



THE UNIVERSITY PLAN
1995-96

May 9, 1995

The University Plan 1995-96, is presented in five parts

- Mission Statement and Organization
- Summary of Current Environmental Factors
- Planning Assumptions and Strategic Areas
- Implementation Strategies
- Evaluation Plans

The University Plan is intended to guide annual budgetary decisions and to set parameters for campuses, colleges, and support units in their planning for the upcoming year. *The University Plan* does not replace or substitute for the institutional plan University 2000 but rather is an annual presentation or update of U2000 that is intended to guide us toward our goals. The annual action plans of the collegiate and administrative units complete the University Plan and are key elements that drive budgetary decisions and link the goals and objectives of U2000 to the budgeting process.

Mission Statement and Organization

Mission

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the creation of knowledge and the advancement of learning and artistic activity; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission is threefold:

Research and Discovery

Generate and preserve knowledge, understanding, and creativity by conducting high quality research, scholarship, and artistic activity that benefits students, scholars, and communities across the state, the nation, and the world.

Teaching and Learning

Share that knowledge, understanding, and creativity by providing a broad range of educational programs, in a strong and diverse community of learners and teachers, and prepare a graduate, professional, and undergraduate student body for active roles in a multiracial and multicultural world.

Outreach and Public Service

Extend, apply, and exchange knowledge between the University and society, by applying scholarly expertise to community problems, by assisting organizations and individuals to respond to their changing environments, and by making the knowledge and resources created and preserved here accessible to the citizens of the state, the nation, and the world.

The statutory mission of the University of Minnesota is to “offer undergraduate, graduate, and professional instruction through the doctoral degree, and...be the primary state supported academic agency for research and extension services” (135A.052, subd. 1).

Organization

The University of Minnesota, a comprehensive research land-grant institution, carries out its mission within a four-campus and one collaborative center system and through statewide outreach as follows:

Crookston Campus. The Crookston campus provides career-oriented education at the

baccalaureate level primarily in technical disciplines. Lifelong learning opportunities and outreach activities are also a part of the Crookston mission.

Duluth Campus. The Duluth campus is a comprehensive regional university that provides extensive professional, graduate, and undergraduate educational programs. Focused research efforts, lifelong learning opportunities, and outreach activities are also part of the Duluth mandate.

Morris Campus. The Morris campus provides an innovative and very high quality undergraduate liberal arts education as well as lifelong learning and outreach activities.

Twin Cities Campus. The Twin Cities campus builds upon its comprehensive research endeavors to provide extensive professional, graduate, and undergraduate educational programs as well as lifelong learning opportunities and outreach activities.

University Center Rochester. The University of Minnesota, Winona State University and Rochester Community College collaborate in offering a number of specialized graduate programs and select undergraduate programs through the University Center Rochester.

Statewide Outreach. In keeping with its land-grant mission, the collegiate and administrative units of the University engage in outreach activities that support the economic, social, and cultural development of the state.

Current Environmental Assessment

Among the internal and external factors that affect the future directions of the University of Minnesota are the following:

External Environmental Assessment

Diversity/Demography. In both urban and rural settings, the population of the United States continues to become more diverse. This same trend holds true in the state of Minnesota. For example, the Minneapolis and St. Paul school districts now have a majority of “minority” students (52 percent of current enrollment). Outside of the Twin Cities metropolitan area we find a significant Hispanic population in the western part of the state and eight American Indian reservations within 100 miles of the Duluth campus. Our society will continue to grow more diverse and the University must have a faculty, staff, and student body that reflects this societal shift. The University and the state must build upon the richness of its diverse population and strive to build excellence through this diversity.

Diversity is not the only population shift we are experiencing. We are becoming a more elderly, longer living society. Professional practice and research must strive to meet the new services and quality of life enhancements required by this rapidly growing elderly population. On the other end of life’s spectrum, elementary and secondary school populations are

beginning to increase in Minnesota, and a higher proportion than ever are demanding postsecondary education options that provide seamless educational opportunities.

Changing Economy and Preparing the Leaders of Tomorrow. To survive in a high-technology world where information access, use, and management is crucial, the workers of tomorrow must be flexible and adaptable so that they can respond effectively to changing circumstances. This implies that higher education must produce students with strong critical-thinking skills, provide a core liberal education that prepares students for a variety of situations, provide the option for specialized professional and academic training throughout the life span, and instill an enthusiasm for life long learning. This is especially so, given that more Americans than ever have college degrees. The demand for professional and applied master's degrees will continue to increase.

Internationalization. As technology, markets, and economic opportunity make this a smaller world, our society must be prepared to work with people and ideas from around the globe. The University must address international issues of concern to Minnesota such as health, environment, food and nutrition, population studies, sustainable agriculture, and the alleviation of poverty, hunger, and disease. As we increasingly interact across national boundaries, our students and citizens must better understand the history, customs, and cultures of other nations. International students will continue to seek entry into the University and will contribute to the diversity of our community and provide links that ultimately benefit the state through cooperative trade, education, and research opportunities.

Information and Educational Technology. Probably no area has grown so fast and yet has so much additional potential as the development and application of technology. The state has consistently committed substantial resources to make this a high technology region, and time and again has been rewarded for its investment. Increasingly complex technology such as global networking, multimedia education, graphic-based information clearinghouses, and distance education bring many changes and efficiencies to society. This trend shows no sign of abatement. The University must have technology development and application at the center of its research, instruction, and outreach activities if it is to fulfill its land-grant mission and continue as the economic engine for the state. Continued and enhanced investment in infrastructure and facilities is crucial to making this a reality. At the same time, new technology must improve productivity and be able to demonstrate a payback on the investment. It cannot be yet another layer of expense on higher education. This environment of fast-moving technology development has created additional concerns that must be addressed, such as the ability to develop, use, and protect intellectual properties.

