

Transforming the University of Minnesota

President's Recommendations

May 6, 2005

I want to assure you that the leadership of this great University is fully committed to achieving excellence in every aspect of our mission, in fulfilling the promises we have made to the University community and to the state of Minnesota.” Robert H. Bruininks

Inaugural Address
February 28, 2003

**Transforming the University of Minnesota
Recommendations**

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Introduction

In July 2004, the University of Minnesota's Board of Regents (Board) established the overarching goal of maintaining the University's world-class status as a research, educational and land grant institution. To initiate work toward this end, the Board included in their 2004-2005 work plan a strategic positioning objective: "Long-range planning – Oversee the creation of a comprehensive, strategic, long-range plan for the University."¹ On March 11, 2005 the Board unanimously endorsed the University's Strategic Positioning Report aimed at making the University one of the top three public research institutions in the world within a decade. With that came the commitment to use values developed and cherished over a 154-year history—academic excellence, access, and public service, to name three—as a compass as we work to make a great university one of global distinction.

This report provides the next step for the Board in the strategic positioning process by bringing forward academic recommendations for review and action. These recommendations will initiate changes in the structural design of the University by realigning academic departments and reducing the total number of colleges. This document also provides additional information on academic and administrative recommendations for the Board to provide a more complete picture of how we recommend moving forward to achieve our aspiration. 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. Over the next two to five years the combined recommendations will generate up to \$25 million in cost savings, including \$15 to \$20 million from administrative restructuring and between \$5 and \$7 million from academic restructuring. While most of these initial recommendations directly apply to the Twin Cities campus, the concepts apply to all campuses.

The recommendations in this report are initial action steps--springboards for new ideas at all levels of the organizational structure. 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,

¹ Workplan for Board of Regents Priorities, September 2004- June 2005.

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.

I. Rationale for Strategic Positioning Recommendations

We have entered a transformative era for higher education. The University and others in higher education face a convergence of challenges. Without transformative change, the University and Minnesota face the prospect of losing our competitive position and the prospect of eroding quality in an increasingly competitive environment. Merely maintaining the status quo will undermine how well the University can serve the needs of Minnesota, and will affect the quality of life for all Minnesotans. *In today's competitive world, standing still means falling behind.*

The University plays a unique role in the state. It is the state's only major research university, with more than \$500 million in sponsored research awarded annually; it provides essential educational programs to Minnesota that are only provided on the Twin Cities campus with selected joint programs in Duluth; it operates coordinate campuses, each with its unique mission and strong reputation; it provides public outreach through a network of statewide research centers and the University of Minnesota Extension Service offices. The University's discoveries become the new ideas, new products and new services that improve Minnesota's quality of life. Those ideas range from policy recommendations to new art works to technological advances that help drive the region's economy.

The University is also a magnet for talent, one that has helped make Minnesota a destination state in the Upper Midwest. Students are attracted to the University for its unparalleled opportunities and the chance to work with scholars on the cutting edge of their fields. Out of the talent it attracts, the University creates human capital by educating professionals in critical areas such as advanced health care and engineering. For example, two-thirds of the state's physicians, dentists, pharmacists, and veterinarians have been educated at the University, as have many of its entrepreneurs and civic and artistic leaders. As the state's land grant institution, the University has a legacy of involvement in communities across the state, and places a high priority on engaging and sharing knowledge with the people of Minnesota. Without a strong University of Minnesota, the people and economy of our state will be adversely affected.

More than ever, we must look beyond our past and beyond our borders to thrive in an increasingly competitive and global higher education scene. The national and international competition for highly qualified faculty and talented undergraduate, graduate, and professional students is becoming ever more intense. Many countries around the world are devoting huge resources to reforming and improving their research universities, including much more aggressive international recruitment of students and faculty. We face worldwide competition and will be held to world-class standards. Minnesotans expect no less: a 1996 state statute establishes statewide objectives for higher education in Minnesota to "provide a level of excellence that is competitive on a national and international level, through high quality

teaching, scholarship, and learning.”² We must make important choices in preparing to meet these standards.

At the same time, an important part of our commitment to the public good is promoting access to success at the University based on talent, potential, and preparation – not income or other social advantages. Minnesota’s population, like the nation’s, is becoming more diverse. State demographic trends are even more pronounced, with projected increases in diversity and decreases in projected numbers of high school age students higher than elsewhere in the country. There will be many more students of color, with 30 percent of Minnesota’s high school graduates projected to be students of color by 2018, compared with 13 percent in 2004.³ There will be a greater need for the University to work in partnership with Minnesota schools on PreK-12 educational preparation to ensure that those seeking admission to higher education institutions are fully prepared to accept the rigors of a research university education. It is extremely important for the University to do all it can to maintain its enrollment and its commitment to access in attracting bright, diverse, well-prepared, and motivated students. The University must provide and maintain strong access, but access to success. Our approach to providing access to educational opportunity must be more broadly embraced and financially supported throughout the University of Minnesota. We cannot be a great university without great talent – both faculty and students.

Finally, we are asked to pursue our unique research and education mission in the face of serious new financial constraints. Minnesota has dropped from sixth among states in 1978 to 26th in 2004 in the percentage of state budget support for higher education, as measured by tax effort or state support per \$1,000 of personal income. Yet, the costs associated with high-quality research, teaching, and public outreach, continue to escalate and require additional investments in public research university funding. Competition with other state-funded entities, such as PreK-12 education, health care, and corrections, continues to increase. The University must make wise, but sometimes difficult choices in the face of declining or flat state support. The competition for private gifts, particularly large, multi-million dollar gifts will become increasingly keen. After years of steady increases in the budgets of major research funding agencies like the National Institutes of Health and the National Science Foundation, most federal research funding sources anticipate funding cuts or increases at levels below inflation due to the growing federal deficit. This requires decisions to strengthen the University’s distinctive contributions in Minnesota’s system of higher education, nationally and globally.

In the context of the challenges the University faces today and in the future, we must begin to change the way we do business. We must better align our academic units to leverage resources, eliminate unnecessary overhead, create strengthened leadership and expanded academic synergies, and facilitate interdisciplinary connections. To be a world-class university, we must use all of our resources—human and fiscal—strategically to maximize the results we get from the resources at hand. No single recommendation should be viewed in isolation; to move us toward our goal, the recommendations must be viewed as a composite.

² Minnesota Statutes, Section 135A.053.

