicine	www.catalogs.umn.edu/vetmed/index.html

Faculty Handbooks

Faculty
University Senate

www.umn.edu/ohr/teachlearn/facbook.pdf
www.umn.edu/usenate/usen/policies.html

Student Handbooks

Graduate
Office of Student Affairs
Student Code of Conduct
Student Academic Grievances
Acceptable Use of Information Technology Resources

www.grad.umn.edu/current_students/handbook/
www.osa.umn.edu/policies/index.html
www.sja.umn.edu/conduct.html
www.umn.edu/regents/policies/academic/StudentGrievances.pdf
www.fpd.finop.umn.edu/groups/ppd/documents/Policy/Acceptable_Use.cfm

Strategic Positioning Process

Strategic Positioning Process (contains multiple documents)
Report of Task Force on Academic Freedom
President Bruininks's Recommendations to Board of Regents, Transforming the University of Minnesota
University Senate Resolution on Strategic Planning

http://www1.umn.edu/systemwide/strategic_positioning/index.html
<http://academic.umn.edu/img/assets/12261/afreportapr04.pdf>
http://www1.umn.edu/systemwide/strategic_positioning/pdf/umn_res_rec.pdf
<http://www.umn.edu/usenate/usen/Resolution-final.pdf>

Health Sciences Planning

Leading Change for Breakthroughs in Health
AHC Strategic Plan
UPlan Medical Program Summary of 2003 Annual Report
Leading Change in the Academic Health Center Positioning and Planning from 1996 to 2005

http://www.ahc.umn.edu/img/assets/7617/StateReport_Final.pdf
<http://www.ahc.umn.edu/about/cerra/strategicplan/home.html>
<http://www1.umn.edu/ohr/eb/uplaninfo/uplansummary.pdf>
http://www.ahc.umn.edu/img/assets/7617/Leading_Change.pdf

Constituent Surveys

Pulse Survey (Faculty and staff attitudes)
2003 Student Experiences Survey
2001 Student Experiences Survey
1999 Student Experiences Survey
1997 Student Experiences Survey
Student Satisfaction Survey

<http://www.umn.edu/ohr/pulse>
<http://www.irr.umn.edu/recsurveys/stuexp/stuexp03/report03.pdf>
<http://www.irr.umn.edu/recsurveys/stuexp/stuexp01/report01.pdf>
<http://www.irr.umn.edu/recsurveys/stuexp/stuexp99/stuexp99.pdf>
<http://www.irr.umn.edu/recsurveys/stuexp/stuexp97/report97.pdf>
http://www.academic.umn.edu/accountability/reports/student_sat_tc.html

Admitted Applicants Survey
Housing and Residential Life Survey
First-year Experience Survey
Graduating Senior Surveys

<http://www.irr.umn.edu/stsur/fact03.pdf>
<http://www.ofyp.umn.edu/pdf/2003sprcheckin.pdf>
<http://www.ofyp.umn.edu/pdf/fye2001follow.pdf>
<http://www.academic.umn.edu/img/assets/17589/3-3.32%20TC89-2004.pdf>

Citizen Satisfaction Report

<http://www.academic.umn.edu/img/assets/17589/3-6.13%20CitizenSat.pdf>

2005 Student Experiences Survey results

http://www.academic.umn.edu/img/assets/17589/2005_SES_results_v2.pdf
http://www.academic.umn.edu/img/assets/17589/SES%20TREND%20REPORT_2005.xls

Other Reports:

