

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Office of the Provost for Professional Studies

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May 27, 1997

TO: Avner Ben-Ner, CSOM
John Bryson, HHHI
Carol Chomsky, LAW
Joanne Eicher, CHE
Emily Hoover, COAFES
Mary Jo Kane, CEHD
David Nelson, MES
James Perry, COAFES
Julia Robinson, CALA

FROM: Gene Allen, Provost



RE: Provostal Office and PS-FCC

I want to thank you for the opportunity to know and work with each of you during the last year. It was very informative and refreshing for me to meet with you during the past year to discuss items important to our faculty and programs. As I have indicated, I want to strongly encourage you to continue in some form and to find a way to make input of the kind you have given to me.

Thank you and best wishes as you continue your career at our University.

CEA/ber

c: Bob Bruininks
Vickie Courtney✓

PSFCC 970527

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Office of the Dean
College of Education and Human Development

104 Burton Hall
178 Pillsbury Drive S.E.
Minneapolis, MN 55455-0211
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May 29, 1997

MEMORANDUM

To: Mark G. Yudof, President-Designate
From: Robert H. Bruininks, Executive Vice President & Provost-Designate
Re: Proposed Organizational Structure

Attached, for your review, are two charts depicting the proposed organizational structure for the Office of the Executive Vice President & Provost. These charts are still in draft form, so I would welcome your comments and suggestions. During the next two weeks, I also will seek the advice of deans, associate vice presidents in Academic Affairs, and faculty governance committees. I expect to announce the new structure by mid-June, and shortly thereafter begin recruiting individuals from within the University to fill the vacant positions—three vice provosts and an associate to the executive vice president and provost (see proposed position descriptions, copies attached).

The two charts are largely self-explanatory. One represents the system organization and the responsibilities of the executive vice president; the other, the campus organization and the responsibilities of the provost on the Twin Cities campus. Both charts show an associate to the executive vice president & provost and an executive officer that serve as staff to me; the "associate to" position is a proposed new position.

The system organization includes major operational units that support the academic enterprise, including information technology, libraries, minority affairs, University College, and, possibly, student support services. With the exception of the latter, all of the positions are currently filled. The campus organization includes the colleges, the director of admissions, and three vice provosts (reformulated positions—currently, as you may recall, there is one vice provost in Professional Studies and two in Arts, Sciences & Engineering).

One vice provost will focus his/her attention primarily on undergraduate education and will serve as an advocate for undergraduate students on such issues as the first-year experience, liberal education requirements, honors, student evaluation of teaching, academic advising, career advising and placement, residential academic programs, student retention and completion rates, use of educational technology to improve instruction, and related academic

priorities. This individual also will serve as liaison to student affairs. The overall goal is to create a supportive academic environment for—and improve the learning experiences of—undergraduate students.

The other two vice provosts will support the executive vice president & provost in providing leadership on a wide range of academic issues, including faculty affairs (e.g., promotion and tenure, academic governance, retention/counter offers, phased retirements, grievances, dean appointments/staff reviews, and human resources strategy), interdisciplinary programs (e.g., reorganization of the biological sciences, St. Paul campus issues, liaison to the vice president for research and the Academic Health Center, postbaccalaureate and graduate studies, and other academic matters).

Here are some basic assumptions, principles, and objectives that underlie the proposed organization charts:

- Structure the organization to support effectively the agenda of the president and the executive vice president & provost. Some major agenda items are attached to the various positions shown on the organization charts. Note again that this is for discussion purposes, and that the formulation of a short-term and longer-term agenda is a top priority for my office.
- Separate functions and budgets at the system level from those at the campus level, where practical. For example, organize system functions under the titles of vice president (assistant, associate, etc.) and Twin Cities campus functions under the various provost titles. The use of two charts helps to clarify the division of labor and responsibilities between system and campus.
- Distinguish clearly between the roles of the various vice presidents and vice provosts. In the proposed model, associate (or assistant) vice presidents are staff positions that have responsibility for various system functions or operations (e.g., planning, information technology, etc.), whereas vice provosts assist the provost by facilitating, nurturing, coordinating, and supporting the efforts of the colleges, departments, and other academic units on the Twin Cities campus to set and achieve their academic goals.

Another important distinction is that associate (or assistant) vice presidents are normally full-time managers of major operational units that support the academic mission of the colleges and campuses, whereas vice provosts are normally part-time, flexible positions. The number of vice provosts, their terms of office, and their portfolios will vary depending upon the particular skills and experience that an individual brings to the position as well as the current agenda and priorities of the provost. Vice provosts may be asked to manage programs, such as the Undergraduate Research Opportunities Program (UROP), but I do not anticipate their playing a major management

role in the sense of directing clusters of colleges or a major support unit, nor do I expect them to have separate support staffs. I expect individual faculty members to rotate in and out of these positions, bringing diverse skills to my office as well as serving to build a stronger and larger cadre of faculty with administrative experience.

- Integrate campuswide and systemwide planning, budgeting, and performance assessment for both academic and operational units under the associate vice president & executive officer, who also will serve as deputy executive vice president & provost in my absence. It is important to note that the executive officer's major responsibility is information management and decision support for the [president and] executive vice president & provost.
- Delegate responsibilities so that the provost can place his major emphasis on setting academic priorities and managing the Twin Cities campus. The executive officer will have major responsibility for the management of and quality of service provided by the central operations units.
- Minimize the number of positions that would "matrix manage" the organization and weaken the role of deans. Organize the central operations units to serve the needs of students, faculty, and the colleges.
- Wherever possible, consolidate programs and services to increase efficiency and decrease overhead.

Finally, consolidating the offices and responsibilities of the senior vice president for academic affairs and two provosts is a major challenge. I believe that my proposed organizational structure moves us in the right direction, but I fully expect that some changes will have to be made during the coming year and that this structure has sufficient flexibility to accommodate any needed adjustments.

I look forward to hearing your comments and suggestions.

cc: EVPP Transition Team

SYSTEM

Executive Vice President (EVPP)

Agenda
 Communications/Communications Strategy
 Office Manager, Fiscal Officer
 Board of Regents
 Liaison to Other Offices/Organizations

Associate to the EVPP *

Executive Officer

*currently
 Prob. 1/1/00*

Planning, Enrollment Management
 Budgeting/Academic Position Control
 Institutional Performance
 Inter-/Intra-System Coordination
 HESO, Rochester
 Facilities

**Director, Office of Equal
 Opportunity & Affirmative Action**

**Assistant Vice President,
 Student Services ****

**University Librarian,
 Archivist**

Dean, University College

**Associate Vice President,
 Chief Information Officer**

**Associate Vice President,
 Minority Affairs & Diversity**

Admissions,
 Prospective Students
 Enrolled Student Services,
 Registrar, OSFA

Distance Education
 Virtual University

Learning Centers
 Disability Services

*Proposed
 This is
 currently
 under
 consideration*

ORG: System Management Group Chaired by Executive Officer

OPERATIONS AGENDA:

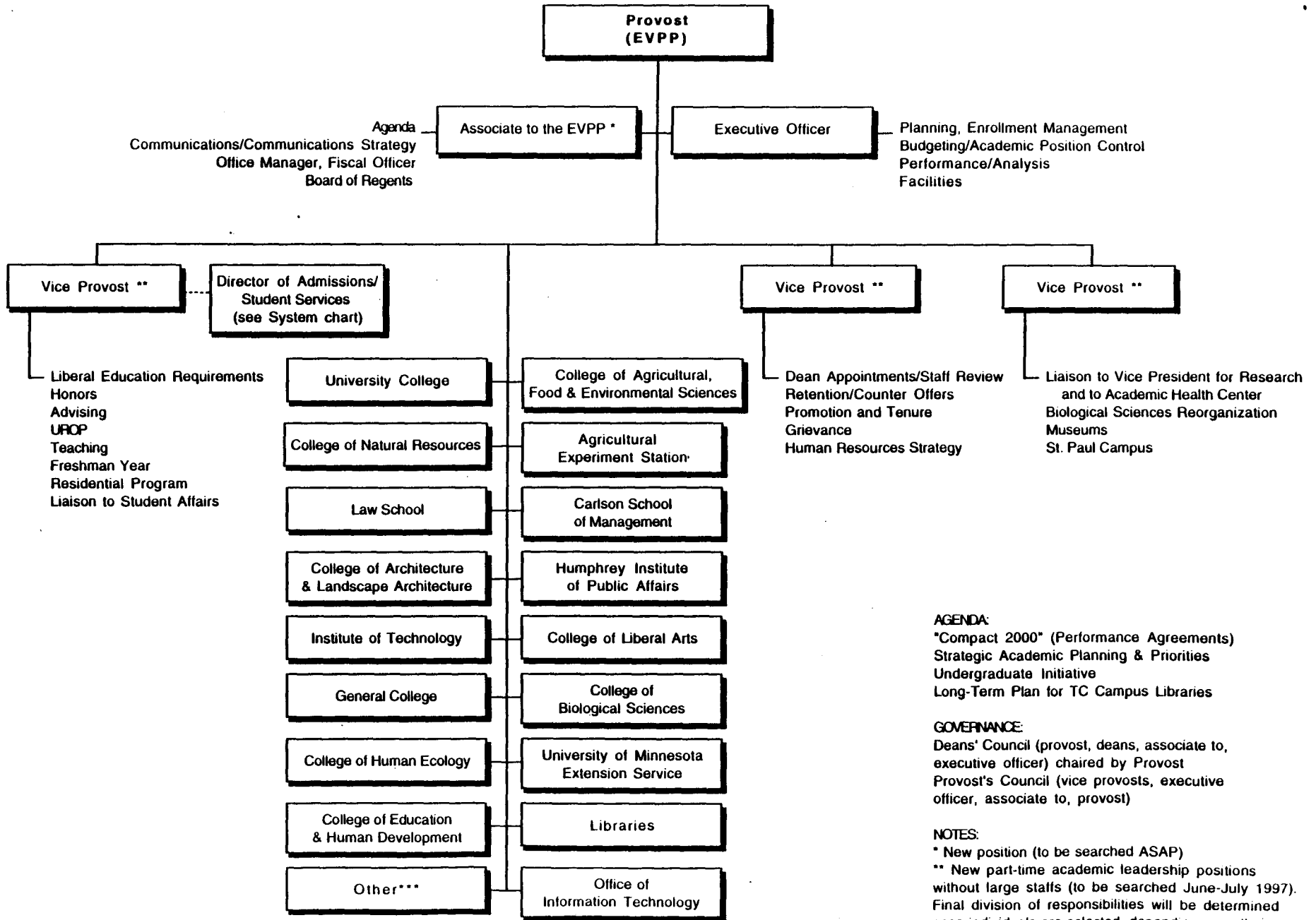
- Virtual University
- Systems implementation
- Infrastructure/support services (review of service units)
- Metro higher education strategy/Rochester
- Capital request/deferred maintenance plan/strategy
- Semester conversion
- Minority affairs/retention

NOTES:

Primarily staff roles
 Infrastructure/operations

* New position (to be searched ASAP)

CAMPUS



AGENDA:

"Compact 2000" (Performance Agreements)
Strategic Academic Planning & Priorities
Undergraduate Initiative
Long-Term Plan for TC Campus Libraries

GOVERNANCE:

Deans' Council (provost, deans, associate to, executive officer) chaired by Provost
Provost's Council (vice provosts, executive officer, associate to, provost)

NOTES:

* New position (to be searched ASAP)
** New part-time academic leadership positions without large staffs (to be searched June-July 1997). Final division of responsibilities will be determined once individuals are selected, depending upon their qualifications and further analysis of needed functions
*** Includes, for example, the Office of Equal Opportunity & Affirmative Action and the Office of

**Vice Provosts (up to three positions)
University of Minnesota**

The Office of the Executive Vice President & Provost solicits applications and nominations for up to three part-time vice provosts who will serve at the discretion of the Executive Vice President & Provost and assist in carrying out his responsibilities as the chief academic officer of the Twin Cities campus. The portfolios of each position will reflect the interests and expertise of the individuals selected as well as specific needs and initiatives identified by the Executive Vice President & Provost.

The primary academic responsibility for undergraduate, graduate, and professional programs (including program quality, efficiency, responsiveness, maintenance, and improvement) rests with the colleges, departments, and other academic units and with their respective faculty and administrators.

Each vice provost will assist the Executive Vice President & Provost in providing academic leadership by facilitating, nurturing, coordinating, and supporting the efforts of the colleges, departments, and other academic units to set and achieve their academic goals. Particular attention will be given to those goals related to ensuring broad student access, maintaining the University's national and international reputation in teaching and research, and providing outreach to the state, the nation, and beyond.

One vice provost will focus his/her attention primarily on undergraduate education and will serve as an advocate for undergraduate students on such issues as the first-year experience, liberal education requirements, honors, student evaluation of teaching, academic advising, career advising and placement, residential academic programs, student retention and completion rates, use of educational technology to improve instruction, and related academic priorities. This individual also will serve as liaison to student affairs. The overall goal is to create a supportive academic environment for, and improve the learning experiences of, undergraduate students.

One or more vice provosts will support the Executive Vice President & Provost in providing leadership on a wide range of academic issues, including faculty affairs (e.g., promotion and tenure, academic governance, retention/counter offers, phased retirements, grievances, dean appointments/staff reviews, and human resources strategy), interdisciplinary programs (e.g., reorganization of the biological sciences, St. Paul campus issues, liaison to the Vice President for Research and the Academic Health Center, postbaccalaureate and graduate studies, and other academic matters).

Qualifications: Candidates must be tenured full professors from the colleges reporting to the Executive Vice President & Provost on the Twin Cities campus of the University of Minnesota. Preference will be given to faculty members who have distinguished themselves in the full range of faculty responsibilities

(teaching, research/scholarship/artistic activity, and outreach). Other qualifications include:

- Excellent written and oral communication skills.
- Demonstrated commitment to valuing and actively promoting diversity.
- Effective interpersonal skills and experience in facilitating group process (e.g., team building, problem solving, and conflict resolution).
- Substantial work and leadership experience in responsible and complex administrative capacities, preferably in a university.