³ The Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity, 1988 to 2018* (December 2003), p. 117.

II. Strategic Positioning Process

This past summer, consistent with the Board work plan, we began the first comprehensive strategic positioning process the University has undergone in more than a decade. As part of our process we have encouraged, and continue to encourage, comments and suggestions from the entire University community. The strategic positioning process has included substantial presentations at five meetings of the Board, over three dozen question-and-answer sessions, three town hall meetings, the creation of a web site, and monthly e-mails from the Provost. There have been discussions in meetings of the Twin Cities Deans' Council and through the compact planning and budget process with the University's academic and service units, including the coordinate campuses. A report was submitted to the Board that announced our goal to be one of the top three public research universities in the world and provided framing concepts, decision-making criteria, and action strategies to reach that goal within the next decade. The plan also emphasized the critical importance of a comparable aspiration for our coordinate campuses within their respective peer groups. The plan and positioning report was reviewed and unanimously approved by the Board on March 11, 2005.

As the next step in the strategic positioning process, I appointed an academic task force and an administrative task force. The academic task force used consultative subgroups to research background information and identify ideas. The administrative task force utilized eight subcommittees composed of small groups of knowledgeable University community members, including end users of the services and reviewed the final reports of several recent task forces to take advantage of work that had already been done. The two task forces held two open forums and utilized the strategic positioning web site to receive feedback. Both task forces carefully gathered and considered hundreds of ideas and comments that were generated during the development and consultative process.

The task forces used the *five action strategies* described in the Strategic Positioning Report to guide their work:

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

A. Academic Task Force

The Academic Task Force principles and planning assumptions assume that the arrangements of the past are not sufficient in themselves to meet the challenges of the University in the 21st century.

The Academic Task Force used the following planning principles, which are consistent with the decision-making criteria outlined in the Strategic Positioning Report, to formulate its recommendations:

- Optimally align resources and budgets with the mission and goal of the University and develop priorities based on centrality to mission, quality, productivity and impact.
- Increase investment in those areas that best advance excellence and leverage existing resources with special attention to uniqueness, comparative advantage, and economies of scale.
- Improve leadership and critical mass in academic programs through enhanced coordination, collaboration and use of academic resources.
- Focus on continuous improvement by reducing operating costs and increasing service and productivity through better use of human and fiscal resources.
- Rationalize academic programs, curricula, and organization in ways that create an opportunity to move to world-class recognition by the best use of our faculty talent and energy.

B. Administrative Task Force

The Administrative Task Force adopted the following principles to guide its efforts:

- Work toward optimal alignment of administrative services with the academic mission.
- Demonstrate openness to reviewing all and any administrative process, structure, and policy (i.e. everything is on the table).
- Recommend administrative initiatives that can be implemented within targeted timeframes.
- Identify structures and processes that can remove barriers, eliminate duplication, and reduce regulation in order to drive sustainable administrative improvements.
- Assume that any recommendations for new structures, processes, and standards will be University-wide and participation will be required, with minimal opt-out and only for specific reasons, agreed upon in advance.
- Emphasize the need for decision-making that is driven by reliable information rather than past practice or anecdote.
- Understand the impact of change on individuals and units and plan appropriately.

Following presentation of their recommendation report to me in March, the task force continued to meet through April in order to begin to shape an implementation plan. The task force undertook the following activities: 1) determine which of the strategies are natural components of a unit's work plan and which of the strategies will require new cross-functional teams to address and implement them; 2) develop an initial plan for sequencing the recommendations and strategies and outlining expectations for completing implementation plans; 3) define leadership responsibility and authority for the recommendations and associated strategies; and 4) determine how progress on the recommendations will be measured and when. In addition, the task force worked to develop an explicit definition of its vision for administrative operations at the University of Minnesota.

C. Consultation Regarding the Task Force Recommendations

Upon receiving the reports of the academic and administrative task forces in late March, I engaged in broad consultation with relevant colleges, faculty, and groups representing employees and students, including the following:

- University Governance 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 (MMF) Board, AFSCME, Teamsters 320, President's Multicultural Advisory Committee, University Senate, University of Minnesota Alumni Association (UMAA).
- Student Groups: Student Affairs Committee, Student Senate, Minnesota Student Association (MSA), Graduate and Professional Student Association (GAPSA), Student Senate Consultative Committee, College Board Representative (Collegiate student organization).
- Collegiate/Campus Units: Dean Steven Yussen, Dean Susan Stafford, Dean David Taylor, Dean Chuck Muscoplat, Dean Thomas Fisher, Dean Bob Elde, Dean Shirley Baugher, Coordinate Campus Chancellors (May 11), College of Human 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, Academy of Distinguished Teachers.
- Community/Others: Bill Hogan, Maureen Reed, Josie Johnson, Governor Tim Pawlenty, leaders of the African-American community; Metropolitan Club; Urban League; Women's Economic Forum, and others.
- Board of Regents: David Metzen, Peter Bell, Patricia Simmons, Frank Berman, Dallas Bohnsack, Anthony Baraga, David Larson, Richard McNamara, Steve Hunter, Lakeesha Ransom, John Frobenius, Clyde Allen, and Executive Director, Ann Cieslak.

In addition, I brought these recommendations to the public through a series of meetings with news media and appearances on radio and television programs, including the following:

- Media: Star Tribune editorial board and reporters, Don Shelby show on WCCO Radio, Almanac on TPT, Midday with Gary Eichten on MPR 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 editorial board and reporters; Governor Tim Pawlenty's radio show; and At Issue with Tom Hauser on KSTP.

Other senior officers conducted very extensive, additional consultations as well.

I formulated the following recommendations based on the reports of the task forces, the broad consultation conducted, letters and e-mails from campus and community, and my experience at the University of Minnesota and in higher education.

III. Academic Recommendations for Board Action

The University's strategic positioning effort has three important goals: to strengthen the alignment of academic programs to improve quality and results, to reduce operating costs, and to enhance our ability to invest the savings in these and other academic programs. The following recommendations require action by the Board because they involve the redesign of our existing academic structure, for which the Board has authority.⁴ **Specifically, the Board will be asked now to reduce the number of Twin Cities campus colleges by three, integrating academic units across different colleges into expanded academic and administrative structures.** The departments and programs in those colleges will combine with other colleges and departments to organize well regarded related disciplines together to build stronger academic units, improving and expanding academic productivity and creating a stronger presence at the national and international level. The potential for great distinction, improved results, and expansion of programs is substantial. The increased breadth and depth of these colleges will create new perspectives, expertise and present opportunities to bridge theoretical and applied approaches. The integration will strengthen and deepen the mission and aspirations of each.

