

Advancing the Public Good:

TRANSFORMING THE U

GOAL:

Become One of the Top Three Public Research Universities in the World.

ESSENTIAL TO ACHIEVING OUR GOAL:

Exceptional Students >

Exceptional Faculty and Staff >

Exceptional Organization >

Exceptional Innovation >

PROGRESS REPORT: SNAPSHOT

JULY 1, 2004

President initiates formal strategic positioning effort

NOVEMBER 2004– FEBRUARY 2005

Public town hall meetings and open forums conducted

FEBRUARY 2005

Goal of becoming top 3 is endorsed unanimously by Board of Regents

JUNE 2005

Board of Regents approves President's strategic positioning plan "Transforming the U"

SEPTEMBER 2005

Over 400 people appointed to 34 task forces to develop strategies for meeting goal and implementing the President's plan

JULY 1, 2006

6 colleges redesigned. 3 new colleges open their doors:

- College of Design
- College of Education and Human Development
- College of Food, Agricultural and Natural Resource Sciences

We have only begun transforming the U.

Today it would be difficult to find a major research university that is not undergoing a process of strategic change in response to a rapidly changing world. It also would be difficult to find another university that has approached change so aggressively, or with such a dynamic, inclusive, transparent, and productive agenda as the University of Minnesota. Our strategic positioning efforts will not end next year, or in a decade. Rather, we will continue to transform as we move boldly toward the future, creating and nurturing a culture of excellence.

**34 TASK FORCES,
WITH OVER 400
PEOPLE PARTICIPATING**



In an unprecedented effort, 34 task forces developed plans for achieving the “top three” goal.

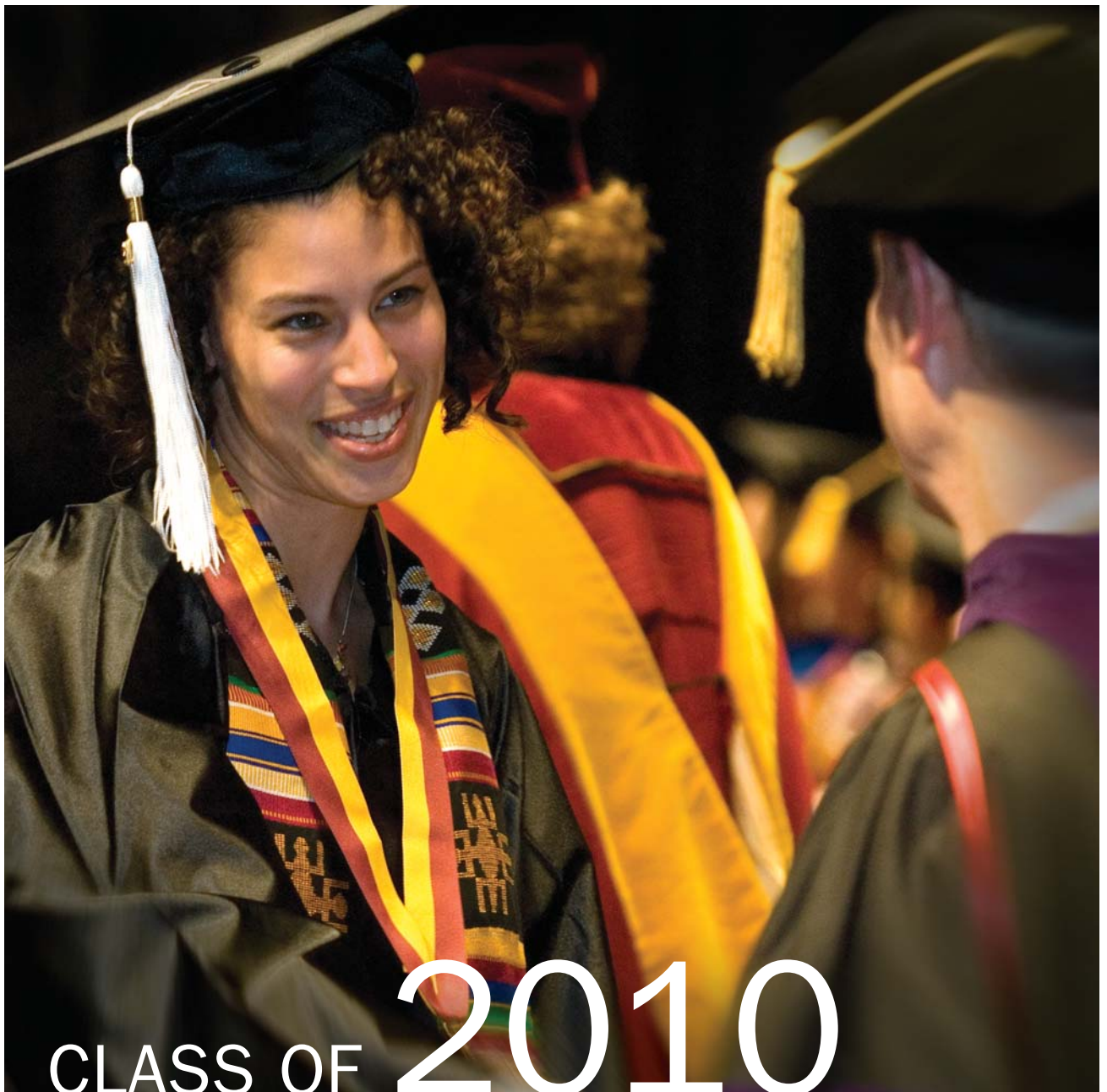
Our plans for change focus on four action strategies, the pillars of our commitment to the State of Minnesota and its citizens:

- (1) Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens;
- (2) Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence;
- (3) Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers;
- (4) Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the state, nation, and world.

Highlights of initial actions for each strategy are included in the body of this report, the first in a series of annual updates we will use to report our progress and provide information on additional initiatives as they are implemented.

PUBLIC UNIVERSITY COMPARISON GROUP

University of California, Berkeley
University of California, Los Angeles
University of Florida
University of Illinois
University of Michigan
Ohio State University
Pennsylvania State University
University of Texas
University of Washington
University of Wisconsin



CLASS OF 2010

239 VALEDICTORIANS

79% FROM TOP 25% OF HIGH SCHOOL CLASS

74 NATIONAL MERIT SCHOLARS

20% STUDENTS OF COLOR

ENHANCED RECRUITMENT YIELDS EXCEPTIONAL STUDENTS. The quality of the incoming class has increased dramatically. Over the past six years, the percent of students on the Twin Cities campus who have graduated in the top 25% of their high school class has increased from 62.0 to 78.5, the average high school rank increased from 76.3 to 83.2, and the number of National Merit Scholars increased from 40 to 74.

We must recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

INCREASED INVESTMENT IN UNDERGRADUATE EDUCATION

We are ensuring access to the University of Minnesota through the new full tuition Founders Opportunity Scholarship for Pell-eligible students and the \$150 million Promise of Tomorrow Scholarship campaign. Once here, students will receive a distinctive education, marked by a new baccalaureate writing initiative that will begin Fall 2007; a campus-wide honors program, starting Fall 2008; expansion of the highly successful Undergraduate Research Opportunities Program; and expansion of freshman seminar courses. We are graduating leaders prepared to succeed, and have set aggressive new graduation goals.



The Undergraduate Research Opportunities Program allows undergraduate students to gain invaluable research experience working with faculty.

ENHANCED RECRUITMENT OF TOP GRADUATE AND PROFESSIONAL STUDENTS

Substantial new investment in graduate education is required, particularly in the area of graduate student financial support. During the past two years, we have invested \$5 million additional dollars to support fellowships for graduate students and block grants for graduate programs, and have started a new campaign to supplement further that support. To retain a competitive position in the future, we are developing departmental recruiting plans and assembling multi-year support packages to attract the most talented students nationally and internationally.



Founders Scholarships benefit students like Temitayo Akinsanmi (left) and her sister, Oluwatosin. In the next three years the Founders Opportunity Program will provide full tuition to 4,500 students—with students of color expected to comprise 30 percent of the scholarship recipients.

STRATEGIES IMPLEMENTED:

Promise of Tomorrow Scholarship Drive \$150 million goal met; new goal announced

Founder's Opportunity Scholarship Full Tuition Program

Graduation rate goals increased; strategies implemented to achieve these goals

Graduate and professional student fellowships increased \$5 million

Center for Allied Health Programs to open July 2007 with innovative curriculum designed to meet changing needs of the health work force

EXCEPTIONAL FACULTY AND STAFF

We must recruit, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

ADVANCE FACULTY PROMOTION AND TENURE GUIDELINES

The University is examining standards and criteria for promotion and tenure to ensure that all units adopt consistent expectations of excellence regardless of discipline. Additionally, we will develop and implement a more substantial third-year review of progress toward tenure as a mechanism for providing clear feedback to probationary faculty.