Appointment: The Vice Provost positions (classification 9328) are intended to be part-time commitments of at least 50 percent and will provide the opportunity to maintain teaching, research, and/or outreach responsibilities in the appointee's academic department. These are 12-month, limited ("L") appointments that serve at the pleasure of the Executive Vice President & Provost. The start date for the position is on or before mid-September 1997; the salary, which may include an administrative augmentation, is negotiable and commensurate with experience and qualifications.

Applications:

Nominations and applications will be accepted until _____, 1997. The positions will begin as soon as possible, but no later than September 16, 1997.

Applicants should submit a letter of application outlining their qualifications, stating their interest in one or more of the areas of responsibility noted above, and providing names of references, a curriculum vitae, and a few examples of their professional writing.

Please send nominations and applications to:

Vice Provost Search Committee

c/o _____

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

**Associate to the Executive Vice President and Provost
University of Minnesota**

The Office of the Executive Vice President & Provost invites applications for the position of Associate to the Executive Vice President and Provost. The "Associate to" is appointed by and serves at the discretion of the Executive Vice President & Provost.

This individual, who aids the Executive Vice President & Provost with the broad spectrum of executive responsibilities and commitments and serves as the principal staff assistant, is responsible for the smooth operation and staff coordination of the office and for ensuring that all functions are performed in a professional, productive, and responsible manner. This includes the timely preparation of materials as requested by the President or the Regents, prompt responses to a wide variety of internal and external inquiries, liaison to collegiate and service units that report to the Provost and to organizations and/or committees both internal and external to the campus.

This individual advises the Executive Vice President & Provost (EVPP) on the development and execution of policies and procedures, and works closely with the Associate Vice President & Executive Officer and other with relevant parties to facilitate efficient and timely implementation. This individual also develops and coordinates agendas for various forums, committees, or groups; helps plan and manage an annual agenda of commitments and responsibilities for the EVPP and guides the preparation of his annual work plan.

This individual is charged with coordinating the Executive Vice President & Provost's agenda and may also function as a liaison with senior administrative officers, faculty, Professional & Administrative (P&A) personnel, Civil Service staff, student governance leaders, and multiple and diverse internal and external constituencies.

Responsibilities: (representative listing)

- Assist and serve the Executive Vice President & Provost (EVPP) in support of the full complement of executive responsibilities and commitments, including coordination of the EVPP's agenda.
- Function as a liaison with senior administrative officers, faculty, Professional & Administrative (P&A) personnel, Civil Service staff, student governance leaders, and multiple and diverse internal and external constituencies.
- Represent the EVPP as requested at University, community, state, and national forums.
- Help the EVPP plan and manage the annual agenda and calendar of executive commitments and responsibilities.
- Guide and coordinate development of the EVPP's annual work plan.

- Advise the EVPP on a wide variety of administrative and executive issues, including policy development; effective utilization of human, fiscal, and physical resources; and implementation of policies and procedures.
- Oversee management of the Office of the EVPP to ensure effective implementation of various directives and initiatives as well as professional and timely service to multiple and diverse constituencies, both internal and external.
- Supervise the office manager, communications specialist, and fiscal officer in the Office of the EVPP.

Qualifications:

- Must be a current University of Minnesota employee.
- Bachelor's degree required; advanced graduate or professional degree preferred.
- Excellent written and oral communication skills.
- Highly developed and practiced administrative, managerial, and organizational skills.
- At least three year's experience in responsible administrative positions.
- Demonstrated commitment to valuing and actively promoting diversity.
- Effective interpersonal skills to foster cooperative and constructive relationships among multiple and diverse constituencies and to encourage individual initiative, commitment, and accountability.
- Experience in facilitating group process (e.g., team building, problem solving, and conflict resolution).
- Substantial work experience in higher education, preferably in a university.

Appointment: The individual will be appointed as an academic administrator (P&A) in the "associate to" (9352) classification on an annually renewable basis. The start date for the position will be July 1, 1997, or as soon as possible thereafter. Salary is negotiated by the Executive Vice President & Provost and is commensurate with experience and qualifications.

Applications:

Applications will be accepted until _____, 1997. Applicants should submit a letter of application outlining their qualifications and providing names of references, a resume, and a few examples of their professional writing.

Please send applications to:

Associate to the Executive Vice President & Provost Search Committee
c/o _____

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

Proposal

Intercollegiate Partnerships in Biology

I. College of Biological Sciences and Medical School Departments and Reporting Structure

November 11, 1996

Preamble

It is proposed to organize basic biology presently affiliated with the College of Biological Sciences (CBS) and the Medical School into a departmental-based structure which, in terms of reporting, consists of three types of departments: 1) Medical School departments, 2) CBS departments, and 3) University-wide, core departments that reside in both the Medical School and CBS. The criteria for discipline-based core departments follow. First, the disciplines included are fundamental. Each of these departments will offer undergraduate and graduate degrees. These disciplines are recognized nationally as the cornerstones and as the driving force for research in many other areas of biology, agriculture, environmental sciences, natural resources and the health sciences. Thus, in order for the University of Minnesota to advance in any of these areas, it is imperative that the fundamental disciplines be outstanding.

Second, the list of fields included recognizes that an institution can advance a given discipline if and only if a critical mass of faculty share a focus in that discipline. In spite of our size, the University of Minnesota does not have faculty clustered into the critical masses necessary to sustain important, contemporary areas in fundamental biology. A critical mass of accomplished faculty in a given discipline is able to attract the best students and offer nationally competitive degrees at the undergraduate and graduate levels of instruction. Disciplines at the University of Minnesota that are not within striking distance of such a level of achievement should not be sustained as free-standing departments. However, service-level instruction will continue to be needed from these disciplines, but the manner of delivery of such instruction will be from a source other than a discipline-based department.

Assumptions Regarding Reporting and Leadership of University-Wide Departments in Core Disciplines in Biology, and Space

Faculty who can contribute to the core disciplines in biology are scattered and fragmented by present structure. As a step toward resolving this flaw, University-Wide departments in selected core disciplines will be created. Some will be created by the merger of two or more existing departments, whereas others will be created *de novo*. The disciplinary base of these new departments should be obvious and distinct. Duplication of expertise found in other disciplines and departments should be avoided. This document focuses for the most part on those departments that will be created by the actions of the Medical School and the College of Biological Sciences. These newly created departments will report to the Deans of CBS and the Medical School.

Heads of these newly created departments will need to possess leadership characteristics different than what may have been previously expected. Heads of core departments must understand the University-wide mission of their units and be prepared to report to both the CBS and Medical School Deans. Thus, it is expected that heads of these core departments will devote a substantial amount of time to administrative duties. Their performance evaluations and compensation will take this into account. Thus, leaders of these newly created departments should be sought for their scientific judgment, vision across the breadth of their discipline and ability to promote cooperation between the disciplines of the unit, and with units in the Medical School, AHC, COAFES and CNR. Indeed, a mission for each these newly created departments is to be truly university-wide, in part by demonstrating their ability to be a resource for the entire university.

Two groups will serve important advisory roles to the Provosts. The Deans who comprise the Biological Sciences Policy Council will oversee administrative matters. An elected committee (University-wide) of senior faculty (Executive Faculty Council) will oversee scientific matters.

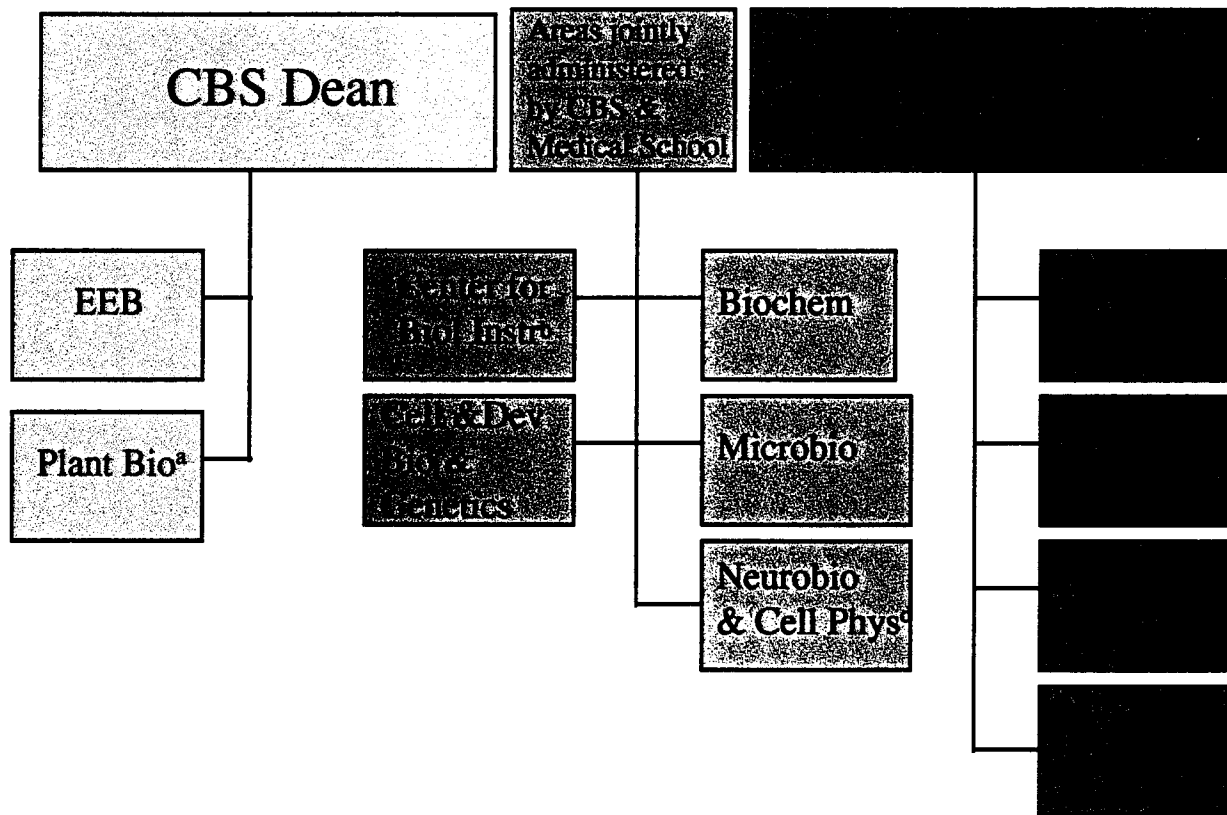
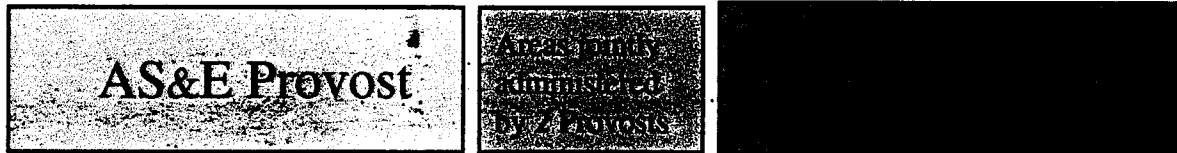
Ideally, the faculty that comprise a department should occupy office and research space in proximity to one another. However, it must be recognized that for many reasons this will not be possible for all of the Core Biology Departments. In fact, it is anticipated that the Minnesota Ideal for some units will be to have faculty located in both St. Paul and Minneapolis.

Footnotes

- a) Plant Biology will continue joint reporting to the Deans of CBS & COAFES
- b) Biology Instruction (Faculty and P&A whose focus is on pedagogy and outreach)
- Instruction in areas lacking discipline-based departments (e.g. Gross Anatomy, Physiology, Taxonomy)
 - Instructional Services (multi-media assistance, Instructional Labs, etc)
 - Administration of Master Professors Program (Teaching for the Fundamentals of Biology series)
 - Administration for Undergraduate Major in Biology (distinct from undergraduate majors in the core disciplines)
 - Administration of Professional Master's programs in Biology
Research in pedagogy of biology education
- c) Genetics/Development: Placement of these two disciplines into a single department is scientifically warranted both generally and at the U of M. However, members of these disciplines need to provide their input.
- d) Neuroscience: Scientifically justified, and further justified and supported by responses to questionnaire by the faculty. Placement in the core is contingent upon undergraduate major (which has been proposed and awaits final approval by the EPC of CBS).
- e) Pharmacology: Refer to comments concerning departmental distinctiveness (page 1).
- f) Immunology: At this time it is unclear what is optimal, i.e.. remain as multi-departmental center or become a department. In either case, it is viewed as a Medical School/AHC enterprise. However, members of this discipline need to provide their input.
- g) Human Genetics: At this time it is unclear what is optimal, i.e.. remain as multi-departmental center or become a department. In either case, it is viewed as a Med School/AHC enterprise. However, members of this discipline need to provide their input.
- h) Research Administration: These are units that will administer grants and provide general secretarial support for groups of investigators that may be larger than a single department.
- i) Core functions of the biological Graduate Programs should be merged and simplified. In addition, responsibility for discipline-based graduate training should be aligned with departmental resources.