Many of these recommended changes are intended to improve student progress and results and expand learning opportunities. Students in programs affected by these structural realignments will not be adversely affected. They will be allowed to continue in their degree programs, classes will continue to be offered toward their degrees and student services will continue to be provided. Most important, there will be exciting new opportunities for students to engage in interdisciplinary studies in the new colleges.

A. Recommendation Regarding the College of Human Ecology:

Integrating the academic departments of the current College of Human Ecology into the structure of three new, expanded colleges will strengthen the alignment of academic programs and enhance academic collaboration across fields of study.

Design, Housing, and Apparel. The **Department of Design, Housing and Apparel** will be integrated with the academic departments of the current **College of Architecture and Landscape Architecture** to create a new College of Design. Architecture and Landscape Architecture have important elements in common—both are professional design programs, with their graduates licensed through the same state legislation and same state board as Architecture. Landscape Architecture also has many cross-disciplinary connections with the arts, humanities, engineering, and social sciences, in addition to a strong environmental design pedagogy and a body of research well informed by science. Design, Housing, and Apparel (DHA) is a unique multidisciplinary department that addresses complex issues related to humans and their designed environments, and shares similar cross-disciplinary connections. DHA intellectually complements and substantially expands the study of design with architecture, landscape

⁴ Board of Regents Policy: *Reservation and Delegation of Authority*.

architecture, and the Design Institute in the current College of Architecture and Landscape Architecture. Design, Housing, and Apparel intellectually complements and substantially expands the study of design with architecture, landscape architecture, and the Design Institute. The creation of the new design college also presents opportunities for new interdisciplinary design programs that have previously been difficult to achieve because of the separation of the design disciplines in separate colleges. In the short term, this might include the long-overdue development of the state's first industrial design program, which would link all of the design programs plus mechanical engineering and the Carlson School of Management in ways that would allow the University to partner with local industry in creating new cutting-edge products and services. Over the longer term, this new college will be well positioned to prepare students for the growing marketplace demand for hybrid design skills in areas such as service design, experience design, and interactive design.

The new College of Design would bring well-regarded related disciplines together that would build a stronger academic unit, creating a greater whole and position of strength on the national and international level. The potential for great distinction and expansion of programs is substantial.

Food Science and Nutrition. The **Department of Food Science and Nutrition** is currently a joint department between the current **College of Agricultural, Food and Environmental Sciences** and the **College of Human Ecology**. Food Science and Nutrition engages in research and teaching related to the science of safe and healthy foods. The work of the department is integral to the President's interdisciplinary initiative on Healthy Foods, Healthy Lives. The current research efforts include basic and applied laboratory sciences, clinical trials/science, and community nutrition. Under this recommendation, this department will be housed in the new, expanded College of Agricultural, Food, and Environmental Sciences with strengthened academic connections to the School of Public Health and/or the Medical School.

Food production, safety and research related to health must more closely reflect 21st century challenges and developments. With the incidence of chronic diseases rising, and many chronic diseases being directly related to diet and food, these challenges have substantial costs for individuals and for society. The Department of Food Science and Nutrition, with its focus on food and human health, will have an enhanced ability to address these challenges with close colleagues in agriculture, food systems, biomedicine, and public health.

Family Social Science and Social Work. The University has considerable strength in education and human development across the lifespan, but this strength is currently dispersed among more than three colleges, including: the College of Education and Human Development, the College of Human Ecology, and General College. These academic units are highly recognized national and international centers of research, education, and public engagement. The University has the opportunity to leverage these advantages by strengthening existing academic leadership and creating new academic connections in areas critical to the development of human capital, families, and communities.

Two academic units of the current **College of Human Ecology**, the **Department of Family Social Science** and the **School of Social Work**, will be integrated with academic units of the

current **College of Education and Human Development** and current **General College** to create a new, expanded college dedicated to education, training, human development, and families across the lifespan. The highly recognized Department of Family Social Science provides education concerning all aspects of family life in the United States and elsewhere, with the full range of factors affecting families, family therapy, and family education. The School of Social Work, ranked as one of the best schools of social work in the country, contributes to the development of the field of social work and social services. The school is also a leader in creative learning ventures through distance education, interactive television, satellite, and independent study.

The integration of academic departments related to education and human development across the life span will increase the intellectual synergy and cooperative inquiry that is required to address the complexity of educational and social issues facing Minnesota. The larger, stronger new collegiate unit will unite the interrelated missions of several units currently scattered across the University, and increased economies of scale will better leverage fiscal resources. Integrating these colleges that address education, human development, and community and family social structures would contribute to and advance institutional academic priorities and commitments, including the President's interdisciplinary initiatives to advance brain function and vitality across the lifespan, and issues related to children, youth, families, and communities.

Recommendation for Board of Regents Action: Units in the current College of Human Ecology will be integrated as follows: 1) Design, Housing, and Apparel will be integrated with the academic departments of the current College of Architecture and Landscape Architecture to create a new and expanded College of Design; 2) Food Science and Nutrition will be integrated into the new, expanded College of Agricultural, Food and Environmental Sciences (COAFES) with strengthened relationships with Public Health and/or the Medical School; and 3) Family Social Science and the School of Social Work will be integrated with academic units of the current College of Education and Human Development and the current General College to create a new, expanded college dedicated to education, training, and human development across the lifespan. By July 1, 2006, the College of Human Ecology will cease to exist as an independent collegiate structure.

With approval of the Board, the Provost in consultation with the President will appoint task forces to design, plan, and implement these changes. Task force reports should be submitted no later than December 10, 2005.

The work of the task forces should also incorporate the following:

- A review of other academic units with emphasis on planning and design to see how well these areas might be integrated into, or better relate with, the new College of Design.
- Consideration of the most appropriate placement of all programs within departments of the current College of Human Ecology. Examples include: Retail Merchandising and Housing Policy.
- Consideration of possible units in other parts of the University whose placement and connections should be reviewed in relationship to these newly formed colleges.

