

# UNIVERSITY 2000 1995 SUPPLEMENT

U2000 Strategic Planning Group

July-October 1995

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UNIVERSITY OF MINNESOTA

## **FOREWORD**

In order to provide the basis for the University's 1997-98 biennial request, the second planning cycle related to the U2000 program is about to commence. The experience with the first cycle indicates that there is a need to move toward a more focused, action-oriented phase of implementing the strategic plan. In July of this year, the President commissioned a small working group to assist in the articulation of major issues and the development of a proposed set of actions. The group included representatives of the governance system, deans, and central administrators. During the ensuing two and-a-half months, possible issues and actions have been reviewed with and inputs received from various University groups including the Chancellors, Provosts, Vice Presidents and Deans.

This document presents the results of these efforts. Seven major institutional issues have been identified along with proposed presidential positions and actions. The current statement of these positions along with the results of the proposed actions over the next several months are intended to assist in the development of the plans and actions of the operating units in the second U2000 planning cycle. These operating unit actions comprise the ultimate implementation of the U2000 plan.

In addition, the institutional vision and goals of the U2000 program have been refined and clarified. These refined statements are also intended to help guide the further development of the plans and actions of the operating units. Further, the principal outputs of the Institutional Critical Measures Project are related to the overall planning process. At the institutional level, these outputs are a logical extension of the process flow from mission to vision to goals to objectives and, ultimately to actions.

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## I. INTRODUCTION

The University of Minnesota, along with the majority of higher education institutions, is facing extraordinary challenges. Social, political, economic, and technological changes are driving the need for major revisions in the operation of these institutions. A major reality of this situation is that the University of Minnesota is in a fierce competition with other major institutions to retain its position as one of the leading land grant, research universities in the world.

Recognizing the need for major change, the development of the U2000 long range strategic plan was started in 1993 and first articulated in early 1994 (Reference 1). This initial statement of the U2000 plan pointed out the need to analyze and upgrade our four major output areas: Undergraduate Education, Graduate and Professional Education, Research, and Outreach. Further it cited the need to emphasize the user-friendliness of the University and its commitment to diversity. Since their first articulation , considerable progress has been made towards defining and addressing requisite improvements in the initially defined six areas. Much more, however, needs to follow, if we are to avoid slipping from our current leading position to the mediocrity of a second tier institution. Properly executed, the U2000 program will strengthen our academic leadership; improve our teaching and service to the people of the State of Minnesota; add to the diversity of our campuses; and render our University more efficient, more effective, and user-friendly.

As the University enters the next phase of strategic planning, there is a need to (1) clarify and focus the U2000 aspirations and 2) provide additional guidance that will facilitate the implementation of the plans and actions of the operating units of the University. To address these needs, the President formed a working group and organized a series of consultative sessions. The primary output of the group has been a number of recommendations to the President concerning these needs and the development of this U2000 Supplement.

## Clarification and Focusing of U2000 Aspirations

In this Supplement, the first need is addressed by providing the following clarifications to the U2000 planning documentation:

- The vision discussion in the University 2000 document (Reference 1) has been condensed into a more concise U2000 Vision Statement consistent with the 1994 Planning, Budgeting, and Evaluation document (Reference 2).
- Three "enabling" areas of concern (Faculty, Supporting Infrastructure, and Finance) have been added to the original six areas presented in the U2000 document and the University Plan 1995-96 document (Reference 3).
- A specific and enduring long range Institutional Goal statement has been formulated for each of the nine major areas of concern.

## Additional Guidance

The second need is addressed by 1) identifying the major areas where positions and actions at the institutional level are needed to facilitate the planning process and 2) presenting appropriate positions and actions. Seven major issues have been identified. Briefly, they fall under the following headings:

- Areas and Characteristics of Distinction (University Signature)
- Financial Guidelines (Funding Adequacy)
- Productivity (Operational Effectiveness)
- Delivery and Marketing (Products & Services)
- Recognition and Rewards (Faculty, Staff, Students)
- Diversity (Personnel and Environment)
- Support Infrastructures (Adequacy and Efficiency)

For each of these topics, a proposed University position has been stated outlining the actions that should be taken to resolve the identified issue. These positions and actions are

clearly intended to provide direction and focus to the operating units during the next phase of U2000 planning. Thus, for each of the seven topics there is an Issue, a Position, and an Action set.<sup>1</sup> Enclosures 5 through 11 are statements of these seven sets.

This U2000 Supplement begins with some elaboration of the U2000 strategic planning process including the Mission Statement, the Vision Statement, and the major areas of concern. This is followed by statements of the nine Institutional Goals (one for each of the strategic areas). The definition and description of the recommended institutional Issues/Positions/Actions are then discussed in detail followed by a summary and some concluding remarks.