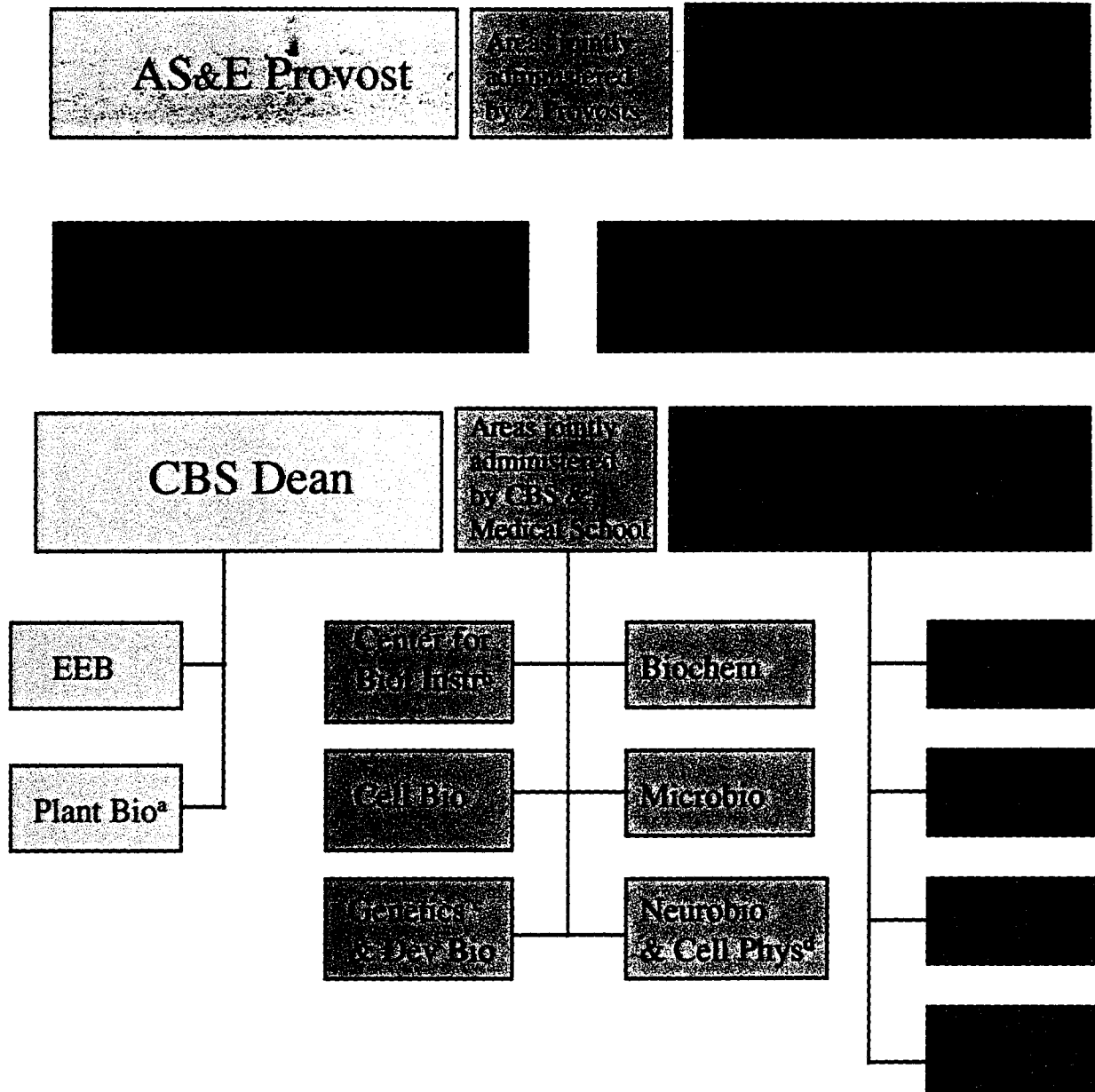
Intercollegiate Partnerships in Biology

Part I.A. of III. CBS and Medical School



Intercollegiate Partnerships in Biology

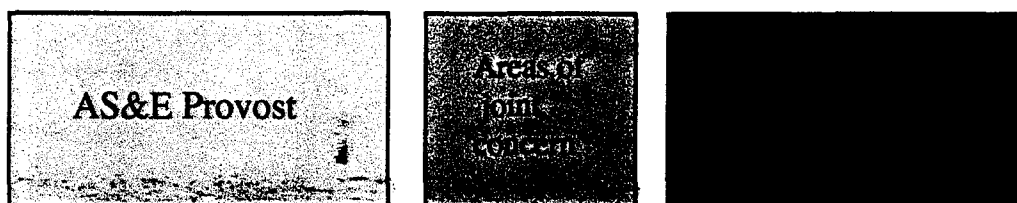
Part I. of III. CBS and Medical School



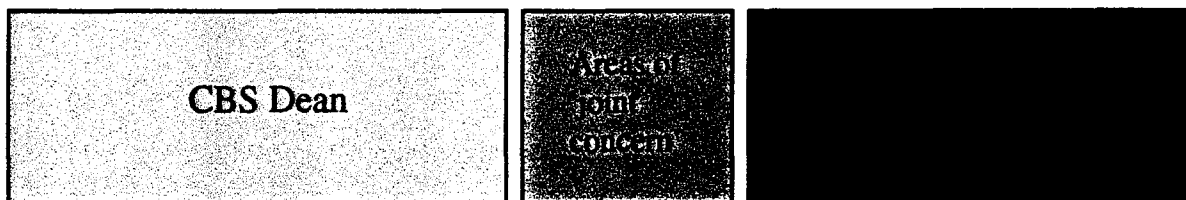
Intercollegiate Partnerships in Biology

Part III. of III. CBS and CNR

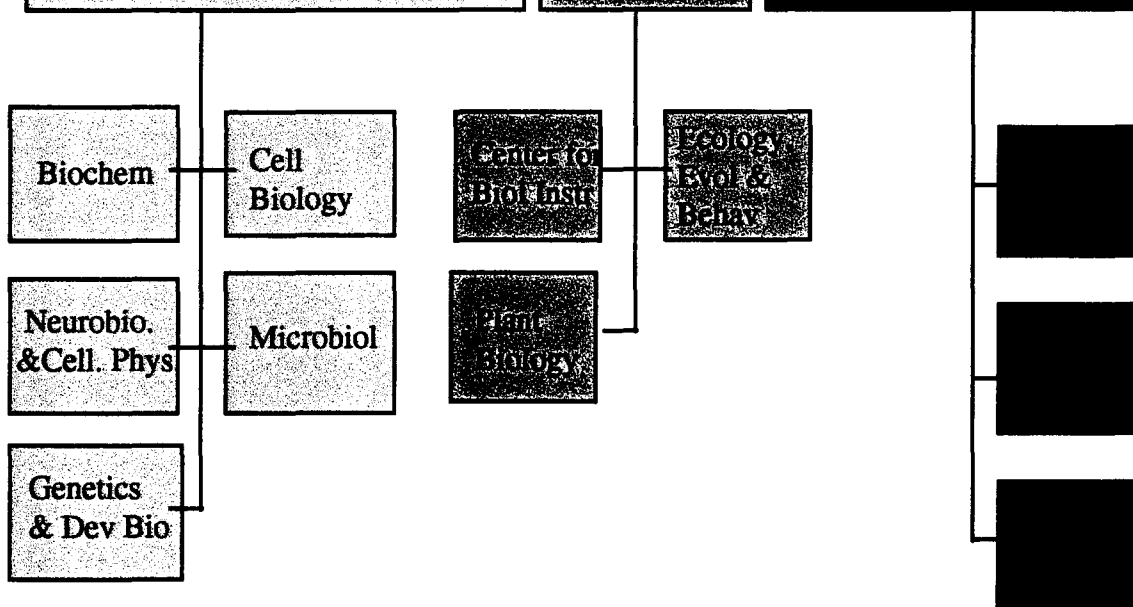
Example Only*



Professional Studies Program



College Natural Resources

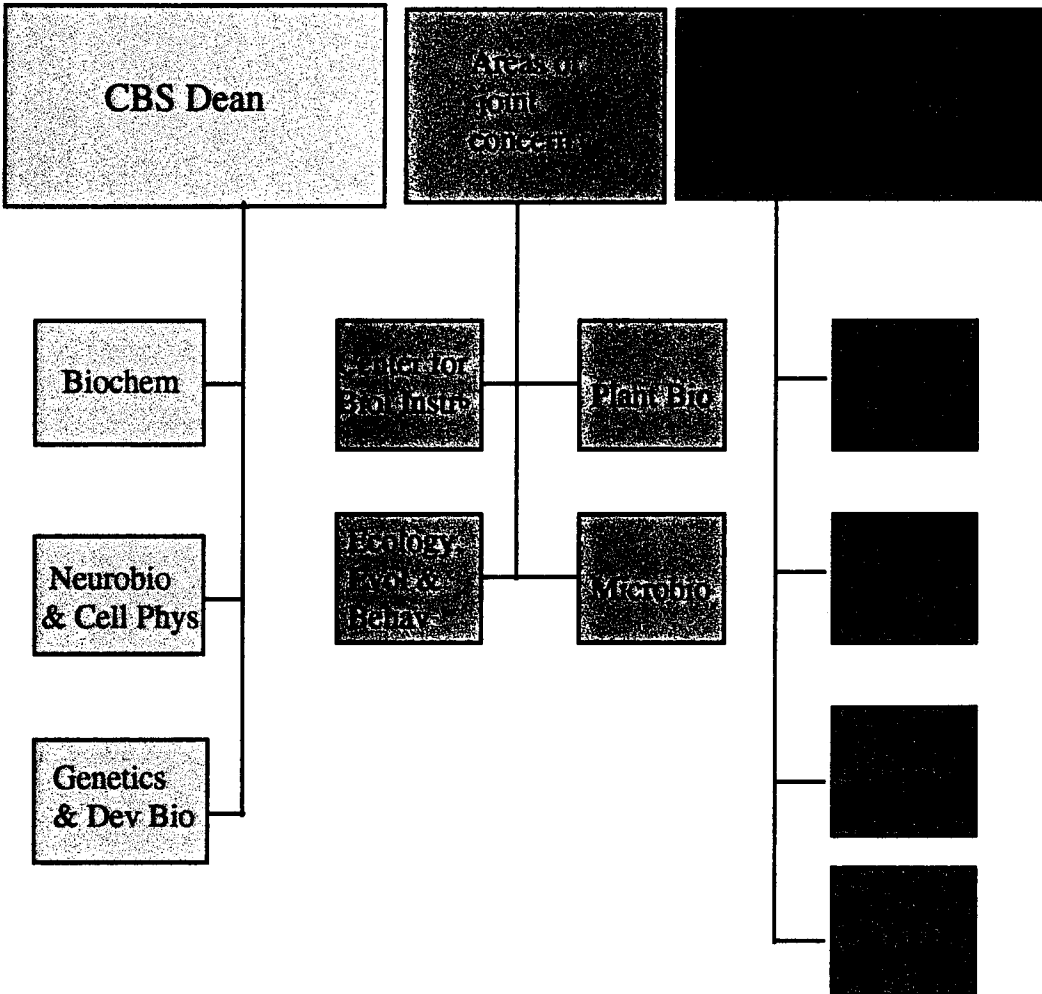
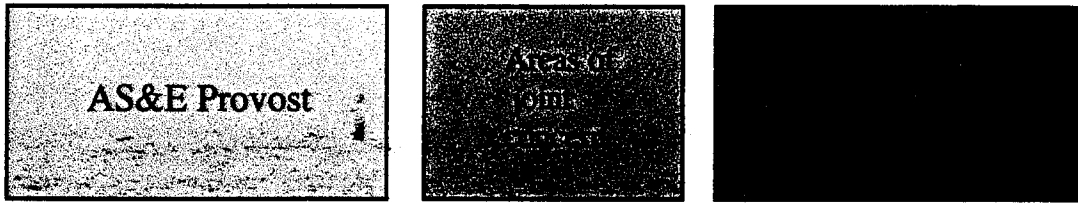


*Not Discussed by BSPC
12/12/96

Intercollegiate Partnerships in Biology

Part II. of III. CBS and COAFES

Example Only*



*Not Discussed by BSPC
12/12/96

UNIVERSITY OF MINNESOTA

Restructuring Central Administration

Presentation to Board of Regents
July 8, 1994

UNIVERSITY OF MINNESOTA

Action Requested

- The establishment of two provostial units in the Twin Cities in addition to that of the Academic Health Center
- The establishment of a new position of Vice President for Outreach
- Certain redefinitions of other aspects of central administration

UNIVERSITY OF MINNESOTA

Principles

- Assigning explicit decision-making authority and accountability to Provosts as executives of three major entities on the Twin Cities campus
- Assigning explicit responsibilities to system officers providing staff support to the President
- Separating system and campus responsibilities (a long standing issue)
- Separating staff and line responsibilities
- Providing clear reporting and consulting lines
- Assigning manageable spans of responsibility
- Flattening and decentralizing the organization with minimal layers between faculty and key decision makers

Models Considered

- Two Provost model: Provost for Academic Health Center and Provost for the Twin Cities campus
- Three Provost model: Provost for Academic Health Center and Provost for Arts, Sciences, and Professional Studies/Minneapolis campus and Provost for Agricultural, Biological, and Environmental Sciences/St. Paul campus
- Three Provost model: Provost for Academic Health Center and Provost for Basic and Applied (non-Health Science) Natural Sciences and Provost for Basic and Applied Social and Behavioral Sciences with Arts and Humanities

Models Considered (continued)

- Three Provost model: Provost for Academic Health Center and Provost for Arts, Sciences, and Engineering and Provost for Professional Studies (with the Institute of Agriculture, Natural Resources and Human Ecology)
- Four Provost model: Provost for Academic Health Center and Provost for Arts, Sciences, and Engineering and Provost for Professional Studies and Provost for Agriculture, Natural Resources and Human Ecology

Three Provost Model

- Provides a manageable span of activity for the President in his/her capacity of Chancellor of the Twin Cities campus as a whole
- Provides a manageable span of activity for each Provost
- Makes possible a desirable degree of homogeneity within the provostial areas
- Does not proliferate administrative structures beyond a desirable minimum, while making possible hands-on participation by the Provost in joint academic and budgetary planning with the Deans, and an appropriate degree of oversight and evaluation

UNIVERSITY OF MINNESOTA

Major Factors in Selecting Colleges for Provostial Clusters

- Establishing clusters of activities which lend themselves to setting major academic and financial priorities within a provostial area—while recognizing that similar priorities also must be set centrally and across campuses and provostial areas
- Uniting and strengthening the arts and sciences core of the University
- Linking professional schools with each other in regard to research, teaching, and outreach
- Establishing provostial clusters of activities that are somewhat equal in size and complexity of administration
- Centralizing certain delivery systems that draw on the University's academic resources across collegiate, provostial, and campus lines, such as UC/CEE
- Maintaining geographical proximity among units in a provostial area

The Academic Health Center

- Dentistry
- Duluth Medical School
- Medical School
- Nursing
- Pharmacy
- Public Health
- UM Health System
- Veterinary Medicine

UNIVERSITY OF MINNESOTA

Arts, Sciences and Engineering

- College of Biological Sciences
- College of Liberal Arts
- General College
- Institute of Technology

This cluster thus represents the arts and sciences core of the University, and actually attempts to restore in a new format the unity once represented by the College of Science, Literature, and Arts (SLA).