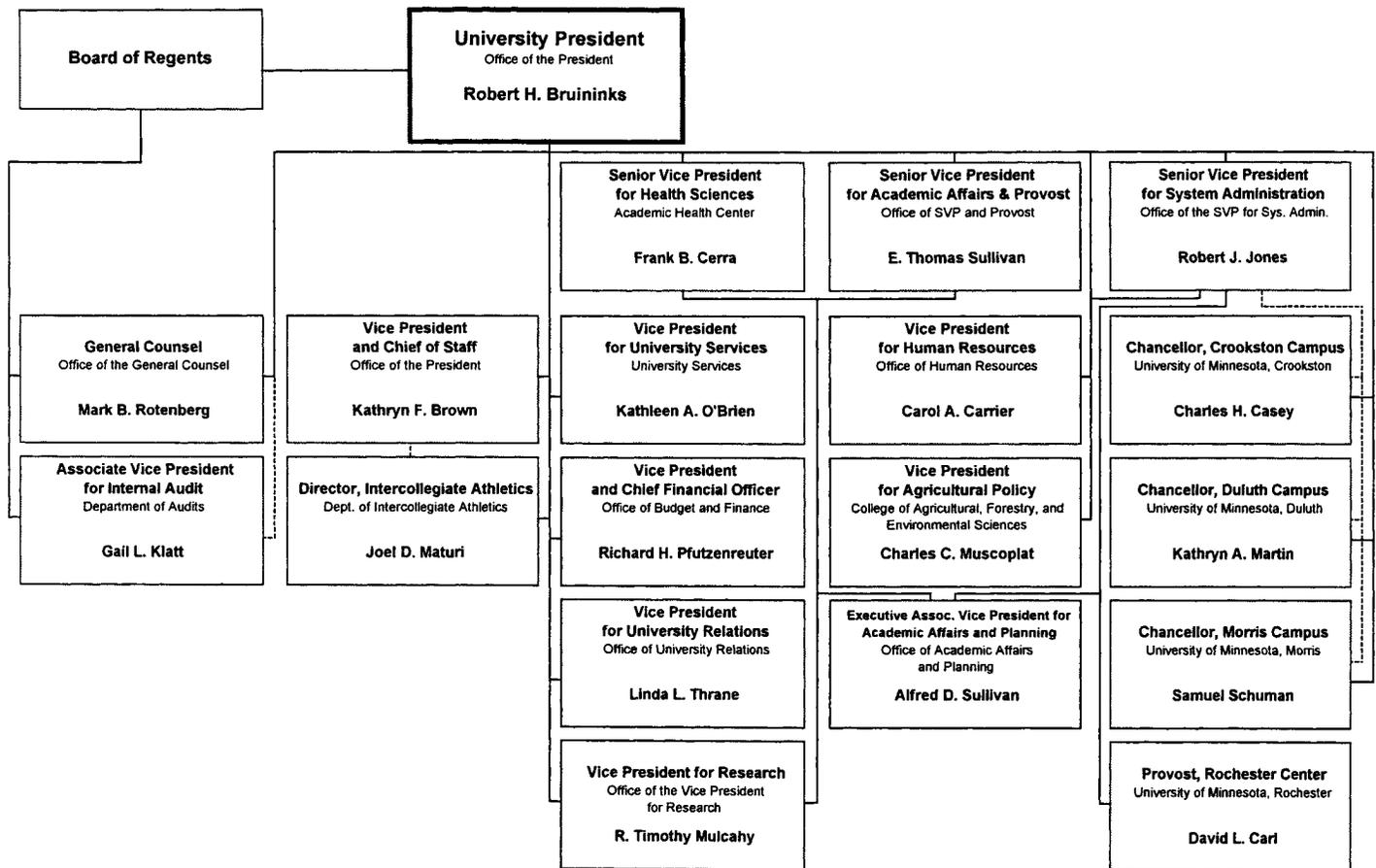
A University Senate for All by Gary Engstrand
Best Practices for Strategic Management of the University's Technology Resources
Board of Regents Policy for Board Operations and Agenda Guidelines

<http://www.academic.umn.edu/img/assets/17589/3-4.2%20university%20senate%20for%20all.pdf>
<http://www.umn.edu/oit/img/assets/6062/BestPractice.pdf>
http://www1.umn.edu/regents/policies/boardoperations/Board_Operations.pdf

Appendix F: Guide to Electronic Resource Room

Commission on University of Minnesota Excellence: Report to Minnesota Legislature	http://www1.umn.edu/urelate/govrel/excellence.htm
Enrollment of Students of Color at Public AAU Institutions in Fall 2003	http://www.academic.umn.edu/img/assets/17589/soc.pdf
Environmental Scan Reports	http://www.academic.umn.edu/img/assets/17589/3-1.%20EnvironmentalScan.pdf
Faculty and Staff Attitudes Report	http://www.academic.umn.edu/img/assets/17589/3-2.13%20FSattitudes.pdf
Faculty Salary and Compensation Report	http://www.academic.umn.edu/img/assets/17589/3-2.7%20Faculty.pdf
Financing Graduate Education Task Force Report	http://academic.umn.edu/img/assets/12261/fingraded.pdf
Higher Education Funding in the 50 States: 1-Year, 2-Year, and 10-Year Trends	http://www.academic.umn.edu/img/assets/17589/Grapevine05.pdf
Minnesota Higher Education Funding 1961 - 2005	http://www.academic.umn.edu/img/assets/17589/3-3.14%20StateTax6105.pdf
Reorganization of Central Administration Resolution	http://www.academic.umn.edu/img/assets/17589/2.2%20reorg%20resolution.pdf
Testimony to the Lincoln Commission on Study Abroad	http://www.academic.umn.edu/img/assets/17589/3-3.7a%20Lincoln%20Commission%20Testimony.pdf
University of Minnesota Parent Program	http://www.academic.umn.edu/img/assets/17589/3-3.24%20parents%20program.pdf
Tuition and Fees Report	http://www.academic.umn.edu/img/assets/17589/3-2.21%20TuitionFees.pdf
University Libraries Report	http://www.academic.umn.edu/img/assets/17589/3-6.0%20libraries.pdf
University Mission Statement	http://www1.umn.edu/regents/policies/boardoperations/Mission_Statement.pdf
1998 Academic Interdisciplinary Initiatives	http://academic.umn.edu/img/assets/12262/1998 Acad Interdisc. Init final report.pdf

Appendix G: University of Minnesota Organizational Chart



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