B. Recommendation Regarding the College of Natural Resources

A new, expanded college will be created that will focus broadly on food systems, environmental science, renewable resources, and policy. This dynamic, new college will:

- Leverage and integrate the extraordinary academic resources of two current colleges, the College of Natural Resources and the College of Agricultural, Food, and Environmental Sciences, and other academic units to build an international presence in food systems, environmental science, renewable resources, and policy.
- Build on the work of the President's Interdisciplinary Initiatives on Healthy Foods/Healthy Lives and Environment and Renewable Energy to enhance growing academic leadership and synergies in these areas.
- Integrate two critically important and highly recognized academic departments currently administered jointly by separate colleges, Food Science and Nutrition (with new relationships with the School of Public Health and/or the Medical School) and Plant Biology (with the College of Biological Sciences). The joint structure across colleges is essential to preserve. These departments support broad interdisciplinary research, education, and outreach activities that substantially depend on the foundation of work in more than one college.
- Strengthen the relationship between the new, expanded college and the Department of Ecology, Evolution, and Behavior (College of Biological Sciences), creating strengthened academic collaborations and improved coordination through joint planning and management between the two colleges in academic curricula, investments, and programs.

Recommendation for Board of Regents Action: Units of the current College of Natural Resources will be integrated 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. By July 1, 2006, the College of Natural Resources will cease to exist as an independent collegiate structure.

With the approval of the Board, the Provost in consultation with the President will appoint a task force to design, plan, and implement this newly expanded college and to consider the best strategies for enhancing the University's multidisciplinary research and teaching of environmental and earth sciences. The report is due no later than December 10, 2005.

The task force should incorporate the following into its work:

- Recommendations for fiscal, curricular, and other programmatic issues related to units in other parts of the University whose placement and connections should be reviewed in relationship to the newly formed college.
- Development of a longer-term strategic plan and strategies for the growth and development of the college including research, investment, and fundraising strategies.
- Consideration of the name and mission of the new college.
- Consideration of a broad framework and administrative structure to improve the management and ongoing renewal of the University's critical regional sites including the

five Research and Outreach Centers, the Cedar Creek Natural History Area, the Cloquet Forestry Center, the Itasca Biological Station and Laboratories, UMORE Park and other units including the Bell Museum of Natural History and the Minnesota Landscape Arboretum.

- Development of a strategy to enhance the University's potential to become one of the premier research institutions in the world dedicated to environmental research. The strategy should bring the current intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on global environmental issues. The task force should carefully consider the best structure and administrative relationships with the goal of maximizing the interdisciplinary possibilities while minimizing needless bureaucracy. The task force should review the Commission on Environmental Science and Policy report and explore the effectiveness of interdisciplinary environmental programs and structures at Duke University, Stanford University, and other major research institutions.

C. Recommendation Regarding General College

Beginning in fall 2006, **General College** will become a department along with the Department of Family Social Science and School of Social Work in a new, expanded **College of Education and Human Development** dedicated to education, training, and human development across the lifespan. The new structure will more closely align General College faculty with other faculty interested in related issues, including early childhood education, developmental processes, PreK-12 education and teacher preparation, multicultural education, design of academic support systems in higher education, student and adult learning, exercise science, program evaluation, and social contexts of education and other related fields. The University has nationally recognized strengths in these areas, and the new configuration leverages these strengths and strengthens academic leadership. In addition, the new structure will leverage existing structures (such as: Office for Research and Evaluation and the Center for Research on Developmental Education and Literacy in the current General College; Center for Applied Research and Educational Improvement, Center for Early Education and Development, Harris Center, Institute of Community Integration in the current College of Education and Human Development, etc.) and provide for more extensive involvement of the faculty in the outreach by addressing the education needs of preK-12 educators, initiatives to strengthen expectations and academic preparation of students from diverse cultural and economic backgrounds to succeed in postsecondary education.

The integration of academic departments related to education and human development across the life span will increase the intellectual synergy and cooperative inquiry that is required to address the complexity of educational and social issues facing Minnesota. The new collegiate unit will unite the interrelated missions of several units currently scattered across the University, and increased economies of scale will better leverage fiscal resources. Integrating these colleges that address education, human development, and community and family social structures would contribute to and advance institutional academic priorities and commitments, including the President's initiatives to advance brain function and vitality across the lifespan, and issues related to children, youth, families, and communities.

A second objective of this recommendation is to improve student outcomes. General College is not a degree granting college. Rather, students are admitted to General College with the objective of transferring to a degree -granting program after no more than two years. The work of General College is more consistent with that of an academic department, which provides academic curriculum and programs. In the future, students will be admitted directly into a degree-granting college. If needed, students will take developmental education classes in the newly configured academic department in the community of Appleby Hall. This allows a student to have the benefit of being in a degree-granting program immediately upon admission, to join the culture of their chosen major, to benefit from peer interactions in their chosen major and to still benefit from developmental education and academic support, if needed. The current problem of students being unable to transfer into a major because of insufficient credits or low GPA is greatly reduced. The plan seeks to improve graduation rates by getting students integrated into a degree program and a degree-granting college from their first days at the University. Other peer institutions utilize this system and have better graduation rates than currently present in General College.

The transformation of General College is an important part of campus-wide changes that will improve the educational experience, academic support systems, and outcomes for all students. Its academic mission and support programs will continue in the form of a departmental structure similar to at least 25 Twin Cities departments of equal or greater size. The expertise of faculty and student support staff in General College may be applied more broadly to students enrolled in multiple colleges.

The goal of this transformation is to improve student success. Currently, students matriculating into General College have four-year graduation rates of 7.7% and six-year graduation rates of 30.8%, while the most recent four-year graduation rates for the Twin Cities campus are 32.2% and six-year rates are 56.4%. In recent years about one-third of the freshmen admitted to General College have listed GC as their first choice when applying to the Twin Cities campus, while two-thirds have tried first to be admitted to another Twin Cities college. Less than 60% of students entering GC succeed in transferring to a degree-granting college, and less than 50% are still at the University three years after entering. These results are not satisfactory and are substantially at odds with Board policy and expectations.