Arrangements should be made for linking Engineering in IT also with the Professional Studies cluster. Similar linkages may be appropriate for such professional programs in CLA as Journalism and Mass Communication and Communication Disorders (also with the Academic Health Center.)

UNIVERSITY OF MINNESOTA

Professional Studies

- Architecture and Landscape Architecture
- Carlson School of Management
- Education
- Hubert H. Humphrey Institute of Public Affairs
- Law School

- Agriculture
- Natural Resources
- Human Ecology
- Minnesota Extension Service
- Agricultural Experiment Station

*Forming the Institute
of Agriculture, Natural
Resources, and Human
Ecology*

Why Institute Is Not Suitable As Separate Provostial Area

- The unit would be significantly smaller than the other two provostial areas, a possible scenario for marginalization in the future
 - 8.4% of the Twin Cities campus students would be in this area, 13.6% of the faculty, and 9.1% of the budget, with the MES included

Why Institute Is Suitable As Part Of Professional Studies

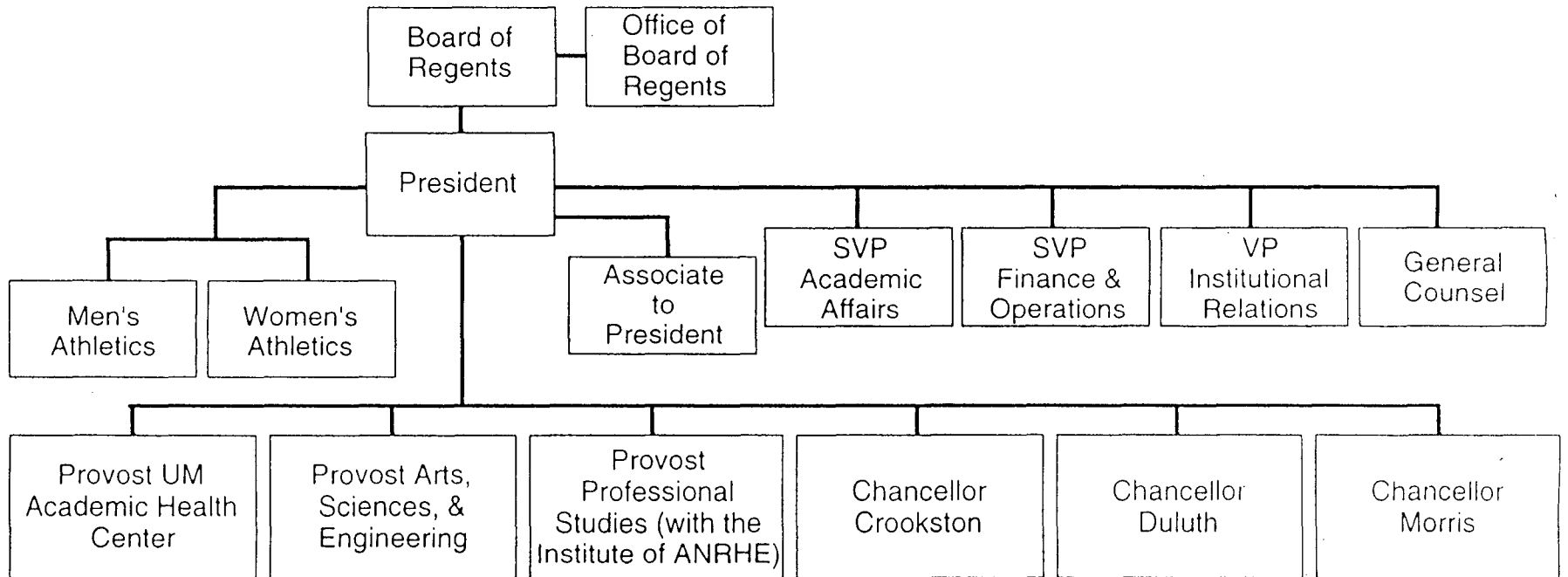
- The programs in the Institute are professional programs and thus share such functions with CSOM, HHH, Law, Education, and CALA as:
 - close relations with well-defined professional and alumni groups and with agriculture, business, and agencies
 - the need to continuously assess both research and teaching agendas to meet changing societal demands
 - external, professional accreditation requirements
 - terminal professional degrees
 - tuition and financial aid structures
 - strong outreach activities which are, and must be, coordinated and use common infrastructures, such as UC/CEE and the MES
 - overlapping research and teaching agendas

Overlapping Research and Teaching Agendas

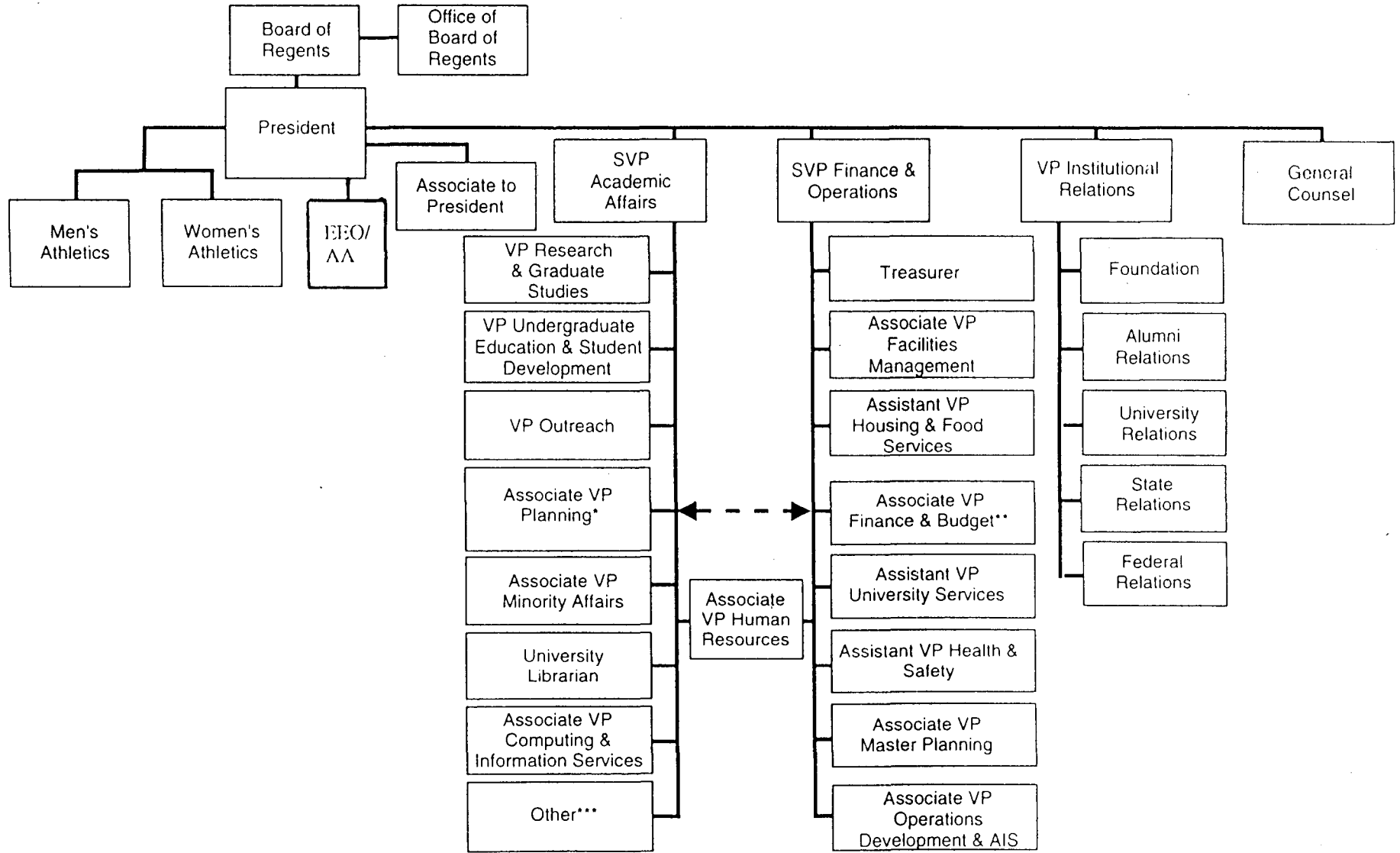
- The professional programs drawing traditionally on the physical sciences and technology are increasingly drawing on the social sciences (e.g., in regard to the regulatory and political issues that affect agriculture, natural resources, and the environment)
- The professional programs drawing traditionally on the social sciences are increasingly addressing issues that involve the health sciences and technology (e.g., in regard to public policy and management of health care and technology). (My earlier use of the term “environmental sciences” has in itself engendered an intense debate showing that units ranging from Natural Resources to the HHH Institute, from Engineering to Human Ecology claim this term.)

PROPOSED ORGANIZATION

PROPOSED ORGANIZATION FOR CENTRAL ADMINISTRATION

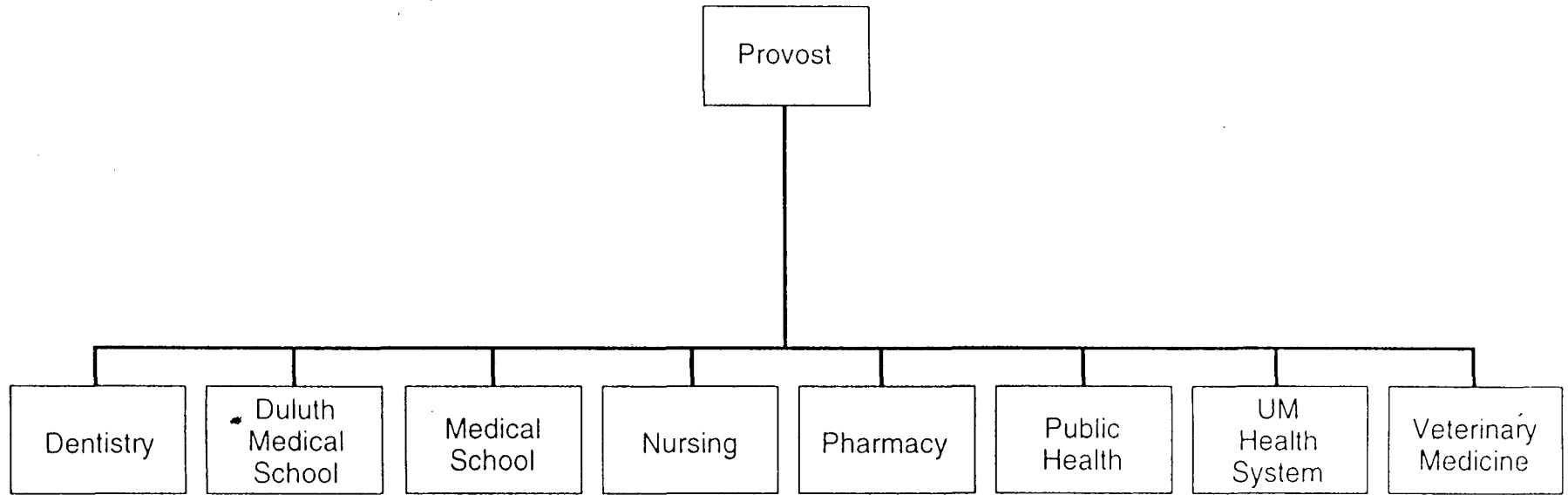


DETAILED ORGANIZATION FOR SYSTEM ADMINISTRATION



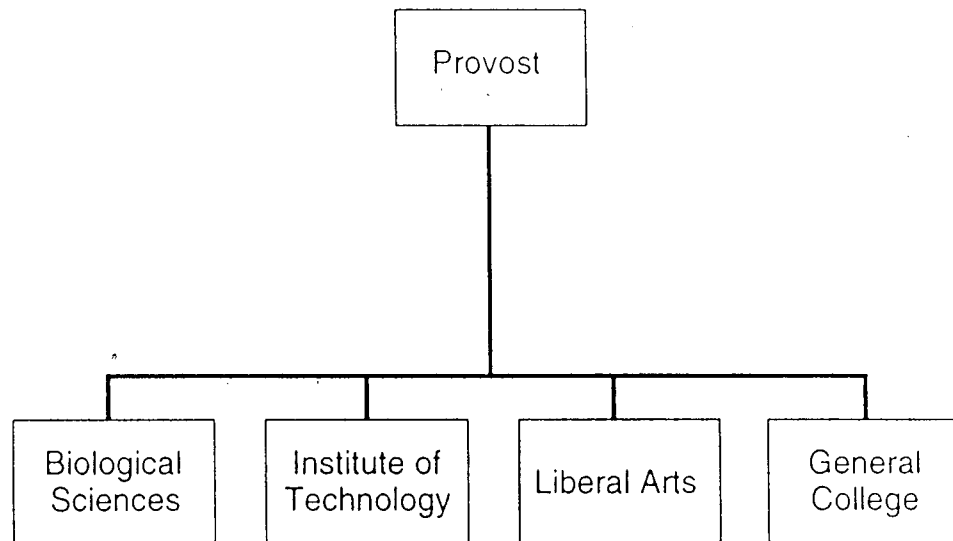
* Includes MPIS. ** Includes Controller. *** Other includes Directors Art Museum, International Education, Concerts and Lectures