INCREASED COMPENSATION FOR FACULTY

We are building aggressively on recent efforts to develop more competitive faculty compensation packages, including the elimination of a faculty waiting period for participation in retirement benefits and enhancement of the faculty salary pool by \$13 million over the past two years for special merit increases and retention packages for high-performing faculty.

Scholar's Walk and Wall of Discovery honor more than 600 University of Minnesota faculty and alumni who have made exceptional nationally and internationally recognized contributions to science, humanities, and the arts.



NEW FACULTY HIRES GOAL The heart of a research university is a robust faculty driven to discover, to create, and to teach. We will hire 1,000 new faculty in the next five years, including entry-level faculty possessing energy and promise, and already prominent scholars who will further enhance the University's international reputation.

STRENGTHENED LEADERSHIP SKILLS

The University is investing in faculty and staff development by offering specially tailored programs designed to enhance position competence, management, leadership expertise, and university citizenship. New efforts include: successful managers program, transformational leadership program, and department chairs leadership program.

STRATEGIES IMPLEMENTED:

Increase faculty compensation, including benefits packages and special merit increases

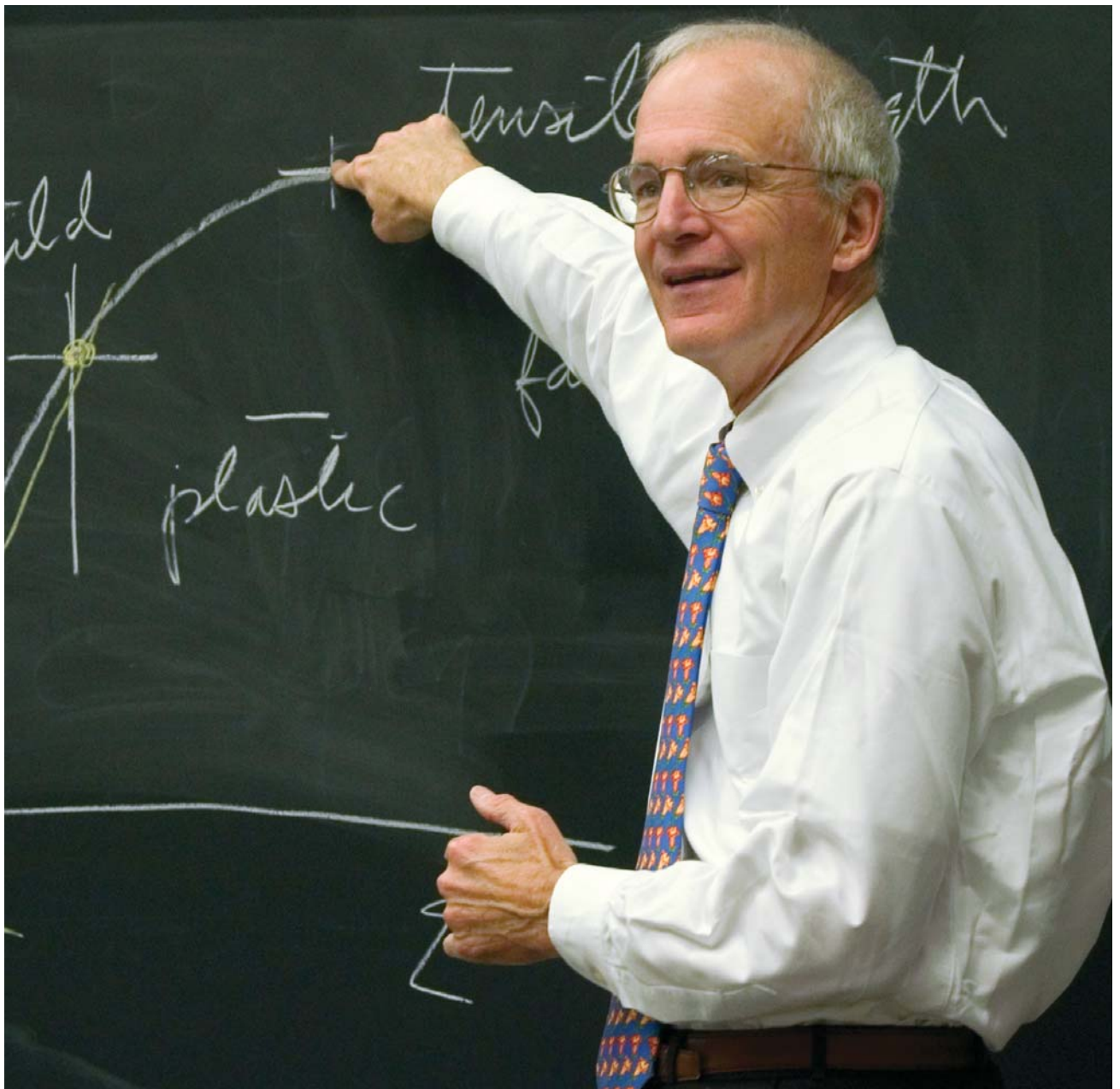
Review and revise promotion and tenure guidelines