These changes are not designed to reduce the enrollment on the Twin Cities campus or to reduce the number of students of color. The Twin Cities campus ranks 5th among the 34 public AAU campuses in enrolling students of color, when the percentage of high school graduates who are students of color is a controlling factor. Overall enrollment will remain the same, and to insure that we continue to have a diverse student body, we are taking several measures. First, we are working with the Minnesota State Colleges and Universities (MnSCU) to increase the numbers of students who take a transfer curriculum, perform well academically, and enter the University after two years. Second, we are initiating a pre-K -12 program to improve coordination of existing University outreach in this area and create new ideas for effective outreach to raise academic aspirations, narrow the achievement gap, and improve the preparation of students for post-secondary education by increasing the knowledge of parents and students about college preparation and process for admission, including expanded academic enrichment and mentoring programs. Third, we will continue to improve our recruitment strategies, to build bridges with

communities of color and to draw on the experience of the President's Multicultural Advisory Committee. Fourth, we are already greatly expanding financial support for low and moderate-income students by providing Founders Scholarships (full tuition and fees) beginning in Fall '05 to all entering freshmen students who are eligible for Pell Grants, and through the President's Promise for Tomorrow Scholarship Initiative. Fifth, we will strengthen leadership for these efforts by elevating an associate vice president position to a vice president for diversity to strengthen programs and provide system-wide oversight and accountability. The new vice president will also work with colleges to ensure that admission pathways exist, student support services are present and effective, and the climate is inclusive and supportive. Access to success at the University of Minnesota must become a University-wide responsibility.

Recommendation for Board of Regents Action: Academic units of the current General College will be integrated with academic units of the current College of Education and Human Development and 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. By July 1, 2006 General College will cease to exist as an independent collegiate structure.

With the approval of the Board, the Provost in consultation with the President will appoint a task force to design, plan, and implement this transition. Its report is due no later than December 10, 2005.

The task force should incorporate the following assumptions into its work:

- Beginning July 1, 2006, the new department will unite General College with the full complement of educational and developmental disciplines in the College of Education and Human Development. The newly aligned College of Education and Human Development would become a freshman admitting college.
- During a transitional period, students would be admitted jointly to the department and to the undergraduate college that houses the academic program in which they intend to major. A dual admission model will be developed and adopted as soon as possible for that transitional period. A model for admission directly to a degree-granting college should be developed and fully in place by 2008 for students needing developmental services and support.
- The alignment of General College's student support and outreach programs (Academic Resource Center; Center for Experiential Learning; Commanding English; and Curriculum Transformation and Disability, Day Community, TRIO, etc.) with other similar institutional efforts for campus-wide delivery including the following programs: student support and outreach programs in the expanded College of Education and Human Development, student support programs in the Office of Multicultural and Academic Affairs (OMAA) and collegiate student support programs.
- The University's commitment to being an institution that respects, embraces, and supports diversity by actively working to cultivate a shared value for diversity as a learning outcome for all students and as a mechanism to maintain a campus climate suitable for all students.

IV. Future Academic Actions

Undergraduate Admissions, Enrichment, and Support

(1) The University should continue to articulate high expectations and standards for all enrolled students, while providing academic support that improves outcomes for all students. It must continue to strengthen undergraduate retention and graduation rates and student success and satisfaction, in accordance with goals set by the Board, by strengthening and improving the coordination and delivery of academic support, advisement, and career services. The University must have a new model that strengthens and improves coordination and delivery of academic support services and includes the expertise of the current General College, the Office of Student Affairs, the Office of Multicultural and Academic Affairs, and college programs.

The Provost in consultation with the President should appoint a Twin Cities task force to design and plan 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. The task force report should be submitted no later than December 10, 2005. The Chancellors of the coordinate campuses should form similar task forces that report on the same schedule.

(2) The University must reaffirm its commitment to being an institution that respects, embraces, and supports diversity by actively working to cultivate a shared value for diversity as a learning outcome for all students and as a mechanism to maintain a campus climate suitable for all students. The University will continue to enhance its recruitment efforts for students of color, first generation college students, students from low-income families, and immigrant students. The University will also intensify its efforts to recruit highly prepared students from diverse backgrounds.

This must include substantial expansion of scholarship support for our most needy students through programs such as the Founders Opportunity Scholarship and Promise for Tomorrow with information about that support widely available. The University will expand the pipeline from the Minnesota State College and University system to the University of Minnesota. To this end, we have established a new Center for Transfer and International Admissions on the Twin Cities campus. The University should devote additional staff resources to deepen and enhance the existing MnCAP program. MnCAP (Minnesota Cooperative Admissions Program) assures students at participating two-year colleges admission in advance to most undergraduate programs on the Twin Cities campus if they successfully complete specified requirements. The University will work with MnSCU two-year colleges to expand the number of institutions participating in the MnCAP program and to enhance ongoing contact with MnCAP students while they are enrolled in participating institutions.

The Provost's Diversity Admissions Task Force should continue its work with expanded membership, including members of the community and the President's Multicultural Advisory Committee. A report should be submitted no later than December 10, 2005. The Chancellors of the coordinate campuses should form similar task forces that report on the same schedule.

(3) Minnesota must improve the preparation of growing numbers of children and youth for successful transition to post secondary education. The University must play a leadership role in raising aspirations and preparation levels of students to seek and qualify for admission to post-secondary education and attendance at the University of Minnesota. The Senior Vice President for System Administration in consultation with the President should appoint a task force to design and plan a PreK-12 strategy to expand and improve coordination of existing University outreach in this area and create new strategies for effective outreach to raise academic aspirations, narrow the achievement gap in low income communities, and improve the preparation of students for post-secondary education. This initiative must increase the knowledge of parents and students about college preparation and process for admission and provide expanded academic enrichment and mentoring programs.

We envision establishing a Consortium for Postsecondary Success to enhance the coordination and cooperation of external stakeholders (preK-12 schools, professional education organizations, parent support organizations, and other community groups and organizations), University centers devoted to children and youth (e.g., Children, Youth, and Family Consortium, Center for Applied Research and Educational Improvement, Center for Early Education and Development, Center for School Change, Irving B. Harris Center, Institute on Domestic Violence in the African American Community, University of Minnesota Extension Service, and Center for Urban and Regional Affairs), and resources leveraged from the colleges and campuses of the University of Minnesota system. The Consortium for Postsecondary Success would have strong visible leadership. It would leverage and expand existing resources and create new programs to enhance academic achievement and preparation for postsecondary success among students from low-income communities and diverse cultural backgrounds. The University's consortium would engage Minnesota's P-16 Partnership Board, of which President Bruininks serves as Vice Chair in 2005-2006, and other relevant leadership organizations. The financial resources to support the consortium would be largely raised through private funds. The task force report should be submitted by October 1, 2005.