PROVOST ACADEMIC HEALTH CENTER



* Likely to include an assistant academic officer and other staff; Provost will design his/her administrative staff

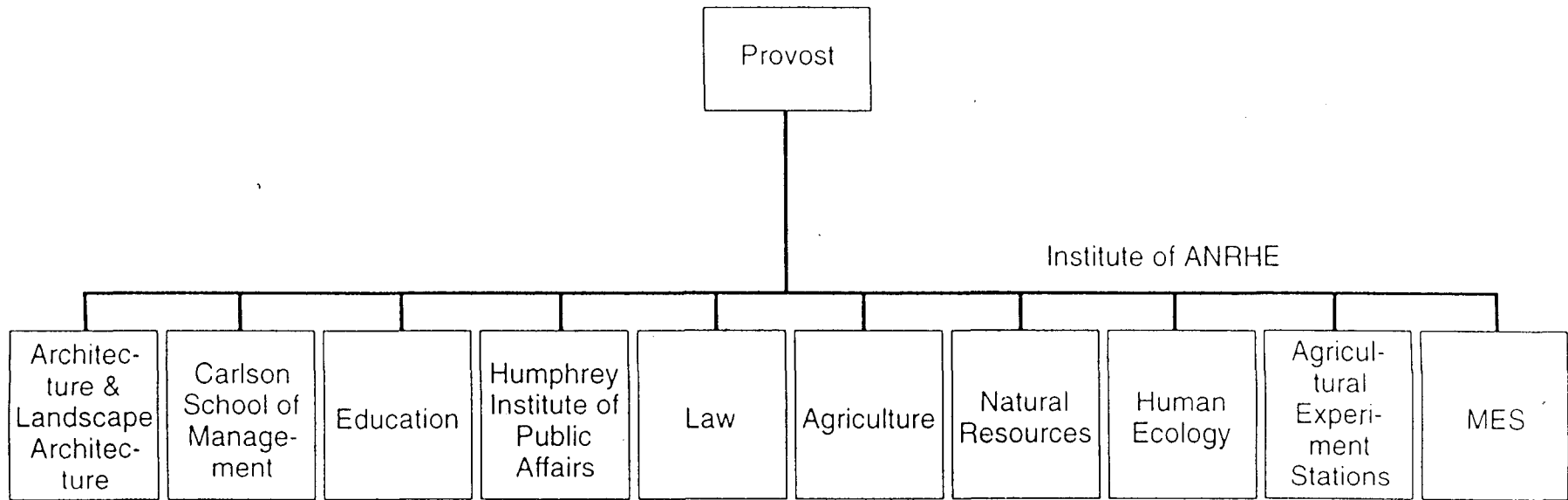
PROVOST ARTS, SCIENCES, AND ENGINEERING



* Likely to include an assistant academic officer and other staff; Provost will design his/her administrative staff

PROVOST PROFESSIONAL STUDIES

With the Institute of Agriculture, Natural Resources, and Human Ecology



* Likely to include an assistant academic officer and other staff; Provost will design his/her administrative staff

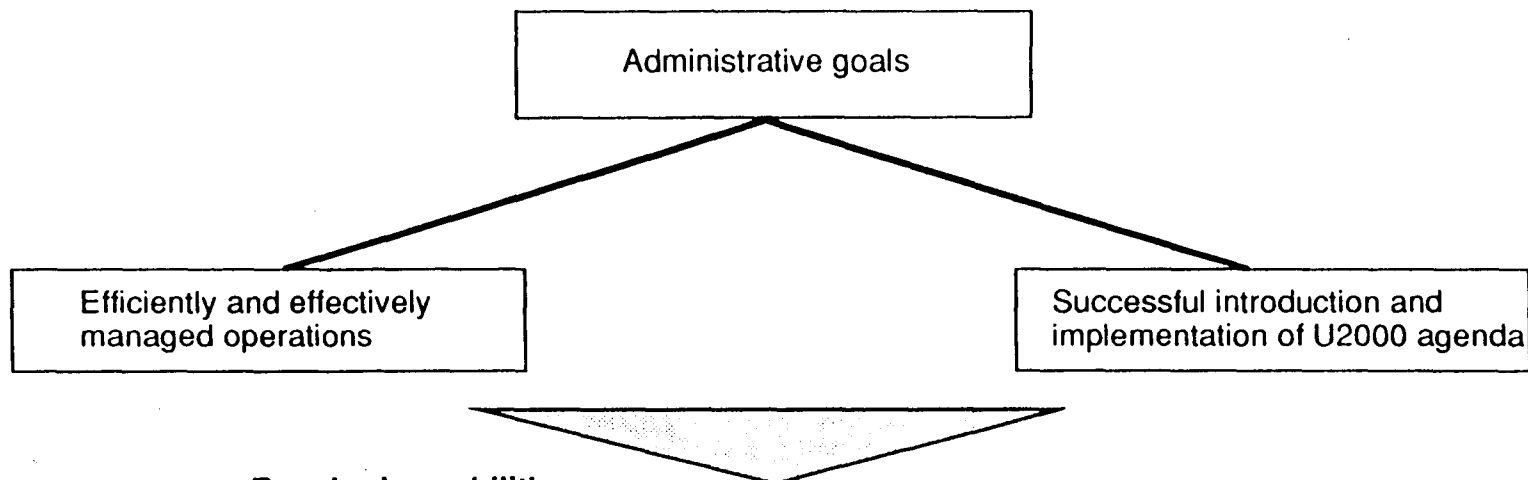
**RECOMMENDATIONS ON ORGANIZATIONAL
STRUCTURE FOR CENTRAL ADMINISTRATION**

**NILS HASSELMO, PRESIDENT
UNIVERSITY OF MINNESOTA**

September 9, 1994

RATIONALE FOR ORGANIZATION CHANGE

ADMINISTRATIVE GOALS FOR THE U OF M



Required capabilities

- Identify and develop detailed initiatives that support overall U2000 vision
- Communicate effectively with the University community and stakeholders
- Identify and motivate project leaders/champions and confidently delegate responsibility
- Make effective and efficient decisions
- Take responsibility for timely execution of decisions
- Monitor expectations and progress with accountability for results
- Work effectively across units, departments, and colleges

KEY STEPS TO ACHIEVE ADMINISTRATIVE GOALS

Current administrative situation

- Cumbersome organization structure with unclear roles
- Organization lacks key skills
- Critical leadership roles under-emphasized

Key steps to achieve goals

- **Create simple organization structure**
 - Clear reporting lines
 - Clear lines of consultation with governance system
 - Well-defined responsibilities
 - Explicit decision making authority
 - Minimal layers between faculty and key decision makers
- **Appoint strong leaders to key positions**
- **Develop key administrative capabilities**
 - Decision making
 - Decision implementation
 - Delegation
 - Meeting management

Administrative goals

- Effectively and efficiently managed operations
- Successful introduction and implementation of U2000 agenda

STEPS IN PROCESS OF REORGANIZATION

	Timing
1. Establishment of principles of reorganization – with special attention to Health Sciences	Fall, 1993
2. Establishment of position of Provost, Academic Health Center	12/93
3. Recruitment of Provost, Academic Health Center	1/94-5/94
4. Review of principles – with special attention to the Twin Cities Campus outside of Health Sciences; consultation through outside consultant and by other means	Spring, 1994
5. Evaluation of a) number of Provosts needed, b) clustering of units among Provosts, and c) positions needed in system administration, including new Vice President for Outreach; consultation with Cabinet, governance groups and Deans	3/94-9/94
6. Interim appointments made on vacant positions of Vice President for Research and Vice President for Student Development	7/94

STEPS IN PROCESS OF REORGANIZATION (continued)

- | | | |
|-----|--|------------|
| 7. | Transition Task Force review of a) function, organization, and staffing of system and provostial offices, and b) relationship between system and provostial offices | 6/94-10/94 |
| 8. | Establishment of positions of Provosts for Arts, Sciences, and Engineering, and Professional Studies | 9/94 |
| 9. | Establishment of position of Vice President for Outreach | 9/94 |
| 10. | Searches for new Provosts' positions and appointment of Provosts | 9/94-12/94 |
| 11. | Interim appointment of Vice President for Outreach | 12/94 |
| 12. | Restructuring of system and provostial offices per recommendations of Transition Task Force, including the organization of the functions of research administration, student development, and outreach | 10/94-6/95 |
| 13. | Searches for regular appointments of Vice Presidents as required | 4/95-7/95 |
| 14. | Completion of reorganization | 7/95 |

CREATE SIMPLE ORGANIZATION STRUCTURE

- Separate system and campus responsibilities by:
 - assigning explicit decision-making authority and accountability to Provosts and Chancellors as executives of three major entities in the Twin Cities and the three coordinate campuses.
 - assigning explicit responsibilities to system officers providing staff support to the President.

CREATE SIMPLE ORGANIZATION STRUCTURE

- Flatten and decentralize the organization with minimal layers between faculty and key decision makers by:
 - having Provosts and Chancellors report directly to the President
 - delegating to Provosts and Chancellors primary responsibility and accountability for developing and recommending to the President academic and financial priorities within their respective provostial areas and campuses.
 - having system officers support the President in a) developing academic and financial priorities among provostial areas, campuses and major non-academic units, and, on the basis of the recommendations of Provosts and Chancellors, among colleges, and b) developing and managing academic and financial decision-making processes for the system.

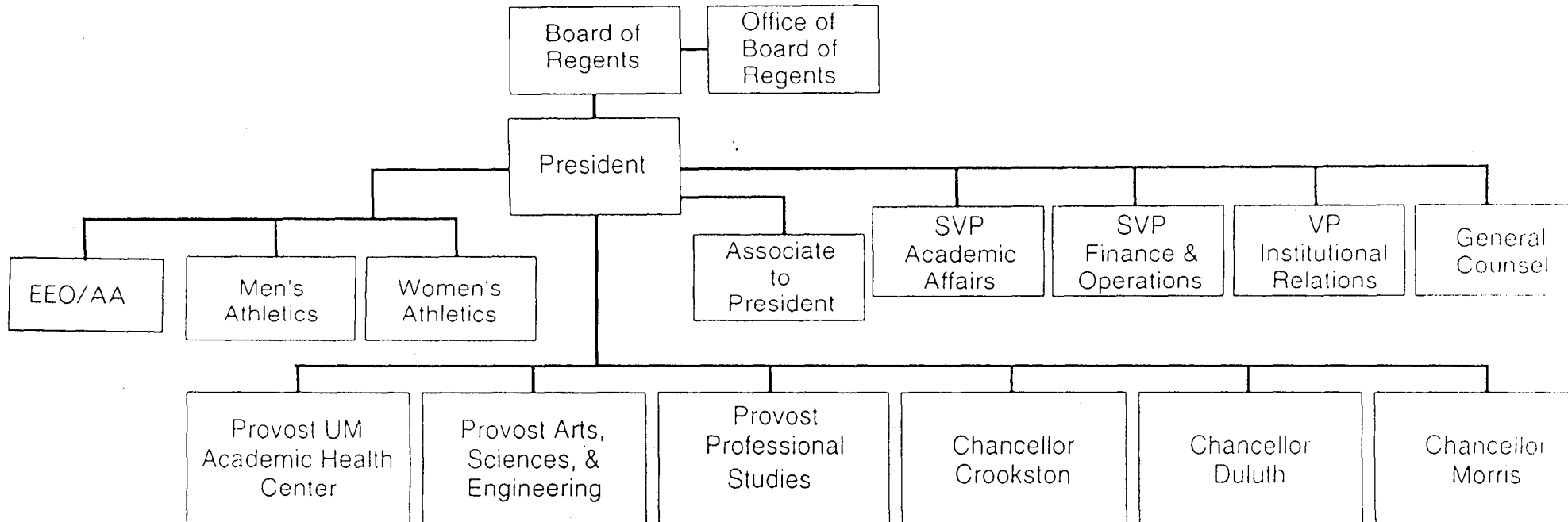
CREATE SIMPLE ORGANIZATION STRUCTURE

- Clarify major consulting relationships between the faculty, staff, and student governance systems and
 - the President and system officers
 - each Provost and Provost's staff
 - each Dean and Dean's staff