## II. U2000 PLANNING PROCESS & INSTITUTIONAL ROLE

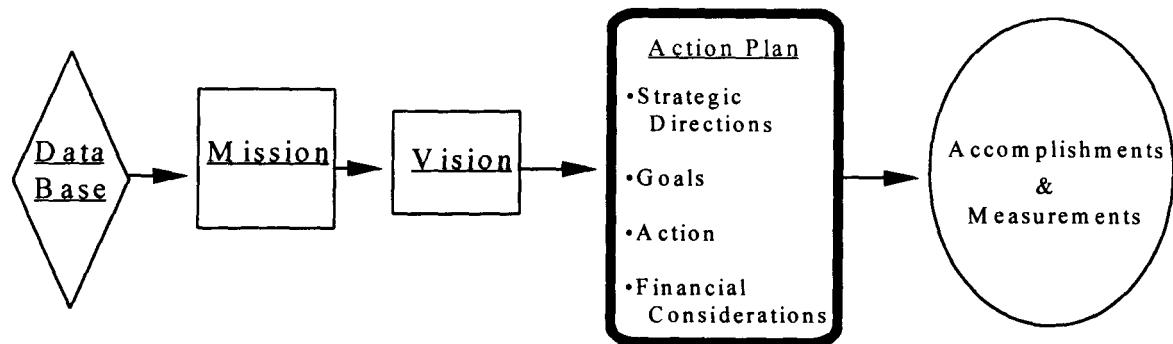
To be successful, the U2000 Strategic Plan must adequately reflect the broad concerns and actions necessary to achieve and maintain the visionary goal of being a leading land grant, research university. The plan must also represent the inputs, participation, and endorsement of the internal University leadership. To ensure completeness, consistency, and utility, it is essential that a logical, controlled planning process be employed. This applies to the institutional (President) level as well as to the operating units. It is assumed that the institutional role will be one of clarifying the institutional mission, vision, and goals and then; defining major issues, determining University positions with respect to these issues, and taking actions related to these issues that facilitate the planning and actions of the operating units.

The Office of Planning and Analysis has generated a planning process which is outlined in Figure 1.

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<sup>1</sup>These Issue/Position/Action sets have evolved through the joint efforts and participation of representatives of the major segments of the University. In early July 1995, the President commissioned a small working group to complete the development of the U2000 Strategic Plan. This group met weekly and was instrumental in moving the plan forward by helping to produce this Supplement. During this period the President met periodically with the University operating unit heads (Chancellors, Provosts, Vice-Presidents, Deans) to review interim results and seek inputs. In addition, the chairman and representatives of the Working Group consulted with student, faculty, civil service, and professional and administrative groups on the status of the process.

Figure 1  
EXCERPT FROM  
OVERVIEW OF PLANNING PROCESS \*



\* Planning, Budgeting, and Evaluation  
Office of Planning and Analysis  
University of Minnesota  
October 14, 1994

It is not necessary to discuss all the details here; however, it is useful to review the general flow of the process.<sup>2</sup> Briefly, the University of Minnesota data base includes the educational, research, and outreach structure and operation of the University as well as the influencing characteristics of the internal and external environment. The mission tends to define more specifically the business of the University (education, research, outreach) and identifies the various served constituencies, including students. The vision of the University, on the other hand, dwells on the more esoteric ideals of how the University should operate its business and what manner (quality) of service it should offer and provide to its students and other constituents. With the data base, mission, and vision well in hand, steps can be taken to develop a long range

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<sup>2</sup>There are any number of ways to define and develop a strategic plan, but five elements are fundamental to a successful evolution and program:

- The operational data base must be analyzed and understood.
- The ideals and goals which are sought must be articulated.
- Coherent, achievable, value-added objectives, strategies, and actions must be defined and executed.
- To maximize success, the plan must be generated, endorsed, and acted upon by the members of the user organization.
- The definition of terms must be understood and consistently utilized.

affordable strategic action plan to achieve the desired position as a leading land grant, research university.

In the case of U2000, many action plans have emanated and will be/are emanating from the various academic and administrative operating units. In one way or another, each must be consistent with the U2000 mission and vision. This Supplement, of course, is concerned primarily with executing the institutional role in the planning process. Beyond the statements of mission and vision, the Institution is directly concerned with enunciating major across-the-board issues and, in an executive manner, taking positions on these issues. The institution must support its positions with actions that aid in clarifying and guiding the plans and decisions of the operating units which in turn, contribute to achieving the U2000 aspirations.

### **III. UNIVERSITY MISSION AND U2000 VISION**

The University mission and vision must be/are complementary. The current University Mission Statement was approved by the Board of Regents on 1-14-94. It was published and utilized in the University 2000 document (Reference 1). It is also included here (Enclosure 1) for convenience. This Mission Statement emphasizes the three fundamental outputs of the University: research, education, and outreach as well as a diverse, user friendly environment.

The University vision is also discussed in the U2000 document, but not presented in the form of a "statement". As the U2000 program continues to mature, it is believed that a more formal vision description is desirable. Using the vision discussion (Reference 1) as a basis, an original U2000 Institutional Vision Statement has been formulated and is included here as Enclosure 2. It notes the realities of the changing world and the resultant challenges to the academic community in general and the University of Minnesota in particular. It highlights the general characteristics required to achieve/maintain our position as one of the leading international land grant, research universities.