Hire over 1,000 entry level and prominent faculty during the next five years

Expand leadership training for faculty and staff



The University will increase the number of Regents Professors from 20 to 30. The Regents Professorship is the University's highest recognition for faculty excellence. Pictured left, Regents Professor Kathryn Sikkink, whose pathbreaking work in human rights theory has earned her several national book awards, and election to the Council on Foreign Relations and the American Academy of Arts and Sciences.



1,000

NEW FACULTY MEMBERS
IN THE NEXT FIVE YEARS

DRIVEN TO DISCOVER, DRIVEN TO TEACH, DRIVEN TO SERVE. From cancer, biofuels, and developmental education research; to public policy analysis; to poetry, choreography, and symphonic composition, our faculty work every day to improve the human condition through the advancement of knowledge.

We must be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.

LINK COMPACT PROCESS WITH STRATEGIC POSITIONING TO INTEGRATE PLANNING, DECISION MAKING, AND RESOURCE ALLOCATION

To align planning more formally with our strategic positioning efforts and emphasize more informed decision-making, the University is overhauling and streamlining our annual fiscal compact processes. We hold departments and colleges accountable for excellence and diversity by asking for specific strategic plans and results from previous years in annual compact documents and discussions. Special budget allocations are made to departments and colleges that present strategic plans that will most effectively advance the University's goals.

COST SAVINGS OF \$3-4 MILLION IN FY06, WITH MONEY REINVESTED INTO THE U

Over the next two to five years, implementation of organizational recommendations should generate up to \$25 million in cost savings, including \$15 to \$20 million from administrative innovation and between \$5 and \$7 million from academic restructuring. Cost savings will be reinvested in academic initiatives.

INITIATE TRANSFORMATIVE ADMINISTRATIVE CHANGE

We are improving management infrastructure through a new budget model and new financial system. Energy efficiency innovations, the introduction of alternative fuels, and utilization of a fuel hedging program has resulted in almost \$10 million in avoided costs. Implementation of new best administrative practices is improving service and, in fiscal year 2006, resulted in over \$3 million in savings due to increased efficiency.

STRATEGIES IMPLEMENTED:

Innovative management infrastructure

- Compact process
- New budget model
- New financial system

Organizational best practices adopted

Facilities Management transformation

Fuel and utility cost control methods utilized

\$3-4 MILLION SAVED IN FY06
FOR STRATEGIC REINVESTMENT

METROPOLITAN STUDIES CONSORTIUM

As one of few major research universities located in an urban area, the University of Minnesota has a variety of programs and faculty with expertise related to urban studies. This new consortium links this expertise, creating synergies that will enhance the University's reputation for urban studies, attract prominent faculty and promising students, support and facilitate significant research, and inform and involve local communities as well as metropolitan areas throughout the world.

CONSORTIUM FOR POST-SECONDARY

ACADEMIC SUCCESS The new consortium will help define the University's role in improving preK-12 and will address an array of preK-12 issues, with an initial focus on the achievement gap that exists for economically disadvantaged students and students of color.

The University's vision for the University Northside Partnership is to create partnerships between the community and the University to enhance the quality of life in North Minneapolis.



UNIVERSITY NORTHSIDE PARTNERSHIP (UNP)

The UNP will coordinate and leverage existing University programs in north Minneapolis and establish and strengthen relationships with other organizations to address real community needs; provide services to professionals, practitioners, and the public; invest financial resources for economic development; provide jobs; share expertise in family development; provide training sites for health professional students; and offer educational opportunities within the community of north Minneapolis. Partners in this collaborative effort include NorthPoint Health and Wellness Center, the City of Minneapolis, and Hennepin County.



The University is diversifying its fuel sources. The first large-scale wind research turbine ever constructed at a public U.S. research university supplies 60% of the University of Minnesota-Morris' annual electricity use.