(4) The Provost in consultation with the President should appoint a task force to consider the design, plan, and implementation of a Baccalaureate Writing Initiative to provide comprehensive writing instruction and developmental support throughout the undergraduate experience, to ensure that every undergraduate is able to demonstrate an effective command of written English upon graduation. The task force should consult broadly with those involved with writing programs across the University and carefully examine and leverage best practices in University programs and in similar programs at peer institutions. The task force report and recommendations for implementation should be submitted no later than December 10, 2005.

(5) The Provost in consultation with the President should appoint a task force to consider the design, plan, and implementation of a campus-wide honors program to strengthen interdisciplinary learning opportunities including increasing the number and variety of honors offerings, bringing more coherence across the campus to the experience of honors students in all colleges, opening up the entire university to these students, and creating stronger extracurricular programming for all honors students. The task force should consider: 1) whether the campus-wide honors program should, alternatively be named an Honors College, although it would not

be a degree-granting college or one with its own faculty or academic departments; 2) whether a specific curriculum should be designed for the honors students, such as the Grand Challenges curriculum suggested in the Academic Task Force Report; 3) whether the new honors program should be connected to a professional fast track program; 4) what relationship this program should have to current college based honors programs. The task force should consult broadly with those involved with honors programs across the University, and carefully examine best practices in University programs and in similar programs at peer institutions. It should conduct relevant research to guide this planning effort that includes prospective students from diverse academic and cultural backgrounds; students who have been admitted to the University of Minnesota, but elected to attend other institutions; and students currently or recently enrolled in Twin Cities campus honors programs. The task force report and recommendations for implementation should be submitted no later than December 10, 2005.

Faculty Culture

The University must continue to strengthen its current approach and implement a broad range of new strategies to attract, retain, recognize, reward, and develop its faculty. The Provost in consultation with the President should appoint a task force to address faculty quality to determine whether present standards, review, reward, and compensation procedures are sufficient to meet the strategic goal of being a top world-class public research university; a task force report should be submitted no later than May 1, 2006.

Future Design of the University

(1) The Provost in consultation with the President should appoint a task force to consider a reconfiguration of the sciences and engineering that best integrates and promotes academic synergies, teaching and research between Biological Sciences (CBS); Institute of Technology (IT); the new, expanded college focused broadly on food systems, environmental science, renewable resources, and policy; and the Medical School. The key issue to be considered is the changes in the biological sciences that require strong connections between biology and the physical sciences, mathematics, engineering, food systems, environment, and renewable energy. A task force report should be submitted no later than May 1, 2006.

(2) The Provost in consultation with the President should appoint a task force on the College of Liberal Arts (CLA) on the Twin Cities campus. The task force should be composed of visionary leaders from both within and outside CLA who share a strong commitment to enhancing undergraduate and graduate education at the University. The task force should produce an implementation plan and to ensure CLA's progress is consistent with the University's strategic goal and that CLA becomes a premiere centerpiece and model nationally and internationally for a more competitive modern liberal arts education. The task force should also address curricular issues related to internal transfer of students from CLA to other academic programs and possible strategies for strengthening collaboration between CLA and other relevant Twin Cities academic units. The task force report and recommendations for implementation should be submitted no later than May 1, 2006.

(3) The University must continue to reduce and/or consolidate low enrollment graduate or professional programs to improve the cost, quality, and support for our students. A summary report of such actions should be completed and submitted annually by the Dean of the Graduate School to the Provost.

(4) Small colleges must examine opportunities to share or centralize administrative functions in a way that will create cost savings that can be reinvested in the academic enterprise. The Provost in consultation with the President should appoint a task force to consider under what circumstances such administrative sharing or centralization could be effective. In particular, the task force should examine the opportunities for the Humphrey Institute, the Law School, and the Carlson School of Management to share administrative functions. Other similarly situated units, such as the School of Nursing and the College of Pharmacy, and nearby schools, as well as some of the coordinate campuses, also should be encouraged to explore whether sharing or centralizing selected administrative functions can create efficiencies. These changes would be similar to recent changes that consolidated human resources, fiscal, and business operations for the Office of the President, the Office of the Senior Vice President and Provost, and the Office of the Senior Vice President for System Administration. The task force should work closely with the appropriate administrative implementation groups. The task force report and recommendations should be submitted no later than March 15, 2006.

Forging an International University

A recent report of the National Association of State Universities and Land-grant Colleges Task Force on International Education says, “if we are to maintain our place at the forefront of the institutions of learning we must truly be universities and colleges of the world. To make this claim we must internationalize our mission — our learning, discovery and engagement.”⁵ This reminds us that if we are to achieve our goal of becoming one of the top three public research universities in the world, we must also increase our prominence as a global university. By more effectively integrating a global dimension across the academic framework of the University we will transform how and what we teach and learn and how we generate knowledge and enrich the educational experience of the entire university community.

The University has made significant strides in its efforts to expand its international student services and learning abroad programs and is recognized as a national model for integration of these functions across the curriculum. Few institutions of higher education in the country have the breadth of disciplines and on-the-ground experience in international issues and programs as this institution. However, we lack the coherent vision and strategy to draw upon the unique interdisciplinary excellence and international expertise of our faculty. If we are to strengthen our leadership as a major international University, we must develop a sustainable transnational scholarly network focused on transforming the global circulation of knowledge in shaping new teaching, research and public engagement initiatives.

⁵ "A Call to Leadership: The Presidential Role in Internationalizing the University." A Report of the NASULGC Task Force on International Education (October 2004). National Association of State Universities and Land-Grant Colleges (NASULGC), Washington, D.C. 20005.

The Senior Vice President for System Administration in consultation with the President, Provost, and Senior Vice President for Health Sciences should appoint a task force focused on internationalization and global studies. The task force should develop a strategy, plan and structure to most effectively leverage, stimulate and coordinate cutting edge international research, and globally informed teaching and public engagement programs with selected partners in other countries. The task force should address strategies for building strategic international partnerships with universities and research institutions; expansion of study abroad and international scholarly exchanges; and internationalization of the curriculum. This work should draw upon relevant previous reports and proposals for external funding, and must include the University's coordinate campuses. The task force report and recommendations for implementation should be submitted no later than December 10, 2005.