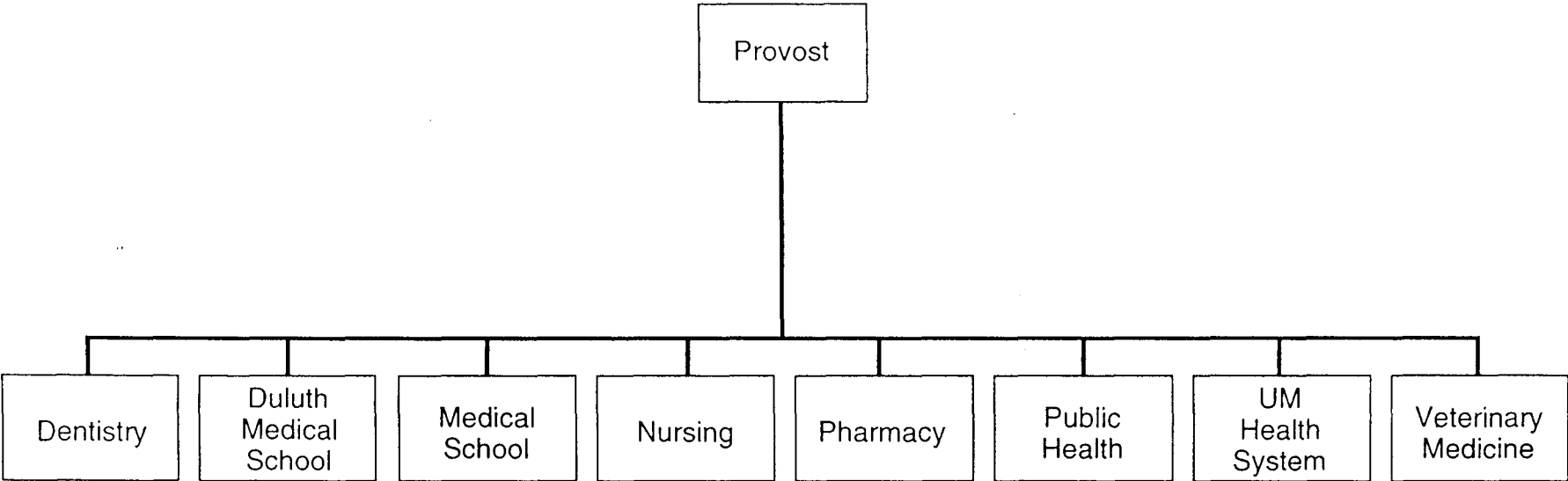
WHY THREE PROVOSTS

- Provides a manageable span of activity for the President in his/her capacity of Chancellor of the Twin Cities Campus as a whole
- Provides a manageable span of activity for each Provost
- Makes possible a desirable degree of homogeneity within the provostial areas
- Does not proliferate administrative structures beyond a desirable minimum, while making possible hands-on participation by the Provost in joint academic and budgetary planning with the Deans, and an appropriate degree of oversight and evaluation

PROPOSED ORGANIZATION FOR CENTRAL ADMINISTRATION

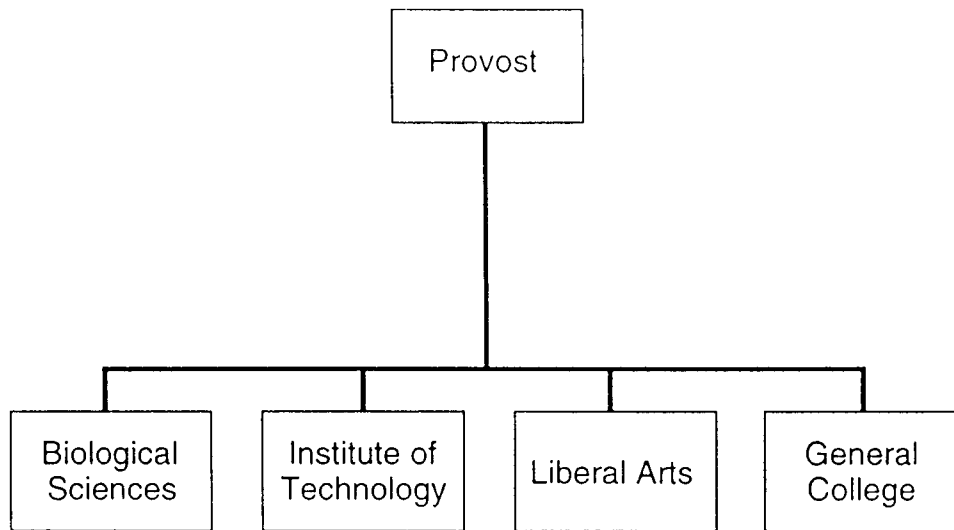


PROVOST ACADEMIC HEALTH CENTER



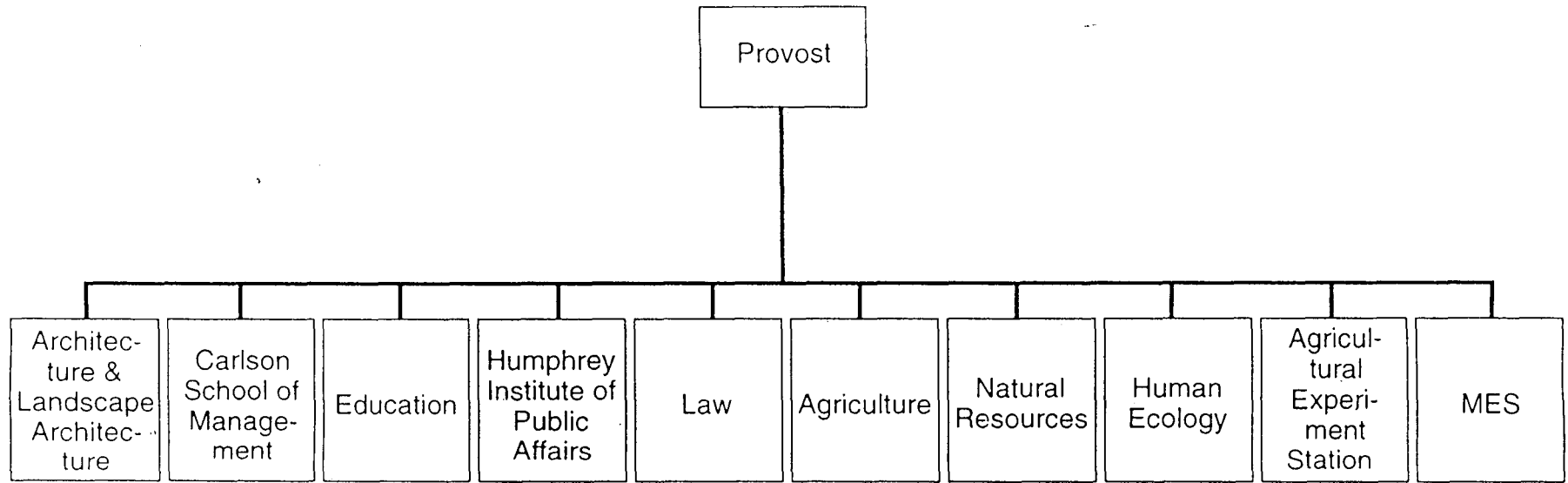
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PROVOST ARTS, SCIENCES, AND ENGINEERING



* Likely to include an assistant academic officer and other staff; Provost will design his/her administrative staff

PROVOST PROFESSIONAL STUDIES



* Likely to include an assistant academic officer and other staff; Provost will design his/her administrative staff

MATRIX MANAGEMENT IS NECESSARY

- Vertical line structures (direct reporting relationships) must be supplemented by horizontal interdisciplinary structures for needed integration and cooperation
- Proposed organization has appropriate direct reporting relationships
 - recognizing existing working relationships among, on the one hand, the Arts and Sciences (and their Deans) and, on the other, the Professional Schools (and their Deans – who have met informally for a number of years)
 - establishing clusters of activities which lend themselves to setting major academic and financial priorities within a provostial area – while recognizing that similar priorities also must be set across campuses and provostial areas
 - uniting and strengthening the arts and sciences core of the University
 - linking professional and career-oriented programs with each other in regard to research, teaching, and outreach

MATRIX MANAGEMENT IS NECESSARY

- Vertical line structures (direct reporting relationships) must be supplemented by horizontal interdisciplinary structures for needed integration and cooperation
- Proposed organization makes possible a variety of interdisciplinary relationships
 - linking Engineering in the Institute of Technology to the Provost for Professional Studies through a dotted line relationship
 - maintaining existing cross-college relationships such as those among Agriculture, Biological Sciences, and the Basic Medical Sciences, and between Agriculture and Veterinary Medicine
 - requiring Provosts to initiate and support new cross-college relationships as appropriate
 - requiring Provosts to review such relationships on a regular basis to ensure their effectiveness (and discontinue ineffective relationships)

ADVANTAGES OF THE PROPOSED PROFESSIONAL STUDIES ORGANIZATION

- It builds on an existing informal grouping of professional school deans which includes the Deans of Agriculture, Natural Resources, and Human Ecology
- It links units that do applied research
- It links units that do directly career-oriented education
- It links units that are responsible for the great bulk of the University's outreach
- It links units that are, and must be, especially sensitive to the changing needs of society
- It links units that separately and jointly address, and must address, the many problems facing society
- It links units that have, and must have, especially close working relationships with external constituencies

THE PROPOSED PROFESSIONAL STUDIES ORGANIZATION FROM THE PERSPECTIVE OF AGRICULTURE AND RURAL MINNESOTA

- It links units that provide a broad range of professional competencies needed to address issues in agriculture and rural Minnesota
 - agricultural production
 - agricultural economics
 - economic development
 - business management
 - environmental policy and management
 - environmental design
 - local and regional planning and public policy
 - human services
 - education

- It links the MES with these professional competencies, making it easier for the MES to get access to the results of applied research and professionals in all these areas.

- It makes it clear that all of the University's professional competencies must be brought to bear on issues facing agriculture and rural Minnesota. (For example, the Council on Rural Economic Development that I established three years ago has been chaired by Ed Schuh, Dean of the Humphrey Institute.)

APPOINT STRONG LEADERS TO KEY POSITIONS

	<u>Proposed Changes</u>	<u>Proposed Action</u>
• System officers		
– Senior Vice President, Academic Affairs	TC Provost duties transferred to the new Provosts	Confirm incumbent (Infante)
– Senior Vice President, Finance and Operations	Some decentralization of functions to Provosts ¹	Confirm incumbent (Erickson)
– Vice President, Institutional Relations	No change	Confirm incumbent (George)
– General Counsel	No change	Confirm incumbent (Rotenberg)
– Associate to the President	No change	Confirm incumbent (Bognanno)

¹ Transition Task Force is defining system and provostial responsibilities

APPOINT STRONG LEADERS TO KEY POSITIONS (continued)

• System officers (continued)	<u>Proposed Changes</u>	<u>Proposed Action</u>
– Vice President, Research and Graduate Studies	Some decentralization to the new Provosts ¹	Extend current interim appointment to 7/1/95 ²
– Vice President, Undergraduate Education and Student Development	Some decentralization to the new Provosts ¹	Extend current interim appointment to 7/1/95 ²
– Vice President, Outreach	New position to head University-wide planning and coordinate implementation of outreach	Make interim appointment by 12/94 ²

¹ Transition Task Force is defining system and provostial responsibilities.

² Evaluate role(s) by 7/1/95 in light of experience gained, and before regular appointment is made.

APPOINT STRONG LEADERS TO KEY POSITIONS (continued)

	<u>Proposed Changes</u>	<u>Proposed Action</u>
• Provosts		
– Provost, Academic Health Center	None (position approved by Board of Regents 12/93)	Filled 9/1/94 by Dr. William Brody
– Provost, Arts, Sciences, and Engineering	New position; replaces VP, ASE	Initiate search 9/9/94 – fill by 12/94
– Provost, Professional Studies	New position; replaces VP, AFHE	Initiate search 9/9/94 – fill by 12/94

DEVELOP KEY ADMINISTRATIVE CAPABILITIES

	<u>Timing</u>
• Revision of job description for central officers	5/94 ongoing
• A review of time/calendar management for President and Senior Vice President for Academic Affairs	Winter/Spring 1994
• Review and restructuring of interaction among central officers	Summer 1994
• Scheduling of retreats with President's Cabinet and Deans	7/94 9/94 ongoing
• Team building project for central officers	7/94-12/94
• Continuous improvement projects	1992 ongoing

UNIVERSITY OF MINNESOTA

**Administrative Roles,
Responsibilities
and Requirements
at the University
of Minnesota**

July 12, 1995.

Contents

(in alphabetical order)

Data Collection, Management, and Analysis

Environment, Health and Safety

Financial Management

Instruction

Management of Human Resources

Management of Information Technology

Management of Institutional Relations

Management of Minority Affairs and Diversity Issues

Management of Outreach Activities

Management of Student Affairs

Management of University Facilities

Office of the General Counsel

Research, Scholarship, and Management of Sponsored
Programs

Resource Allocation

Strategic Planning

Function:*
Data Collection, Management, and Analysis
Roles, Responsibilities, and Requirements
President/Central, Provost/Chancellor, College/Administrative Units, Departments

These tables attempt to clarify the interrelationships among various line administrative functions in the University of Minnesota. In the broadest sense, the role of the President in all of these areas is to clearly state to the University and to external communities the importance of research, teaching, and outreach at the University of Minnesota, and to assure that the University develops effective ways to judge outcomes in these areas. The role of the chancellors and provosts is to advise and consult with the President and to communicate clearly with the deans about institutional goals and priorities. All administrative officers are responsible for effective leadership and management of their units, and for supporting and promoting the stated vision and mission of the University.

Approved by President Hasselmo

July 12, 1995

* Note: This document represents a delegation of responsibility surrounding the function of data collection, management, and analysis as part of University operations. It does not signify the responsibilities within any particular office.

FUNCTION: DATA COLLECTION, MANAGEMENT, AND ANALYSIS—ROLES, RESPONSIBILITIES, & REQUIREMENTS

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<u>PRESIDENT/CENTRAL</u>	<u>PROVOST/CHANCELLOR*</u>	<u>COLLEGE/ADMINISTRATIVE UNITS*</u>	<u>DEPARTMENTS**</u>
<u>POLICY DEVELOPMENT</u>			
<ul style="list-style-type: none"> • Define, prescribe, and modify data definitions for annual planning, budgeting, and evaluation process. • Analyze data and recommend alternatives for issues raised in annual planning, budgeting, and evaluation process. • Review impact of ad hoc fiscal and policy issues and recommend action. • Establish time frames for data collection and analysis. • Establish a process and responsibility for environmental scanning. Identify, publicize, and communicate emerging issues. • Design and maintain analytic and predictive models, and provide analysis and recommendations. • Develop and maintain database on tuition and fees experience, headcount, and full year equivalent enrollment. 	<ul style="list-style-type: none"> • Provide assistance and guidance in specifying data and information. • Advise on issue analysis and impact of alternatives. • Advise on ad hoc fiscal and policy issues. • N/A • Monitor the environment and identify and inform Central of emerging issues. • Advise on changes in enrollment and student choices, provide analysis and recommendations, and assist in enrollment modeling and forecasting. • Review data and provide input on statistics when necessary. 	<ul style="list-style-type: none"> • Provide assistance and guidance in specifying data and information. • Provide assistance and guidance in issue analysis. • Provide assistance in issues analysis. • N/A • Inform Provost/Chancellor of emerging issues. • Advise on changes in enrollment and student choices, provide analysis and recommendations, and assist in enrollment modeling and forecasting. • Review data and provide input on statistics when necessary. 	<ul style="list-style-type: none"> • Provide assistance and guidance in specifying data and information. • Provide assistance and guidance in issue analysis. • Provide assistance in issues analysis. • N/A • Inform college/administrative unit of emerging issues. • Advise on changes in enrollment and student choices, provide analysis and recommendations, and assist in enrollment modeling and forecasting. • Review data and provide input on statistics when necessary.