#### **IV. U2000 STRATEGIC AREAS (DIRECTIONS)**

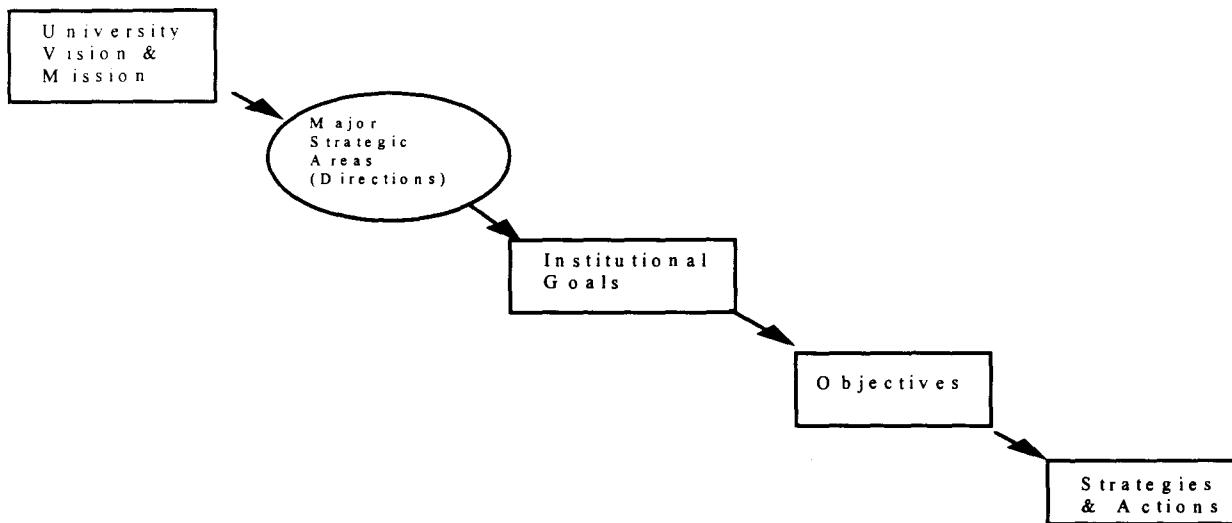
In 1994 and 1995, The President and his staff identified six University of Minnesota Strategic Areas of concern (References 1 and 3). These six areas are: Research, Graduate and Professional Education, Undergraduate Education, Access and Outreach, User Friendliness, and Diversity. The first four directly address the University's three primary output functions: Research, Teaching, and Outreach. The other two areas represent functions that enable the University to meet its desired output levels. These six areas are adequately described in the above references and need not be discussed again here. As the U2000 strategic plan continued to evolve during 1995, it became apparent that several enabling areas of concern , which had been addressed separately, should actually be incorporated with the original six as part of U2000 in order to provide a more complete perspective of the scope and operations of the University. Three new major areas were added: Faculty (the expertise, depth, and productivity of the teaching and research faculty); Supporting Infrastructure (the adequacy and efficiency of the many communications and control systems along with physical facilities); and Finance (the adequacy of the financial resources to support the needs of a leading university).

In order for the University of Minnesota to sustain and improve its central vision as a premier international land grant, research university, all of these complementary strategic areas must be defined and established at an overall high level of excellence. Thus, properly described, these nine strategic areas provide a basis for the generation of the U2000 action plan.

#### **V. INSTITUTIONAL GOALS AND ACTION PLAN**

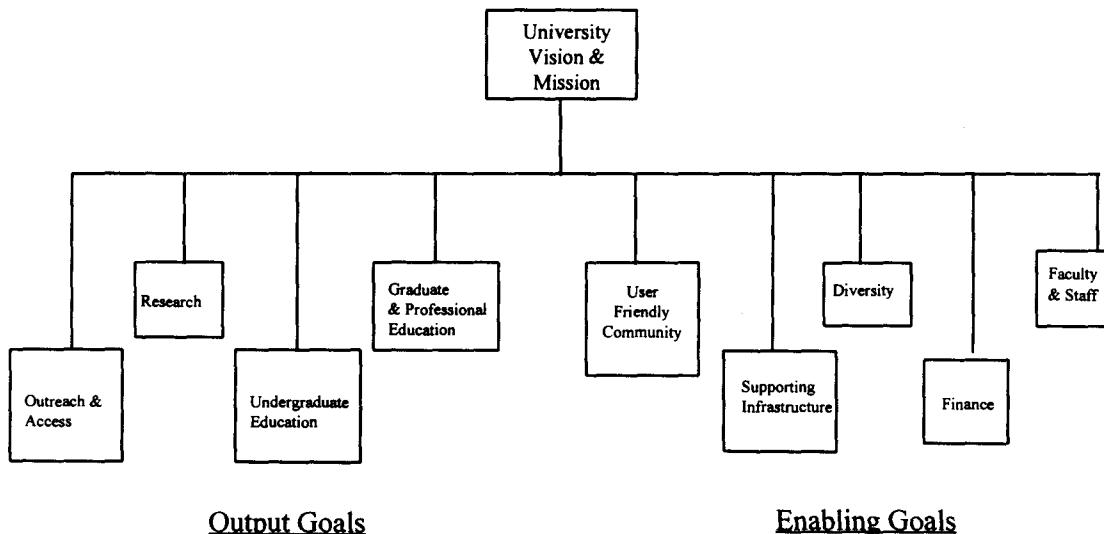
With the above background discussion as our context, we can now turn to the next steps of the planning process. For convenience, Figure 2 illustrates the major elements of the process from mission and vision through actions. Little additional explanation is required here except to note, for consistency, that a goal is defined as a significant strategic position to be reached. This

Figure 2  
U 2000  
G O A L S - O B J E C T I V E S - A C T I O N S



position is generally long range, enduring, non-quantified and consistent with the vision and mission of the organization. As shown in Figure 3, each of the previously defined major strategic areas has been selected as the subject of an institutional goal.