Academic Health Center

The Academic Health Center (AHC) is well into implementing its strategic turnaround begun more than six years ago as a result of a comprehensive strategic positioning and planning effort. At the time, external forces were driving for change, and there was a clear consensus within the academy that the status quo simply was not working. The action strategies of the University's positioning effort are remarkably similar to those resulting from the AHC's undertaking six years earlier, suggesting that the core needs of a world-class University and its constituent parts are the same. It's about achieving excellence for students, faculty, and staff; encouraging an entrepreneurial culture unafraid of change; effective and efficient use of resources; and developing and maintaining relationships with communities throughout the state, region, and nation.

Based on those similarities, yet reflecting the specific needs of the health professional schools, the following recommendations are offered:

(1) The Senior Vice President for Health Sciences in consultation with the President should appoint a task force to develop a report on the analysis of knowledge management technology needs specific to inter-professional, community-based health workforce development that is integrated into the University information technology plans. Tomorrow's health professionals require a new set of skills and capabilities to deliver health care as demanded by the 21st Century: they need to be competent in knowledge management, to deal with the explosion in breakthrough knowledge, and they need to understand systems that affect the outcomes of care. The task force should address critically important issues related to longer term financing of their plan. The task force report should be submitted by May 1, 2006.

(2) The Senior Vice President for Health Sciences in consultation with the President should appoint a task force to develop an analysis for "rightsizing" enrollment in the health professional schools to meet health workforce needs, and of the University's role in supporting future new models in partnership with communities. The existing model of health professional education is resource intensive and inadequately supports the education needs of the evolving care delivery system. Current model costs make it difficult to increase class size and also places an increasing burden directly on the students. While efficiencies in the model need to be achieved, new sources of revenue also will be necessary. The task force should address critically important

issues related to longer term financing of their plan. The task force report should be submitted by May 1 2006.

(3) The Provost and the Senior Vice President for Health Sciences in consultation with the President should appoint a task force including representatives from the Academic Health Center, the Office of the Vice President for Research, the Institute of Technology, the College of Biological Sciences, and other appropriate colleges to ensure the University is positioned to compete in the era of Big Science. New breakthroughs in biology and health sciences require broad interdisciplinary efforts beyond the boundaries of a single institution. This effort would be designed to speed up the pace of interdisciplinary research currently taking place on campus and to support the inter-institutional relationships that have doubled this University's receipt of NIH awards over the past six years. The task force should coordinate its work with the task force on the future of the sciences and engineering (see Future Design of the University, recommendation 1). The report should be submitted by May 1, 2006.

(4) The Senior Vice President for Health Sciences in consultation with the Provost and President should appoint a task force focused on developing the clinical science enterprise of the Academic Health Center, and its role in strengthening the University, along with the concomitant resource needs for faculty and capital. Core to the mission of the health professional schools of the AHC is the development and application of new knowledge to the prevention and treatment of diseases of humans and animals. In addition, core to each of the professions is a sort of apprenticeship program where faculty and students practice side-by-side in the care of patients. Clinical science practice is the endpoint of basic and translational science, and is where it is applied. Success of the clinical science enterprise provides support to the health professional schools, and thereby supports the mission of the University overall. The task force should address critically important issues related to longer term financing of their plan. The task force report should be submitted by May 1, 2006.

(5) The Senior Vice President for Health Sciences in consultation with the President shall appoint a task force to update the Precinct Plan for the Academic Health Center. This task force will need to include, among others, the Office of the Vice President for University Services, the Office of the Vice President for Finance, and membership from the Academic Health Center, Fairview Health Services, and the practice plans of the health sciences schools. The AHC Precinct Plan was last updated several years ago; the demands for research space, the partnership with Fairview Health Services, and the need for renewal of the support spaces for the clinics and support spaces for women, children and adult health services necessitate that the AHC Precinct Plan be updated and articulated with the University Capital Plan. The task force report should be submitted by January 1, 2006.

Coordinate Campuses

(1) Under the leadership of the Senior Vice President for System Administration, each coordinate campus should initiate or complete a process to establish a financial and academic accountability framework under which it will operate and its annual progress will be evaluated—within its own context and consistent with its history and mission. The fiscal and academic accountability model for each campus will be based on the following operating principles:

- Recognition and Attribution of Full Costs and Cost Increases
- Rationalization of Levels of State Support
- Revenue Expectations and Enhancements
- Academic Enhancements and Accountability
- Enrollment Models, Expectations, and Plan
- Enhanced Regional Service and Programs
- Increased connection with relevant Twin Cities campus initiatives and resources.

The process will begin by gathering background data and analyzing a series of demographic, programmatic and fiscal issues the campuses face. This information will be shared shortly with the campus leadership, faculty, staff, and students. The data will then be used to frame an academic and fiscal accountability model and operating assumptions and to drive a long-term strategic planning and accountability process for the campus. The leadership should consider ways in which the recommendations brought forward by the President for the Twin Cities campus should be implemented on their campus. Reports from each campus should be submitted no later than December 10, 2005. The coordinate campuses should also submit task force reports as detailed in Undergraduate Admissions, Enrichment, and Support recommendations 1 and 2.

V. Future Administrative Actions

A set of seven comprehensive and far-reaching recommendations built on a substantial body of continuous improvement work accomplished throughout the University over the past several years will be implemented. All seven recommendations are inter-related and therefore must be advanced together for the next three to five years to effectuate transformational change. They will require focus, persistence, and a commitment of human and financial resources, but will ultimately reduce costs and achieve savings.

These recommendations will lead to a continuous improvement focused culture and quality administrative services, provided at the best value to support the education, research, and service missions of a top-ranked public research university, which are:

- Aligned with and supportive of the academic, research, and outreach mission;
- User-centered, focused on meeting the needs of faculty, staff, students, and the public;
- Responsive, high quality, and efficient;
- Easily understandable and simple to use;
- Accountable for results and judicious with resources; and
- Continually improving.

A summary of the seven recommendations follows:

(1) Recognize the University of Minnesota, its campuses, colleges, departments, and units as a single enterprise. Establishing uniform standards and systems will help reduce duplication of administrative processes and their associated support structures.

(2) Embrace and achieve a culture that is committed to excellence, service, and continuous improvement. A culture that is aligned with and encourages transformational behavior and outcomes is essential for the University to achieve its strategic vision.

(3) Transform the “centralized vs. decentralized” administrative structure. A new model of how we organize and structure administrative support to the academic enterprise must be created so we can make the best use of all of our resources.