Dr. Nancy "Rusty" Barceló appointed University of Minnesota's first Vice President and Vice Provost for Equity and Diversity.

We inspire exploration of new ideas and breakthrough discoveries that address critical needs of the state, nation, and world.

DRIVEN TO DISCOVER The University of Minnesota has been uncovering the answers to some of life's most perplexing questions for 155 years. That drive to discover led University faculty to invent the black box, the pacemaker, and drugs to fight AIDS. That same drive has current faculty working to cure Alzheimer's, create more efficient and ecological biofuels, develop nanotechnologies that will revolutionize the world, and understand how adolescent relationships affect adult family relationships. The strategic positioning effort, at its core, is about creating conditions to enhance the University community's drive to discover and create in ways that will materially and substantially improve the human condition.

SIX COLLEGES RECONFIGURED INTO THREE NEW COLLEGES Effective July 1, 2006, we eliminated six colleges and reconfigured the disciplines represented into three new, cross-disciplinary colleges. This realignment is creating synergies that will advance interdisciplinary inquiry, enhance curricular choices and content for students, and better position the University of Minnesota to address critical and emerging issues.

FOCUS ON INTERDISCIPLINARY RESEARCH Research, scholarship, and creative expression that expand the boundaries of knowledge and address the complex issues of the 21st century are driven by the passion and genius of faculty. The University of Minnesota has created interdisciplinary initiatives that rely on the faculty to engender ideas, to nurture these ideas through critical stages, and to select from the most promising projects those that align with the strategic strength and direction of the University. In addition to four new interdisciplinary research institutes, the new Office of Collaborative Research Services will coordinate research efforts across the University's campuses. The new Office of Clinical Research will facilitate the translation of new discoveries into treatments and cures, improving human and animal health.

STRATEGIES IMPLEMENTED:

4 new interdisciplinary research institutes:

- Institute on the Environment
- Institute for the Advancement of Science and Technology
- Institute for Translational Neuroscience
- Institute for Advanced Study

3 new cross-disciplinary colleges:

- College of Design
- College of Education and Human Development
- College of Food, Agricultural and Natural Resource Sciences

**New graduate school
Office of Interdisciplinary
Initiatives**

**New technology
transfer program**

DRIVEN TO
DISCOVER

COLLEGE OF DESIGN ✦

The new College of Design encompasses all of the design disciplines at the University – graphic design, apparel design, retail merchandising, interior design, housing studies, architecture, and landscape architecture – by combining the former College of Human Ecology’s Department of Design, Housing, and Apparel with the former College of Architecture and Landscape Architecture. This new collegiate structure will strengthen the University’s leadership in academic research and education in the area of design, and help establish it as one of the preeminent design colleges in the country.

Having a College of Design is paramount to participating and being competitive in the design economy of the 21st century. In a world in which consumers choose from many high-performing products and services, the companies and industries with the best design rise to the top. The college is making a significant impact in the world in specific areas of excellence: sustainability and social justice, digital design and fabrication, world heritage and culture, urban and rural research and outreach, and product and innovation design.

Design students work in small studios with a professor, synthesizing large amounts of information to create alternative solutions, often for real clients or sites.



ACADEMIC UNITS:

School of Architecture

Department of Design, Housing, and Apparel

Department of Landscape Architecture

1,075 undergraduate students

310 graduate students

56 tenured and tenure-track faculty

106 adjunct, term, and emeritus faculty

92 staff

11 undergraduate majors and 8 graduate degrees offered



State-of-the-art labs and classrooms allow Design, Housing, and Apparel students to explore the relationships between people and their designed environments. For example, this silk screening session is part of a course in color and form in surface design open to clothing design and graphic design students.

COLLEGE OF FOOD, AGRICULTURAL AND NATURAL RESOURCE SCIENCES

The new college was formed by joining the former College of Natural Resources, the former College of Human Ecology's Department of Food Science and Nutrition, and the former College of Agricultural, Food and Environmental Sciences. To help achieve the goal of being a top three public research university within a decade, this college will position the University to develop viable food and agricultural systems for the 21st century, become a national center of excellence in research related to energy and products from renewable resources, address fundamental issues related to global climate change, and develop capacity for collaborative, interdisciplinary research and training laboratories to support graduate and undergraduate students.

The new collegiate structure provides several competitive advantages, including breadth of programs; urban campus location; and public engagement through the Bell Museum, the Landscape Arboretum, and research and outreach centers throughout the state.