Figure 3  
U2000 INSTITUTIONAL GOALS



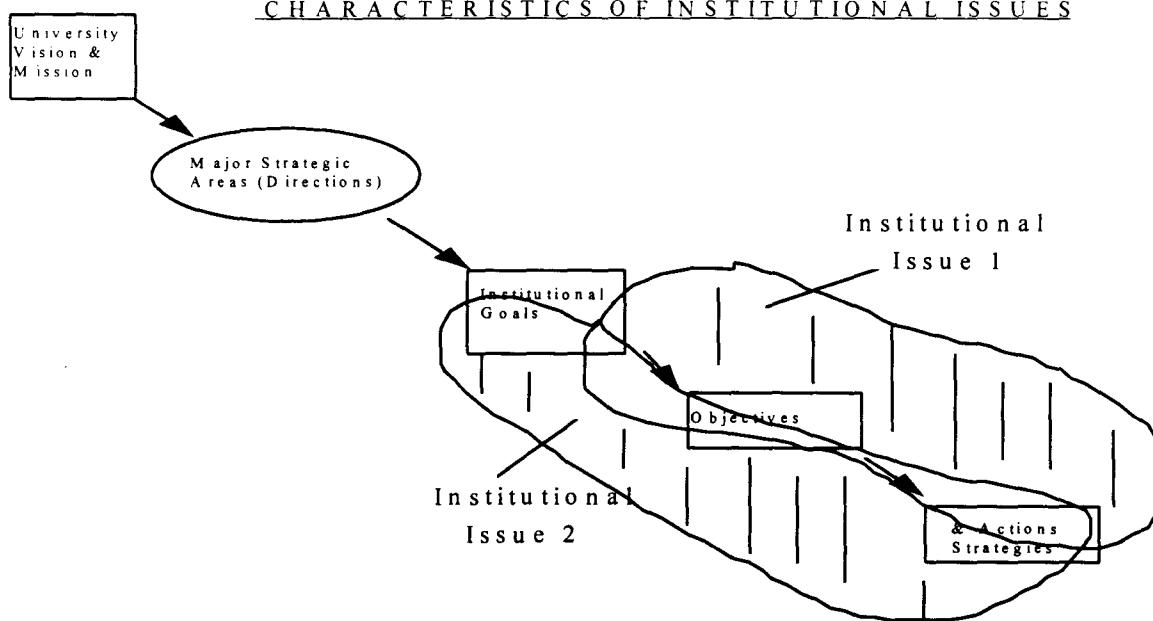
Statements have been developed for each of the four output goals (Enclosure 3) and the five enabling goals (Enclosure 4). Although concise, each statement represents a

complementary position to the Institutional Vision and Mission as well as to each other. As one example, the Research and Graduate and Professional Education goals clearly reflect the need for capabilities and qualities consistent with our primary vision. The total set of nine goals provide consistent philosophical and directional guidelines for both the institution and the operating units which will develop a multitude of action plans. With the goals in place, the institution and the operating units can more readily proceed with the completion of their action plans.

A significant element of the overall U2000 Action Plan is the need for the institution to identify and address some of the crucial institutional issues regarding constraints, operational objectives, roles and responsibilities, and necessary processes or procedures. Their identification is based on experience with the prior cycle of planning, a review and analysis of the implications of the Institutional Goals, and a broad survey of various internal constituents with special attention given to operating unit heads.

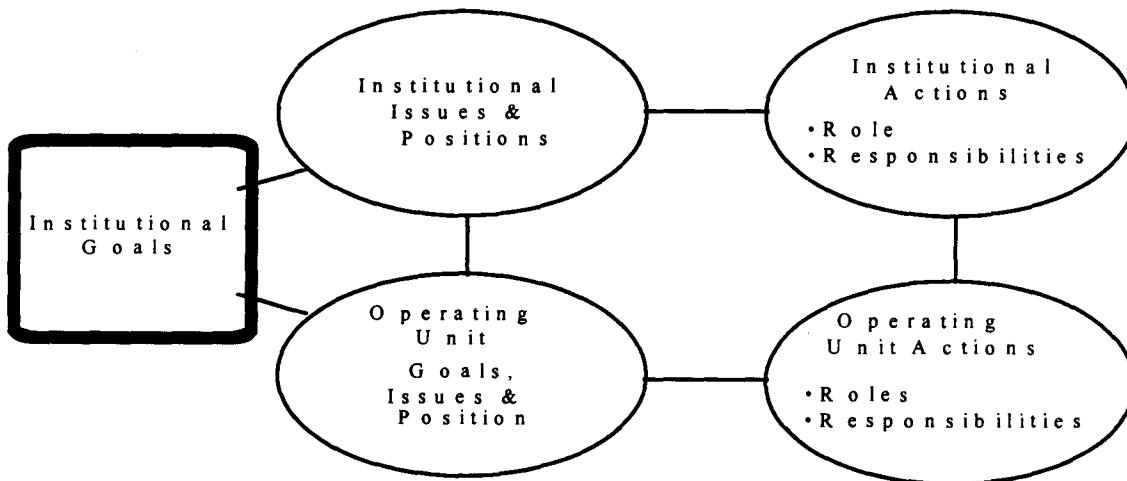
The expectation is that proper resolution of the issues identified at the institutional level will provide the necessary background for the planning and decision making of operating units. Generally, major issues tend to be "system problems" as they relate to the strategic planning process. As illustrated in Figure 4, the definition and resolution of any complex issue will be directly related to and involve more than one goal. Additionally, it will be involved in and "cut across" a number of goal-oriented objectives and actions. This is normal and should be accepted in the development and execution of any strategic plan.