* Not all administrative units report directly to Provosts/Chancellors, for example CEE/UC, University Libraries, Graduate School.

**"Departments" includes activities of faculty and staff. In colleges where there are no departments, the college must fulfill the department's responsibilities.

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PRESIDENT/CENTRAL

PROVOST/CHANCELLOR*

COLLEGE/ADMINISTRATIVE UNITS*

DEPARTMENTS**

EVALUATION AND INSTITUTIONAL PERFORMANCE

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none">• Approve Provost/Chancellor and college level critical measures and maintain data.• Define, prescribe, and modify data for academic and support unit program review. | <ul style="list-style-type: none">• Define and recommend to Central campus, college, and unit level critical measures, and report on progress.• Recommend and advise on modifications of academic program, review data specifications to meet management requirements. | <ul style="list-style-type: none">• Define and recommend campus, college, and unit critical measures, and report on progress.• Recommend modification of academic program, review data specifications, and assist in providing data. | <ul style="list-style-type: none">• Provide information relative to unit level critical measures.• Recommend modification of academic program, review data specifications, and assist in providing data. |
|--|---|---|---|

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PRESIDENT/CENTRAL	PROVOST/CHANCELLOR*	COLLEGE/ADMINISTRATIVE UNITS*	DEPARTMENTS**
REPORTING			
<ul style="list-style-type: none"> • Prescribe uniform fiscal, student, and faculty demographic enrollment and physical facility data definitions. • Prepare institution-wide reports according to federal and state requirements, and publish the following reports as required: Instructional Cost Study, Instructional Profit and Loss, Condensed Planning Data-Academic Units, Historical and Projected Schedule of Headcount, Full Year Equivalent Enrollment, Enrollment Management Program, and NCES (National Center of Education Statistics) and IPEDS (Integrated Post Secondary Education Data Systems) reports. • Specify contents and data definitions of college fact sheets for planning, budgeting, and evaluation cycle; prepare and publish reports. • Prepare and submit institutional salary and compensation reports for internal and external use. • Prepare communication and respond to written inquiries from federal, state, and local government. 	<ul style="list-style-type: none"> • Advise on data definitions. • Participate in the Enrollment Management Committee. Prepare Experiment Station, Extension, and other reports according to federal and state requirements. Advise on preparation of NCES & IPEDS reports. • Advise on the accuracy and usefulness of the data elements in the "college fact sheets." • N/A • Refer written inquiries from federal, state, and local government to Central. Prepare response or provide needed information. 	<ul style="list-style-type: none"> • Advise on data definitions. • Participate in the Enrollment Management Committee. Prepare Experiment Station, Extension, and other reports according to federal and state requirements. • Advise on the accuracy and usefulness of the data elements in the "college fact sheets." Complete projected "college fact sheets." • Prepare and submit collegiate salary and compensation reports to professional associations. • Refer written inquiries from federal, state, and local government to Central. Prepare response or provide needed information. 	<ul style="list-style-type: none"> • N/A • Prepare nonfinancial reports relating to sponsored programs. • Advise on the accuracy and usefulness of the data elements in the "college fact sheets." • Prepare and submit collegiate salary and compensation reports to professional associations. • Refer written inquiries from federal, state, and local government to Central. Prepare response or provide needed information.

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PRESIDENT/CENTRAL	PROVOST/CHANCELLOR*	COLLEGE/ADMINISTRATIVE UNITS*	DEPARTMENTS**
REPORTING CONTINUED			
<ul style="list-style-type: none"> • Prepare and submit all data exchange material to AAUDE (Association of American University Data Exchange), Metropolitan University Group, and other institutional or doctoral campus data exchange consortia. • Determine whether to respond to and prepare response to information requests for the University to all institutional and doctoral level campus inquiries from non-government sources such as college guides, bond rating information, national surveys, and other requests not required by law. • Provide data and participate in planning and accreditation visits on coordinate campuses. • Develop and maintain criteria on which to base instructional program establishment and discontinuation actions. • Prepare documentation for Higher Education Coordinating Board program approval and discontinuance process. 	<ul style="list-style-type: none"> • Prepare and submit all data exchange material to data exchange consortia organized at the campus or Provostal level. Inform Central. • Determine whether to respond to and prepare response to information requests for the University at the campus and provost level from non-government sources such as college guides, bond rating information, national surveys, and other requests not required by law. • Provide data and participate in planning and accreditation visits. • Advise on criteria on which to base instructional program establishment and discontinuation process. • Provided necessary data and recommended establishment and discontinuance of programs. 	<ul style="list-style-type: none"> • Prepare and submit all data exchange material to data exchange consortia organized at the College level. Inform Provost or Chancellor and Central. • Determine whether to respond to and prepare response to information requests for the University at the Collegiate level from non-government sources such as college guides, bond rating information, national surveys, and other requests not required by law. • Provide data and participate in planning accreditation visits. • Advise on criteria on which to base instructional program establishment and discontinuation actions. • Provide necessary data and rationale for recommended establishment, discontinuance, and name changes. 	<ul style="list-style-type: none"> • Prepare and submit all data exchange material to data exchange consortia organized at the departmental level. Inform dean or administrative superior. • Determine whether to respond to and prepare response to information requests for the University at the Department level from non-government sources such as college guides, bond rating information, national surveys, and other requests not required by law. • Provide data and participate in planning and accreditation visits. • Advise on criteria on which to base instructional program establishment and discontinuation actions. • Provide necessary data and rationale for recommended establishment, discontinuance, and name changes.

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REPORTING CONTINUED			
<ul style="list-style-type: none">• Maintain inventory of approved instructional programs and existing accreditations. Ensure that all programs have gone through appropriate approval processes.• Maintain central database on program enrollments and ensure interface with internal operating systems.	<ul style="list-style-type: none">• Maintain inventory of approved instructional programs and existing accreditations in area of responsibility; provide the information to Central.• Supply information as needed.	<ul style="list-style-type: none">• Maintain inventory of approved instructional programs and existing accreditation in area of responsibility; provide the information to Provost/Chancellor.• Supply information as needed.	<ul style="list-style-type: none">• N/A• Supply information as needed.

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Received: from mail.unet.umn.edu by mailbox.mail.umn.edu; Thu, 20 Feb 97 16:31:0
Received: from che2.che.umn.edu by mail.unet.umn.edu (5.65c)
id AA12364; Thu, 20 Feb 1997 16:28:32 -0600
Received: from CHE2/CHE2_EMAIL by che2.che.umn.edu (Mercury 1.21);
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From: "Joanne B. Eicher" <JEICHER@che2.che.umn.edu>
Organization: University of Minnesota
To: courtney
Date: Thu, 20 Feb 1997 16:30:17 CST6CDT
Subject: Re: DRAFT MINUTES OF THE JAN. 31 PSFCC MEETING WITH PROVOST
Reply-To: jeicher@che2.che.umn.edu
Priority: normal
X-Mailer: Pegasus Mail/Mac (v2.1.2)
Message-Id: <22B49C31D3@che2.che.umn.edu>

The minutes look ok to me except for the statement that we discussed the provostal system which is not part of the record. In my opinion, if it is not part of the record, I don't think it should be mentioned. What I think could remain is the point that we requested that we meet with Pres-Designate Yudof and Allen supported the idea. I would suggest that we replace the words "informed Provost Allen" with "indicated to Provost Allen...."

Thanks for your diligence. Joanne

Joanne Eicher
364a McNeal Hall
jeicher@che2.che.umn.edu
Fax 612-624-2750

2. Compliance with Salary Guideline

Professor Morrison then told the Committee he had asked the administration for information about the extent to which collegiate units had complied with the 3% salary guideline. He distributed information about salaries, and noted some of the numbers.

Compensation plans in Professional Studies were as follows:

Law	2.48% recurring
Carlson	2% non-recurring, small # of 2% recurring
Nat Res	" "
MES	\$750 bonus per person, with only a few exceptions
Architect	2% pool for faculty/staff development
Hum Ecol	2% non-recurring, small # of 1% recurring
Agric	2% non-recurring, small # of 2-3% recurring
HHH	2% non-recurring
Educ	2% non-recurring; small # of 2% recurring
Prov Ofc	2% non-recurring

Compensation plans for Arts, Sciences, and Engineering were these:

CLA	2% recurring, .6% retentions/promot/equity, 1% non-recurring
IT	2% recurring, .12% recurring, " , 1% non-
CBS	2.02% recurring, .095% recurring, " , .94% non-
GC	2% recurring, 1% non-recurring
Prov Ofc	2% recurring, 1% non-recurring

The Arts, Sciences, and Engineering totals thus range from 2.65% to 3.6%. One Committee member said the 1% non-recurring money has not been made available to departments in CLA, and it is not known where that money is.

Compensation for the Academic Health Center is as follows:

Dentistry	3%, apparently recurring
UMD Med	1% recurring; 2% non-recurring bonus
Nursing	3% non-recurring
Pharmacy	2% recurring, 1% non-recurring
Public Hlth	2% recurring, 2% non-recurring
TC Med	asking for exemption
Vet Med	1.5% recurring, 1.5% non-recurring

Basically, Professor Morrison concluded, the professional schools are at 2% non-recurring, Arts, Sciences, and Engineering at 2% recurring with some funds for promotion and equity, and 1% non-recurring perhaps, and in the AHC the Medical School is not

participating. There appears to be about 50% compliance with the President's guideline.

Did the President's guideline mandate an increase, asked one Committee member? It said that except in unusual circumstances, determined by the provost, units should comply. It appears that most of the units are unusual circumstances. The guideline does not reflect the reality of the University. The guideline was 3% recurring increases.

The President said, as late May--in the Faculty Senate meeting--that this is what his position was, recalled one Committee member. In addition, the President told FCC in early June that he knew of only one college that was not meeting the standard.

One Committee member said he was in a unit that received less than the guideline, and that neither he nor any of his colleagues were happy about what had been done. Faculty have reached a degree of unhappiness beyond the normal; one of them actually called the President's Office to find out what was happening. It is not clear anything the Committee could do would change the situation, but if it were to send a letter to the President indicating its dismay at what has happened, that might be appropriate.

The Committee agreed that such a letter should be sent, indicating shock.

What strikes him as troublesome, Professor Morrison said, is, first, that when settlements with the unions were reached last fall, the budget picture was known. The administration spent money until it didn't have enough to pay faculty salaries. That is poor planning; that is the only way it can be described. Second, the President said in April and May to the Board of Regents that there would be 3% increases, making it public to the world, when the provosts were not delivering. Moreover, the President kept saying it, rather than acknowledging that there was not enough money.

What about the other campuses, asked one Committee member? Professor Morrison said it was his understanding the union contract at Duluth provided for 3%, which will be delivered, and that Crookston and Morris both followed the President's guideline.

Another Committee said that the matter of how money will be distributed--if merit, if recurring or not--should be a centrally-determined policy after consultation, and not left up to the provostries or subordinate units. There is no programmatic reason for the differences between the units in the salary increases delivered. In addition, it was said, one cannot understand why, when merit money is available for distribution, department chairs, deans, and provosts are expected and required to make differential decisions, while the President is not. In discussions about the \$79 million that needs to be

recovered internally as part of the proposed biennial request, it also appears that the President is talking about equal distribution of retrenchment to provostries. That distinction is also not understandable. In addition, in one college, for the first time in many years, the dean did not make a distinction between departments, and the decisions were left up to department chairs.

One Committee member said that one gets the impression that selective application means that "everybody below my level will be required to differentiate, but that at my level things will be done uniformly."

One Committee member said it would be important that this information be made public to the faculty. Part of the problem in the current environment is that one part of the University does not know what is happening to another part; people may hear stories or rumors. At a minimum, the Committee should ask the President to release this information in a systematic way to deans and department heads, if not all faculty.

The way in which this was handled, however, is consistent with the way the provosts see the future, where they have a great deal of discretion over all matters pertaining to their units, including salaries. And where it may be the case that is what is happening in one area is radically different from what is happening in another. Responsibility Center Management will encourage them in that, depending on how it is done. This has been consistent with the direction in which events have been moving.

It is consistent with the three universities concept, said one Committee member, not with this as A university. This is suggestive of three separate universities that happen to exist close to one another. It may be one of the strongest arguments against the provostal system.

One Committee member recalled a meeting between a group of chairs and the provost; the provost's explanation of why the President allocated equally between the three provostries is that all three provosts are sitting at the table; if he gives to one, he has to take from another. The point the chairs made was that the same thing is true in meetings of chairs with a dean and deans with the provost. Why does this have to start at a lower level? It would be helpful to get information out to the faculty, in a condensed form.

The one area that came nowhere meeting the President's guideline, said another Committee member, is the Professional Studies area. It is surprising that many of the AHC colleges have, where one thought there was more budget pressure. In addition to the President, if there is a letter, one should also go to Provost Allen.

Has the Committee ever written an opinion piece for the DAILY,

asked one Committee member? It could do so, said another.