ACADEMIC UNITS:

Agronomy and Plant Genetics

Animal Science

Applied Economics

Bioproducts and Biosystems Engineering (with Institute of Technology)

Entomology

Fisheries, Wildlife, and Conservation Biology

Food Science and Nutrition

Forest Resources

Horticultural Science

Plant Biology (with College of Biological Sciences)

Plant Pathology

Soil, Water and Climate

Division of Agricultural Education (with College of Education and Human Development)

1,800 undergraduate students

800 graduate students

268 faculty

545 staff

16 undergraduate majors and 21 graduate programs offered

Department head Shri Ramaswamy works with students in **Bioproducts and Biosystems Engineering** to develop biodegradable plastics from crop by-products, contributing to the sustainable use of renewable resources.



Graduate student working in the **Food Safety Microbiology Laboratory** to advance the understanding and control of food-borne pathogens.



Department of Soil, Water and Climate students monitor the pollution levels in rivers, lakes, and streams to develop and evaluate strategies to improve water ecosystems.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The new **College of Education and Human Development** was formed by joining the former **College of Education and Human Development** with **General College** and the former **College of Human Ecology's Department of Family Social Science and School of Social Work**. Through this merger, the new college is poised to become a world leader in creating and advancing knowledge in the fields of education, family systems, human welfare, and human development across the lifespan. Methods include conducting rigorous cross-disciplinary research; identifying and applying creative solutions to the pressing problems of individuals, families, societies, and countries in timely, relevant ways; and transmitting knowledge through quality publications and products, teaching and public engagement, and the dissemination of research findings.

Dean Darlyne Bailey, former vice president of Teacher's College at Columbia University, moved to Minnesota to become the first dean of the new College of Education and Human Development.



ACADEMIC UNITS:

- Curriculum and Instruction
- Educational Policy and Administration
- Educational Psychology
- Family Social Science
- Institute of Child Development
- Postsecondary Teaching and Learning
- School of Kinesiology
- School of Social Work
- Work and Human Resource Education

2,670 undergraduate students

2,850 graduate students

191 faculty

704 staff

11 undergraduate majors and
29 graduate programs offered

The college's **adventure learning team** provides hands-on learning opportunities related to the team's arctic exploration activities to K-12 students. The team's corresponding on-line learning site has won numerous awards, including American Scientist's Site of the Week and Yahoo.com Site of the Day.



Looking forward to the future.

The action strategies described stem from the University of Minnesota's mission, its newly-articulated goal, and its enduring values. These strategies are based on the core attributes of a world-class public research university: exceptional students, exceptional faculty and staff, exceptional organization, and exceptional innovation. We must recognize that in holding ourselves to world-class standards and in embracing excellence we will face difficult choices and tradeoffs. Ultimately, though, we cannot responsibly contribute to the public good on the world stage if what we do is mediocre and better done by others.

Without transformative change, the University and the State of Minnesota face the prospect of losing our competitive position in an increasingly competitive global environment. To secure a strong future for the University and the state, we must truly be dedicated to a culture of excellence, strengthening the University's distinctive contributions in Minnesota's system of higher education, nationally and globally.

The comprehensiveness of the University creates unique opportunities to be consistently poised on the cutting edge of disciplinary and curricular change, particularly when such change spans multiple disciplines. However, in the context of the challenges the University of Minnesota faces today and in the future, we must remain nimble and agile in order to change in sometimes radical ways. We must align better our academic units to leverage resources, eliminate unnecessary overhead, strengthen leadership, expand academic synergies, and facilitate interdisciplinary connections.

- **The initiatives described above, which are just first steps in our overall plan, demonstrate our resolve. We are thinking big and we are starting big. We are committed to meeting our goal.**



GOAL:

Become One of the Top Three Public Research Universities in the World.

VISION:

Improve the Human Condition through the Advancement of Knowledge.

MISSION:

Extraordinary Education.

Breakthrough Research.

Dynamic Public Engagement.



FOR MORE INFORMATION:

Web: www.umn.edu/systemwide/strategic_positioning


E-mail: upres@umn.edu

Phone: 612-626-1616

Mail: Office of the President
202 Morrill Hall, 100 Church Street S.E.
Minneapolis, MN 55455

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

This publication/material is available in alternative formats upon request. Direct requests to Office of University Relations, 3 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455, 612-624-6868.

 Printed with soy-based inks, on recycled and recyclable paper with at least 50 percent postconsumer material.