Figure 4  
CHARACTERISTICS OF INSTITUTIONAL ISSUES



Utilizing the Institutional Goals and the identification of institutional issues as a basis, the process for the Institutional Action Plan is shown in Figure 5.

Figure 5  
INSTITUTIONAL ACTION PLAN



As indicated in the Figure, the institutional positions and actions will provide needed insight and direction to the operating units during their planning deliberations.

Referring briefly to Figures 4 and 5, it is recognized that the Institutional issues, positions, and actions must be well defined and be consistent with the institutional goals and objectives. In this regard, we should be reminded that a significant University program involving the definition of U2000 Institutional Critical Measures and Performance Goals is well underway. As defined, these performance goals could be regarded as synonymous with institutional objectives and in some instances with corresponding unit objectives. This observation also reminds us that it is essential to keep the various related activities of planning coordinated both across activities at the same unit level and between the institution and operating unit levels.

## **VI. INSTITUTIONAL ISSUES/POSITIONS/ACTIONS**

As noted above, the results of the first U2000 planning phase have been reviewed and assessed to determine which additional improvements, if any, could be made to facilitate the second cycle of planning. A major activity during this phase of U2000 planning will be the modification and/or upgrading of the plans and actions of the operating units to meet the long range aspirations of the University.

As already reported in this document, three additions have been made to the basic data and process. First, an Institutional Vision Statement has been established. Second, three major areas of concern have been incorporated into the U2000 agenda. Third, a set of Institutional Goals have been formulated. Additionally, after considerable analysis and dialogue, the following seven major Institutional Issues have emerged.

- Areas and Characteristics of Distinction
- Financial Guidelines
- Productivity

- Delivery and Marketing
- Recognition and Rewards
- Diversity
- Support Infrastructures

To emphasize commitment, each issue is accompanied by a statement of University position with respect to it and by a definition of presidential (institution level) actions that will be taken in support of the University position. Enclosures 5 through 11 are concise statements of each of the seven Issue, Position, Action sets. Each set is defined below.

#### AREAS AND CHARACTERISTICS OF DISTINCTION

Enclosure 5 addresses the issue of the need for identification of a signature or profile of the University in terms of programmatic areas and/or broad general characteristics of the institution as a whole. Having such a signature is important in at least two respects. First, it allows the University to build recognition by constantly reinforcing the perception of the strength of the University in its signature areas. Secondly, it signals the intent of the University to support the activities related to the signature as key distinctive competencies of the University.

Determining the areas and characteristics to include in the institutional signature at this time is difficult. It should be noted that the signature must be somewhat dynamic. Areas and characteristics must be regularly reviewed for possible inclusion in the signature. One way of thinking about the issue of distinction is to consider two concepts. First, we may review the areas and characteristics of distinction that are common to our leading competitors, e.g., a strong arts and science core. Second, we can review those areas where we have already established some unique distinction or are required by our charter and tradition to be distinctive, (e.g., providing geographically dispersed services through our other campuses, including the distinctive public residential liberal arts college at Morris; the unique technology related baccalaureate college at Crookston; and the strong regional comprehensive university at Duluth). Further, the breadth of each distinctive area could vary. Possible broad program areas would

include such candidates as Children, Youth and Family; Sustainability of our Environment; Biomedical Devices and Procedures; and Global Competitiveness. Narrow program areas could include specific departments or centers.

Examples of possible general characteristics include: utilization of successful partnering across academic institutions and/or with the business community to improve the quality and efficiency of our work (e.g. regional partnerships established at UMD); inclusion of leading edge computing and information technology in all our endeavors; and provision of undergraduate experiences that combine interaction with research and outreach faculty and related work experiences, both on and off campus.

#### FINANCIAL GUIDELINES

Enclosure 6 addresses the issue of financial guidelines. The enclosure notes the fundamental requisite that available financial resources must be sufficient to support the University as a leading land grant, research institution. In this regard, we must do our best to address three concerns. One is the provision of reasonable multi-year financial prospects that represent guidelines for operating planning. To reduce the ambiguities during the budgeting cycle, we must establish continuing and candid dialogue with both the state legislature and state executives regarding future state funding levels. Secondly, we need to recognize the importance of the relationship between state support and the University's tuition/financial aid posture. If, as seems to be the case, the state is reducing or freezing direct state subsidy and simultaneously relying more heavily on need-based financial aid, the implication for a tuition increase is clear. All University constituents should recognize this reality. Thirdly, the University must recognize the implications of limited state support in terms of the necessity to increase the support of other public agencies and of the private sector. We must be creative in developing alliances that are beneficial for both the University and our external partners. For example, even though the Federal R & D budget is likely to decrease on many fronts, the University should seek to increase external support by carefully analyzing the situation, identifying opportunities, and providing extraordinary support for investigators seeking outside funds. Of course, we also must be good

stewards of the resources provided by both public and private constituencies. Our planning and budgeting procedures must reflect the best practices in promoting good stewardship. In particular, the University must more effectively consider the complete mix of funding opportunities available in making allocations of discretionary resources.