This set of discussions about how salary decisions are made raises the point that unionized labor and civil servants across the University are faring better in this round than are faculty, said one Committee member. They always do, said another Committee member. Does that suggest the faculty should unionize, as some have done? "I hope not!" exclaimed another Committee member.

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To: abenNer@csom.umn.edu, jeicher@che2.che.umn.edu, dnelson@mes.umn.edu,
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geofmar@vx.cis.umn.edu, "Vickie Courtney" <courtney>
From: Carol L Chomsky <choms001@maroon.tc.umn.edu>
Subject: Followup to PSFCCC meeting
Message-Id: <3311ef7260c1861@mhub1.tc.umn.edu>
Date: Mon, 24 Feb 97 13:44:32 -0600

Thought I'd let everyone know what happened at the Senate on a couple of items raised at last week's meeting.

Re the slate for the FCC, Jan Hogan did agree to be nominated, and I nominated her from the floor (along with one additional nomination made from the floor, for David Hamilton from AHC). Our point about representing the professional schools and the land grant mission was heard, and Jan was elected to be on the ballot; unfortunately, the Senate didn't hear as well as we'd like, because Avner didn't make it on. The slate as chosen by the Senate was:

M. Janice Hogan (Human Ecology)
David Hamilton (Medical School)
Thomas Clayton (CLA)
Matthew Tirrell (IT)
Mary Dempsey (Medical School)
Candace Kruttschnitt (CLA)

The Committee on Committees (which Jan chairs) is cognizant of the imbalance and may try to add some professional school voices by its selections for the chair positions of SCFA, Finance and Planning, and SCEP, since those chairs also sit on FCC. It's unfortunate that the outcome wasn't what we hoped, with both Avner and Jan on the ballot. It will be especially important now to try to convey to our colleagues that Jan should be elected. Because she comes from a relatively small college, it is especially hard for her to garner the necessary votes, so we should each do what we can.

Re the issue of staggering class times between Minneapolis and St. Paul: One of the motions presented to the Senate (actually the Twin Cities Assembly) from the Senate Committee on Educational Policy sets start times for both Twin Cities campuses to the same schedule. I raised a question about staggering classes, and Laura Koch, chair of SCEP, said they're still debating that question and will come forward with an amendment later if they decide to recommend staggered times. Several other people also raised the same issue, indicating the importance of having staggered times. (This also followed a discussion in which a few students argued against the prohibition of overlapping classes, saying we should permit them to make those choices themselves. There wasn't much support for that, I think, but it did highlight the problem of getting from place to place and of scheduling the classes they need.) I urge those of you who have strong concern about this issue to communicate with Laura Koch or other SCEP members to express your

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19 Feb 1997 15:45:39 CDT
Date: Wed, 19 Feb 1997 15:45:39 -0500 (CDT)
Date-Warning: Date header was inserted by VX.CIS.UMN.EDU
From: Geoffrey Maruyama <geofmar@vx.cis.umn.edu>
Subject: Re: Agenda for the Feb. 20 PSFCC Meeting with Provost Allen
To: courtney
Reply-To: Geoffrey Maruyama <geofmar@vx.cis.umn.edu>
Message-Id: <01IFLT37XQ1U95PPVU@VX.CIS.UMN.EDU>
Mime-Version: 1.0
X-Mailer: POPmail 2.3b7
Content-Type: text/plain; charset="us-ascii"
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Status: U

Vicky,
I'd like to have the PSFCC talk about the upcoming U-wide FCC elections.
Thanks,
Geoff

- >
- > 1. Discussion about Bus Service
- > - Paul Tschida, Assistant VP Health, Safety and Transportation
- > - Bob Baker, Director, Parking and Transportation
- >
- > 2. Continued Discussion on Faculty Development
- >
- > 3. Interface of PSFCC with all other Senate Consultative Committees
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Geoffrey Maruyama (geofmar@vx.cis.umn.edu)
Vice Provost for Professional Studies
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159 Pillsbury Dr. SE
MPLS, MN 55455 612-624-3315 FAX: 625-3086

Provost Gene Allen

Gene

Per our
telephone conversation —
This letter has been
included in the
Senate materials for
tomorrow, Feb. 20;
FOR INFORMATION
only at this point
Deetta Olden
4-5727

IX. SENATE CONSULTATIVE COMMITTEE
Incentives for Managed Growth
Information

February 7, 1997

President Nils Hasselmo
President's Office
202 Morrill Hall

Dear Nils:

The Senate Consultative Committee unanimously voted to ask that I send you this letter concerning Incentives for Managed Growth (IMG).

Following lengthy deliberation on IMG by the Committee on Educational Policy, the Committee on Finance and Planning, and the Senate Consultative Committee, we remain deeply concerned about the its implementation.

While we recognize that there are problems with the current systems of accounting for revenues and expenses, and that IMG is an attempt to respond to those problems by better correlating resources with student enrollment, we are concerned that the convergence of the change to semesters and IMG will create an environment that could cause a decline in the quality of our academic programs and our stature as a highly-respected academic enterprise. We believe that the direction this University is taking, through the implementation of IMG, may create an environment where decisions are driven solely by financial considerations, with little regard for academic issues and the educational mission of this institution.

One significant problem is the lack of any apparent relationship between IMG and the critical measures approved by the Board of Regents. The incentives of IMG may work directly in opposition to the outcomes sought by the critical measures. We ask how the incentives under IMG will be reconciled with the expectations of the critical measures.

Other concerns are that IMG will:

- provide incentives to departments to increase class sizes in order to generate more tuition revenue, and cheapen the curriculum by emphasizing formula instruction rather than quality;
- damage the many graduate programs that are interdisciplinary and that cross collegiate lines, by creating financial disincentives for such activities;
- threaten the reorganization of the biological sciences and other possible plans for cross-college reorganization;
- encourage colleges to accept large numbers of students who may not meet the admissions standards;
- create an environment of competition for students and resources among colleges and provostries, which threatens the environment of cooperation and collaboration which the University seeks;

- invite academic units to base programs on what is financially feasible and not on academically sound grounds;
- create unnecessary problems for small colleges;
- and create serious financial and educational problems for University College, as IMG has not been thought through for UC.

Because of these concerns, the Senate Consultative Committee requests the administration to meet with appropriate Senate committees, especially the Committee on Educational Policy, to identify specific mechanisms for review and evaluation of the implementation of IMG, and to identify the mechanisms with which problems attributable to IMG will be dealt with.

Please be assured that our goal is not to stymie financial planning, but to preserve and protect the academic mission of the University.

Sincerely,

Virginia H. Gray, Chair
Senate Consultative Committee

cc: President-elect Mark G. Yudof
Senior Vice President Marvin Marshak
Senior Vice President JoAnne Jackson
Associate Vice President Robert Kvavik

PSFCC MEETING WITH PROVOST ALLEN
Minutes of the Meeting
January 31, 1997

These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate or Twin Cities Campus Assembly; none of the comments, conclusions, or actions reported in these minutes reflect the views of, nor are they binding on, the Senate or Assembly, the Administration, or the Board of Regents.

PRESENT: Provost Gene Allen, Jim Perry, Julia Robinson, Carol Chomsky, John Bryson, Joanne Eicher, Mary Jo Kane, Geoff Maruyama

REGRETS: Avner Ben-Ner, Emily Hoover

Provost Allen called the meeting to order at 8:00 a.m.

The first item on the agenda called for a discussion about communicating to and from faculty about concerns that are being raised about IMG and explaining how those concerns will be addressed. With respect to this item, Provost Allen asked for the committee's input about Incentives for Managed Growth (IMG). Members shared thoughts and concerns regarding IMG.

- Provost Allen said that a memo will go to all Professional Studies Faculty and Administrators, Biological Sciences Reorganization Faculty and Administrators, asking them to submit questions on IMG. The Provost's Office will develop a question and answer sheet. Following the development of a question and answer sheet an open forum discussions ought to be held to discuss this issue.
- The question and answer sheet will: 1) help correct some misconceptions; 2) help identify what they can answer what they agree upon and what they can't answer; and, 3) identify system needs in computers, grants management, allocation of tuition and cooperative teaching efforts - all of these are part of the issue.
- A common concern is the impact of IMG on interdisciplinary and joint teaching programs. There are a number of situations where we would be much better off if some common introductory level courses were planned across units and offered as a single offering rather than a multiple offering.
- It was suggested that a statement from central regarding the rationale for IMG accompanying the question/answer would be helpful.
- An example of a myth regarding IMG: The Graduate School will receive 25% of the tuition from registering graduate students - this is NOT true.
- IMG focuses on four revenue sources: 1) space; 2) tuition allocation; 3) state subsidy; and, 4) indirect costs.
- If faculty are expected to be take more responsibility, they will need information and training, it was stressed.
- The people looking from the top see IMG in one way and the people looking from the bottom see it another way.
- There is concern that there is no system in place to support the IMG system - the infrastructure is not there.

The group then spent some time discussing a single registration system and what is described as the "Minnesota Model" where everybody goes out and does their own thing. One member commented that IMG reinforces the "Minnesota Model." Another member commented that what is really being desired is an organizational cultural shift - if the systems that are put in place reinforce the old culture it makes it even more difficult to alter. Systems are not in place to

move towards a "One Minnesota Model" it was added, and we are missing a human resource investment to make it possible. Based on the CUFS experience, there is a strong argument for an enhanced Academic Department Enrichment Program for administrators and faculty as well.

- Concern was expressed about budget issues when we're coming into a time when the number one priority should be faculty salaries - there will be major cuts which will amount to about \$21 million dollars the first year. System development is very expensive.
- People will find that the "Minnesota Model" is costly - with limited resources, people will have to find more efficient ways.
- Faculty are concerned that cost effectiveness is driving everything - the bus service was cited as an example - people can't get anyplace on time but the bottom line is that it is less bucks.
- Faculty do not disagree that they need to be more conscious about being more efficient - the concern raised is the culture shift of central administration seeing the faculty as a revenue producer not only in terms of external grants but to be a revenue producer with respect to student enrollment - this could lead to turf war. This needs to be addressed directly with the faculty - central needs to say that this is not where we want to go.
- The problem with IMG is that it is being presented as an economic structure and there is no proof that if the faculty are entrepreneurial they will get any reward. The incentives are you have to raise money but you won't get any of the benefit of raising the money.
- The emphasis should not be on how to raise revenue but on how revenue is raised.
- IMG is suppose to go to colleges not to individuals or even departments.

Provost Allen said his office will work on a question and answer sheet with a preface describing the rationale for moving towards an IMG system.

Members then spent a brief amount of time discussing the lack of community at this institution. One member commented that people are worried that if a kind of warfare breaks out there is no mechanism in place to resolve it. It is important to emphasize that there must be in the system places to go to resolve disputes across units, departments, or colleges. There may be a call to the Senate as a place to resolve some of the curricular concerns, it was added. For example, who is going to say..."no you cannot have a class of 1,000 students" or no you can't have three introductory physiology courses, etc?

Members then held a brief discussion about the provostal structure which is not part of the record. The committee informed Provost Allen that it would like to meet with President-Designate Yudof during one of his visits to campus. Provost Allen supported this idea.

The meeting was adjourned at 9:00 a.m.

- Vickie Courtney
University of Minnesota!

Received: from two.senate.pres.umn.edu by mailbox.mail.umn.edu; Wed, 19 Feb 97 1
Date: Wed, 19 Feb 97 14:34:47 CST
From: "Vickie Courtney" <courtney>
Message-Id: <64450.courtney@mailbox.mail.umn.edu>
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jmbryson@hhh.umn.edu, hoove001@maroon.tc.umn.edu,
jperry@mercury.forestry.umn.edu, choms001@maroon.tc.umn.edu,
maryjo@maroon.tc.umn.edu, robin003@maroon.tc.umn.edu, senate, allen,
geofmar@vx.cis.umn.edu, johns225@maroon.tc.umn.edu, courtney
Cc: baker006@maroon.tc.umn.edu, tschida
Subject: Agenda for the Feb. 20 PSFCC Meeting with Provost Allen
Status: U

PROFESSIONAL STUDIES FCC MEETING WITH PROVOST ALLEN

THURSDAY, FEBRUARY 20, 1997
8:00 - 9:00 A.M.
238 MORRILL HALL

AGENDA

1. Discussion about Bus Service
 - Paul Tschida, Assistant VP Health, Safety and Transportation
 - Bob Baker, Director, Parking and Transportation
2. Continued Discussion on Faculty Development
3. Interface of PSFCC with all other Senate Consultative Committees

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Office of the Provost for Professional Studies

*201 Coffey Hall
1420 Eckles Avenue
St. Paul, MN 55108-1030
612-624-4777
Fax: 612-625-0286*

*****DRAFT*****

DATE: January 30, 1997

TO: Professional Studies Faculty and Administrators
Biological Sciences Reorganization Faculty and Administrators

FROM: C. Eugene Allen
Provost
Morse Alumni Distinguished Teaching Professor of Agriculture

SUBJECT: Incentives for Managed Growth (IMG)

COPY: N. Hasselmo, F. Cerra, R. Kvavik, M. Marshak, P. Shively, P. Zetterberg
L. Koch, V. Gray

I know from discussions with affinity groups, semester conversion leaders and those working on the reorganization of the biological sciences that there are many questions regarding Incentives for Managed Growth (IMG). I have also heard many misperceptions on this subject. Therefore, I believe that it is time that I, as a central officer, have a better understanding of your questions, so that we can work together on answering them and correcting any problems which you foresee under IMG.

To initiate the process, please send your questions to me by Monday, February 17, 1997, at the following e-mail address: _____. Once I have reviewed these questions, I will develop an IMG Question and Answer Sheet which has the approval of all the central officers. I also anticipate following up with one or more open discussion sessions on IMG.

I hope that these actions will help us all to move forward with the important work of this university, especially affinity group work, semester conversion and the reorganization of the biological sciences. Thank you in advance for your participation.