(4) Adopt best-practice management tools throughout the University. Providing better information will support fact-based decision-making and will demonstrate successes, target areas for improvement and maximize the effective use of resources.

(5) Focus administrative support on servicing students, faculty, and academic units. Strengthening our understanding of the people we serve will allow administrative and support units to provide excellent services in alignment with their needs.

(6) Maximize opportunities for the people of the University to grow, develop, and contribute. The University of Minnesota must transform its human resource system to foster creativity and innovation while enhancing effective, accountable administration. This means not only recruiting individuals at the top of their disciplines, but also providing individuals the means to develop new skills, once hired.

(7) Optimize the use of the University’s physical, financial, and technological resources. Strategic resource acquisition, management, and redeployment are essential if the University is to achieve its long-term goals and advance academic quality.

The following are examples of strategies that are ready to be implemented and could provide immediate and recognizable benefit to the University in improving the level and quality of services, reducing institutional risk and leveraging efficiencies to address rising costs and University-wide investment needs:

- **Purchasing Standards**
The University will push the use of contract vendors, e-auctions, and other purchasing techniques that maximize savings. We are acquiring the necessary software to conduct e-auctions this spring, and will be implementing e-auctions in FY 2006.
- **Internal Budget Model**
The University is evaluating alternative models for budgeting, with the goal of building 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. The model should create appropriate incentives and disincentives to enhance the University’s excellence and use of resources. If adopted, a new budget model will be implemented for FY 2007.
- **IT Standards for Desktop Computer Operating System and Office Suite Standard Configuration Sets**

The University invested in system-wide site licenses to support Windows and Apple desktop computers two years ago. The software distribution mechanism and supporting infrastructure is in place, but the return on the investment has not been realized. Movement to standardized configuration sets are critical as they provide enhanced security features as well as enable automated desktop computer support functions - some of which are available today, some in the very near-term. This initiative will immediately reduce the institution's risk and begin to optimize the University's scarce technology resources by streamlining and automating time consuming, labor intensive processes (that are either not done - or done poorly today).

- **IT Server Consolidation and Management Standards.**

Poor server management represents a liability to the institution in the way that an unprotected server may be compromised to gain access to sensitive or legally protected data or in the way that it is relied on to provide business-critical services to University units. The University's decentralized technology environment is comprised of many decentralized servers meeting this description. Many of the functions of these distributed servers duplicate system-wide services that are already in place. Server consolidation and management standards will reduce and/or eliminate duplication and real financial risk to the University.

- **Utility cost control/fuel pricing**

By diversifying fuel sources (biomass fuel/oat hulls), increasing fuel conservation efforts, and utilizing 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.

- **Health initiatives and incentives**

The University is implementing, through the UPlan, a broad spectrum of health improvement programs with an expected return on investment (ROI). Experience at other employers indicates that offering incentives for participation significantly increases the ROI by increasing the number of employees who participate. Incentives for participating in Health Improvement programs have several main objectives, including: increasing participation in programs; encouraging changes in lifestyle behaviors; and recruiting higher-risk individuals to participate.

As an example, an incentive of greater than \$50 for participation in a Health Risk Appraisal (HRA) has been shown to increase the percent of employees completing the appraisal from 20-35% to 70-100%, assuming both were coupled with an effective promotion and communication campaign. Incentives to date have primarily focused on HRA completion and program participation, with some organization starting to add carefully developed, HIPAA compliant incentives that recognize health status achievements. Incentives that tie closely to employee contributions or other aspects of health care have appeared to be the most successful.

- **Administrative policies**
We will be launching a project to review both the process for creating administrative policies, and the policies themselves. The outcome will be clearer, more user-friendly policies and a process that ensures policies are necessary, timely, understandable, accurate, efficient, and less redundant. This process will launch in early FY 2006 with a one- to two-year timeframe.
- **Streamline and standardize financial reporting**
The Enterprise Financial System project will be developing a streamlined financial reporting environment, with one-stop reporting and standardized reporting tools. It will eliminate the multiple reporting tools and sites that departments must now use to obtain financial information. These improvements will occur in FY 2006 and FY 2007.

To implement the administrative recommendations, an operational structure will be created which provides for alignment, engagement, and accountability and includes:

- Executive owners for each of the seven recommendations who will sequence, resource, oversee, and maintain ultimate accountability for the work of strategy teams within that recommendation area;
- An executive owners group made up of the seven executive owners who will meet regularly to support success of each and every recommendation team;
- External advisory committees (e.g., for the Office of Service and Continuous Improvement) will be formed and/or strengthened to support major reform initiatives;
- Steering teams who will advise each executive owner and serve as the project team for the major foundational projects in that recommendation area;
- Strategy team leaders and strategy teams that will be charged with and accountable for individual initiatives;
- Periodic oversight sessions with the president and the president's executive team to review progress of the seven recommendation areas, ensure alignment with the academic activities, develop new ideas, and facilitate progress against overall University measures; and
- Periodic reporting to the Board to review progress against overall outcome measures.

This operational structure provides for ongoing ownership and accountability for the recommendations and supporting strategies. It allows leadership to manage expectations, avoid competing priorities, and facilitate regular assessments of project work and resource allocation to best achieve success. Leadership can focus on the best ways to leverage our current capacities in the key management areas of information technology, human resources, finance and communications. Progress reviews by the president, his executive team, and the executive owners group (made up of the seven recommendation executive owners) will give leaders an opportunity to identify cross-functional issues and make strategic course corrections. Periodic updates will be provided to the Board to further accountability.

I will take the following actions to forward the administrative recommendations:

- Appointment of executive owners for each of the seven administrative action areas.

- Charge executive owners with responsibility to appoint an action area steering team with four to seven members who are representative of key areas (i.e. academic, research, service, etc.), experienced in leading change, open to new ideas, and who have a service mind-set and financial acumen.
- Charge action area steering teams with developing sequencing and resourcing plan for advancing the action area and creating measures of success for the action area.
- Identify resources, including staff, to each executive owner.
- Charge the executive owners group to recommend measures of success for the administrative side as well as for the University as a whole (five strategic action areas).
- Put into place an official schedule of reviews by the Executive Team.
- Put into place an official schedule of updates to the Board.

VI. Summary

The University of Minnesota is entering an exciting time. With these recommendations and the engagement of the University community, we have the opportunity to insure 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. The Board of Regents 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, 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.