### PRODUCTIVITY

Enclosure 7 addresses the issue of productivity. This issue does not directly relate to whether a particular unit will receive more or less resources. It does recognize the need for everyone to work smarter and to utilize new technologies or procedures to either obtain more output for the same input; the same output for less input; or more output for less input. Obviously, it is difficult to measure productivity in many areas of the University, and we must not allow our pursuit of productivity to adversely affect the quality of our work. At the same time, we cannot allow measurement imprecisions to keep us from setting specific expectations. One reason to set significant improvement expectations covering a long time period is to communicate that we all need to consider fundamental changes in our work in addition to fine tuning. One way to try to achieve productivity improvements is to attempt process reengineering. Several reengineering projects are currently underway throughout the University. Provost Brody has initiated a broad review of operations in the Academic Health Center. Also, at the institutional level, projects have been initiated in the areas of grants management, information technology, human resources, and procurement. It is important to note that the potential for productivity improvement will vary with the nature of existing processes. Target expectations of productivity improvement given to each operating unit must reflect the varying potential for major productivity improvements.

In order to accomplish some productivity improvements; an up-front investment may be required for new technology, personnel training, or similar needs. In that event, the University will give priority to lending the operating units the investment funds needed to achieve the desired major productivity improvements.

## DELIVERY AND MARKETING

Enclosure 8 addresses issues involved in the marketing and delivery of the services of the University. Three aspects of this area are noteworthy. First, there is the general concern that the University emphasize marketing in the best sense, i.e., accurately assess the needs of the constituencies of the University; determine the appropriate set of those needs which the University should satisfy; and communicate effectively to our current and potential constituents the merits of the University's various contributions.

In our current competitive environment, effective marketing is necessary at all levels of the University. Being able to communicate effectively requires a shared understanding of the primary image of the University and the consistent reinforcement of that image at all levels. Some critical aspects of the University's image must be established. For example, communicating a reasonable expectation of the University's contribution to access to higher education in the Twin Cities is important.

A second concern of this area is the need to clarify the roles and responsibilities between and among the operating and support units of the University. In particular, the relationship of University College/CEE and the Graduate School to the other colleges and departments that they serve must be clarified. A third concern of this area is the need to coordinate the various marketing activities of the University through the development of an integrated institutional marketing plan.

## RECOGNITION AND REWARDS

Enclosure 9 addresses issues related to recognition and rewards. The key concept here is that the system of recognition and rewards for faculty, staff, and students must effectively promote the needs of the University for excellence, efficiency, effectiveness, and adaptability. In particular, the overall demands of competitive compensation for faculty and staff must be met.

Further, efforts must be made to analyze, measure, and reward excellence in teaching and outreach as well as outstanding research. Full advantage should be taken of the benefits to both the University and the faculty of workloads that vary among the different areas of faculty responsibility as envisioned in the Faculty Workload Policy. The University must also develop more flexibility in various forms of faculty and staff rewards.

Tenure and its related procedures must be reviewed in light of the current University needs. There is an absolute recognition of the desirability of protecting academic freedom and an acknowledgment of other positive aspects of tenure. At the same time, revisions to the Tenure Code and its related procedures must be evaluated with the interests of both the faculty and the University in mind.

An evaluation of the adequacy of student recognition must be completed, including a broad range of areas of student achievement.

#### DIVERSITY

Enclosure 10 addresses the issue of diversity. The principal emphasis here is to expand efforts to modify the culture of the institution with regard to diversity. Changing the culture requires a clear statement of the characteristics of the desired culture and a clear specification of the decentralized roles and responsibilities of various individuals and units in accomplishing the culture change. It also requires that operating unit heads address the specific progress and challenges of their units.

#### SUPPORT INFRASTRUCTURE

Enclosure 11 addresses issues related to the provision of the infrastructure needed to support a leading international land grant, research university. As noted in the enclosure, infrastructure includes management systems as well as facilities, technology and personnel. It is essential that changes to any elements of the infrastructure add value to the individual and organizational end users. Examples of possible improvement areas include: basic accounting systems, grants management systems, information technology support for instruction and

research, and improved classrooms. It is also essential that operating units know what service they can expect from institutional support units. The University needs to establish priorities for addressing institutional infrastructure. Further, the University needs to facilitate the accommodation of units to the institutional changes that will be required. This may require the provision of up front investment, funding.

## VII. SUMMARY

The University of Minnesota is about to embark on the second phase of the U2000 strategic planning program. While considerable progress has been made during the past two years, there is a need to provide additional guidance and focus to the aspirations of the U2000 program. Activity in support of this need was initiated by the President in the summer of 1995. This supplement provides the results of that effort.

Of special significance is the identification of seven major issues facing the University and the establishment of an institutional position and presidential action plan for resolution of each of them. It is intended that these plans, and the resulting decisions along with the sharper institutional vision and goals, will provide a sense of direction to the operating units in the development and execution of their U2000 plans.

### VIII. CONCLUSION

During the last half century, the University has grown into a large, complex institution while at the same time enhancing its position as a major land grant, research university. It has many major accomplishments of which it can be justifiably proud.

Today, with rapidly changing technological, social, political, and economic conditions throughout the world, we face new challenging conditions. These conditions require a careful analysis of our academic roles and responsibilities. Major changes in the planning and execution of our research, teaching, and outreach programs are needed.

The University 2000 program was instituted by the President in 1994 for the express purpose of addressing and meeting the academic challenges of the twenty-first century. Repeating the observation from the Introduction: properly executed, U2000 will strengthen our academic leadership in research, scholarship, and artistic activity; improve the education we provide for undergraduate, graduate, and professional students; enhance the service to the people of the State of Minnesota; add to the diversity of our campuses; and render our University more efficient, more effective, and more user-friendly.

Enclosure 1  
UNIVERSITY OF MINNESOTA  
MISSION STATEMENT  
BOARD OF REGENTS POLICY

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The University of Minnesota, 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 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**

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**

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 multi-racial and multi-cultural world.

**Outreach and Public Service**

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.

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; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

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Enclosure 2

U2000 INSTITUTIONAL VISION STATEMENT

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Driven by an amazing multitude of technological developments and innovative concepts and products, the World is becoming more sophisticated and extremely complex. Societies are increasingly interdependent economically, politically, ecologically and culturally. Accordingly, the services of Universities (i.e. the generation, application, and dissemination of knowledge) are increasingly important. At the same time, the fiscal demands of many social needs are causing public support of universities to wane.

Advanced academic institutions must rise to the challenges associated with these world wide societal changes. The significant principles and plans of the University of Minnesota to respond to the growing and complex needs of its constituencies are embodied in the U2000 Plan. The principal aspiration of this university-wide strategic program is to **sustain and improve the position of the University of Minnesota as one of the premier international land grant, research universities of the twenty-first century**. A major strategy in the successful accomplishment of this aspiration is the continued embodiment of a community of scholars who advance the boundaries of knowledge and who also utilize leading edge thinking and techniques to address the most pressing needs of society. Thus, the University will: 1) continue to successfully undertake and provide significant basic and applied research; 2) focus its many curricula on the changing needs of society; and 3) further strengthen its social, cultural and economic contributions to its constituencies through its outreach programs. Internal and external working partnerships which improve effectiveness will be a hallmark.

The faculty will be of the highest quality and will seek to attain exceptional levels of achievement in research, education, and outreach. The faculty will also give high priority to providing access to students and our other important constituents. To ensure success, the faculty will be provided with the necessary support including facilities, funding, and recognition.

All students will be carefully selected for scholastic readiness and will receive an education which provides them with the knowledge and skills to meet their responsibilities in the changing world. The students will set the highest expectations for themselves with regard to academic schedule and performance as well as ultimate graduation and career choice. Undergraduate students, especially, will undertake a well-rounded liberal education and receive the program assistance, advisory counseling, and/or financial support needed to ensure completion of their degree studies.

The University community will be characterized by its high degree of user friendliness and its reputation for providing a strong diversity sensitive environment which welcomes all members of the community. Finally, the University will promote the empowerment of all members of the University Community. The highly qualified, diverse faculty, staff, and student body are encouraged to observe the world as they see it. They are also encouraged to express and share ideas relative to their education and/or experiences in research, scholarship and artistic activity. The University advocates and lauds quality, high expectations, independent thinking, and academic performance.

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Enclosure 3  
U2000 INSTITUTIONAL GOALS: OUTPUT

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Research

Enhance our already strong international reputation as one of the leading centers for research, scholarship, and creative achievement. Special attention will be given to interdisciplinary areas and selective collaboration with other institutions.

Graduate & Professional Education

Improve and maintain the international leadership role of our graduate and professional education. Ensure its emanation from the highest quality research, scholarship, and artistic endeavors.

Undergraduate Education

Ensure our expertise and leadership in education and degree granting in undergraduate programs and activities which are complementary to our professional and research areas of interest.

Outreach and Access

Provide an exemplary outreach service through interactive, research-based instructional programs. Emphasize broad local and regional needs and ease of access.

Enclosure 4  
U2000 INSTITUTIONAL GOALS: ENABLING

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User-Friendly Community

Provide an environment, and organizational infrastructure that encourages communication, involvement and teamwork; that allows freedom of ideas and professionalism; and generally conveys a user friendly consciousness to all of our constituencies internal and external.

Diversity

Create and maintain an environment that 1) actively acknowledges, respects, and values diversity; and 2) aggressively and affirmatively increases the presence and participation of underrepresented groups.

Support Infrastructure

Provide adequate state-of-the-art facilities, technology, systems and other forms of infrastructure to properly support teaching, research, and outreach. The facilities must be efficient and foster an appropriate sense of community.

Faculty

Ensure the availability of a highly qualified teaching faculty. The faculty and relevant professional staff must be research oriented and of international pre-eminence. Provide an appropriate system of evaluation and rewards for the faculty and professional staff.

Finances

Ensure financial stability as the changing society requires more complex and, perhaps, greater educational needs. Recognize realistic limits in state funding, increasingly utilize alternate funding sources and utilize highly efficient as well as effective operations.

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Enclosure 5

AREAS AND CHARACTERISTICS  
OF DISTINCTION

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Issue: What major academic areas and/or institutional characteristics should comprise the recognizable signature of the University of Minnesota?

University Position: The University will have a recognizable signature that includes a number of major academic areas some of which will be cross-boundary in nature. Consideration will also be given to inclusion of one or more institutional characteristics (e.g., wide use of leading edge information technology).

Presidential  
Supporting Actions: The President will :

- Initiate a brief process that will identify a first configuration of areas and characteristics of distinction by 3-15-96.
  - Ensure biennial review and possible revision of the University signature.
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Enclosure 6  
FINANCIAL GUIDELINES

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Issue:

How can the institution attain stability and adequacy in long range financing? How should the budget be developed to properly emphasize state funds in conjunction with tuition and other income?

University

Position:

The institution will estimate the level of general state support for the institution as a whole over the next five years. This estimated general support will be allocated to major areas (units). A primary financial requisite is the necessity to provide sufficient funds to maintain the University as a leading land grant, research university. To accomplish this, tuition and outside funding must be sufficient to augment the state support. The institution must encourage efficient use of all financial resources.

Presidential

Supporting Actions:

The President will:

- Provide financial guides in the next cycle of planning instructions.
  - Charge the Chancellors/Provosts and Vice Presidents to analyze & present alternate major operating unit budget plans with mixed funding options to allow improved institutional funding decisions.
  - Clarify the relationship of tuition/financial aid to the level of state support and market conditions.
  - Complete a careful evaluation of the merits of a Responsibility Center Management (RCM) system at the major unit level.
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Enclosure 7

PRODUCTIVITY

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Issue:

How can the productivity (relation of real output to real input) of all University operations be significantly increased? How can we determine how expectations for improvement should vary by the nature of the unit?

University

Position:

The productivity of the administrative and support operations of the University must be increased by 25% by the year 2000. Similarly significant improvements must be made in the productivity of direct academic units. Expected improvements for various major activity categories will necessarily vary.

Presidential

Supporting Actions:

The President will:

- Set the overall increase in productivity at 25% for the administrative and support units of the University by the year 2000.
  - Review and set the productivity increase targets for one or more categories of central administrative and support units by 4-1-96.
  - In conjunction with the Chancellors, Provosts and Vice-Presidents assign proper improvement goals to specific area/units at the beginning of each planning cycle.
  - Establish an institutional oversight mechanism to facilitate, monitor, and verify the improvements.
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## Enclosure 8

### DELIVERY AND MARKETING

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- Issue: How can the delivery of our products to our constituencies be significantly improved (cost-effectiveness)? How can the quality and value of the institution's services be better presented to its constituencies?
- University Position: The importance of marketing must be stressed to all operating units with emphasis on both product excellence and constituency access. The role of the University College (CEE) and Graduate School in providing support to the academic operating units must be defined.
- Presidential Supporting Actions: The President will:
- Establish a mechanism to determine the appropriate balance between the role of the University as a national and international research University and as a University with local and regional service obligations. This clarification should, e.g., clearly identify the role of General College and University College (CEE) in meeting the access objectives of the University in the Twin Cities.
  - Issue a clarifying directive on the supporting roles of the University College/CEE and the Graduate School by 5-30-96.
  - Develop an Institutional Marketing Plan to promote the image of the University and the diverse skills, services, and products it offers.
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## Enclosure 9

### RECOGNITION AND REWARDS

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Issue:

How should the Recognition/Reward/Tenure systems be made responsive to the needs of the institution?

University

Position:

The University must have a Tenure Code that meets the legitimate needs of the faculty (especially for protection of academic freedom) and the needs of the University to have sufficient flexibility to operate efficiently and to allow prompt corrective action in cases where individuals do not adequately meet their responsibilities. Existing performance measurement/reward systems must be made more flexible for both faculty and staff. Additionally, new forms of faculty/staff recognition must be generated. Student recognition must be expanded.

Presidential

Supporting Actions:

The President will:

- Work with the Tenure Committee and other appropriate groups to make requisite changes by 7-1-96.
  - Ensure the effective implementation of the Faculty Workload Policy.
  - By 2-15-96, establish new guidelines for faculty & staff compensation that facilitate flexible rewards, group rewards, and competitive compensation.
  - Charge the appropriate campus officers to suggest increased levels of student recognition.
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## Enclosure 10

### DIVERSITY

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Issue: How can the University attain its diversity goals?

University Position: The institution will reconfirm its general diversity targets (critical measures). It will further emphasize a change of culture that broadly supports diversity.

Presidential The President will:

Supporting Actions:

- Stress the need for culture change and emphasize the decentralized responsibilities that are essential to change.
  - Issue a clarifying directive on the desired characteristics to be pursued in moving toward an acceptable diversity environment.
  - Charge Chancellors, Provosts, Vice-Presidents, and Deans with documentation of each operating unit's status and plans with respect to diversity goals.
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## Enclosure 11

### SUPPORT INFRASTRUCTURES

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<u>Issue:</u>	Can the University significantly improve the value-adding aspects of its support infrastructure? Infrastructure includes management systems as well as facilities, technology, and personnel.
<u>University Position:</u>	The institution will develop an exemplary support infrastructure that serves its internal and external constituents (e.g., student access to computing, efficient grants management, effective classrooms). Investment will be made in projects that will significantly enhance the capabilities of those served, significantly improve efficiency, or both.
<u>Presidential Supporting Actions:</u>	<p>The President will:</p> <ul style="list-style-type: none"><li>• Establish the mechanisms needed to identify, prioritize and bring about desired changes.</li><li>• Set up appropriate funding mechanisms to facilitate collateral efforts within operating units.</li></ul>

## REFERENCES

1. University 2000: Mission, Vision, Strategic Directions, and Performance; University of Minnesota January 1994.
2. Planning, Budgeting, and Evaluation; Office of Planning and Analysis; University of Minnesota; October 14, 1994.
3. The University Plan 1995-96; University of Minnesota; May 9, 1995.