Health Care. The health care sector is clearly undergoing one of the most dramatic metamorphoses in recent memory. A longer living, more active populace; increasingly costly technology; and an exponential growth in research and information bring great challenges to this area. The state and region must continue to deliver effective and ever more efficient health care options and delivery systems to its citizens; failure to do so will consume state and federal budgets as more and more resources will be expended in and around health care areas. The University Academic Health Center will be central to the quality of care provided

to citizens of the state of Minnesota. Through its research, outreach, clinical activities, and training of health care professionals, the University will keep Minnesota's health care delivery system the best in the nation.

Rural Changes. Rural areas of the state face special challenges in the future and will increasingly place a greater demand on the research, instruction, and outreach services of the University. The University must apply its resources to addressing issues such as: new agricultural techniques; increased understanding of the use of biological materials and their interactions with natural and human environments; the growing use of technology; and the rapidly diversifying economic and vocational base of rural areas.

Responsibilities and Opportunities in Urban Areas. Minnesota is unique in that the largest campus of the state's research university is located in a major metropolitan area. The variety of industries, corporations, and nonprofit organizations located in the Twin Cities area is truly outstanding. The University must find ways to leverage these unique resources to enhance its educational programs through the development of community teaching opportunities, adjunct professorships, and internships for students. Links and cooperative projects must be developed with the private and nonprofit sectors that will provide opportunities for needed research activities and outreach services. The University faces the challenge of building excellence in cooperation with these outstanding resources.

The University plays important roles as both an urban and statewide university, including a responsibility for addressing the educational needs of economically disadvantaged students (in the metropolitan area as well as other parts of the state). The University must apply the knowledge and expertise of its faculty and staff to educate students from urban areas, work with communities to find new solutions to urban problems, and develop resources and activities that will better serve the needs of students in our rapidly changing K-12 system.

Higher Education Resource Base. Higher education has been losing the intergovernmental battle for resources as society has become increasingly concerned with other issues such as tax relief, crime, violence, drug use, and health care. Since 1987, the proportion of the total state budget provided for higher education has declined by 21 percent. We must show the relevance of higher education to society, and offer programs and produce graduates who are prepared to confront the problems of today and the challenges of tomorrow. At the same time, the University must be prepared to develop other sources of revenue to sustain its mission. We are increasingly dependent on revenues earned by our units through tuition, grants, sponsored research, gifts, interest on gifts and investments, auxiliary services, patents and copyrights, and so on.

The availability of federal research dollars, another important resource for research universities, is at risk; and competition for research grants and contracts continues to increase. As a result of these possible constraints, in the future there may be only half as many research universities as there are today. The University must position itself to ensure that it will continue to be one of the top 20 research universities.

Accountability and Oversight. A less complex political and regulatory environment is being replaced by greater oversight in all areas of public service. In higher education, we are

ever more aware of the need to be accountable to our numerous clients (students, funding agencies, donors, government agencies, etc.). The recent negative perception of universities may continue unless we are able to demonstrate to the public meaningful measures, policies, and practices that emphasize an increased awareness of our responsibility and accountability. We must address issues of oversight in areas such as conflict of interest; fiscal management and responsibility; and the relative commitment of the University to our research, instruction, and outreach missions.

Increasing Competitiveness and the Need for Cooperation. Difficult demands are being placed on all public institutions by increasing competitiveness in society. We recognize that the University must remain competitive in this environment, but so must all of the state's higher education programs. The University must leverage the state's resource commitment to higher education by working more effectively with other higher education institutions, enhancing regional cooperation among educational agencies, and encouraging national and international scholarly exchange. Though progress is being made in this area (such as, University Center Rochester, growth in international exchange programs, and library and technology cooperatives), still more work needs to be done. The University must continue to define its institutional mission and work with other state systems of higher education, the new merged state higher education system, and regional universities (especially within the Committee on Institutional Cooperation—the Big Ten universities).

Internal Environmental Assessment

Faculty and Staff. The University's most important resource is the people it employs: the faculty, staff, and student employees who make the University run. When student employment is added, the University funds some 7,700 full-time equivalent positions from state appropriations and about 24,700 full-time equivalent positions from other revenue sources. The size of the University makes it uniquely able to offer disciplinary depth and, at the same time, bring scholars together to work on an extraordinarily broad range of interdisciplinary problems and research.

Our ability to recruit and retain the highest quality faculty and staff and to compensate them adequately, given national competition for their services, remains a major challenge. Efforts must be made to provide lifelong learning opportunities and specialized training for our employees. Providing competitive compensation packages for our employees will continue to be a major goal. The University needs to seek incentives, other than salary increases, to improve morale. We are striving to meet the demands of a University that is likely to have a smaller, but better supported work force in the future.

Students. In 1993 the University enrolled more than 48,000 students in 250 fields of study and provided extension courses to another 19,000 students; 5,000 of these are students of color and an additional 3,000 are international students from 125 different countries. The University awards more than 10,000 degrees annually and has more than 340,000 living alumni. While the proportion of minority and international students has grown in recent years, we still have much work to do, in making ours a multicultural community. Only a small proportion of our students take advantage of study abroad opportunities; it is our goal to increase student interest and activity in this area. Our older than average student body has

expressed an increased demand for lifelong learning and distance education opportunities. It is expected that this demand will increase and change at a rapid rate between now and the year 2000. The University is engaged in an ongoing process of enrollment management that has resulted in the recruitment of a current freshman class that is better prepared for college and more academically competitive than many of our recent undergraduate classes. Our enrollment management effort must be enhanced.

Research. The University has long been a national and international leader in research, and serves as one of the primary economic engines of the state in terms of moving research from theory to applied policy and from laboratory to industry. Deferred physical plant maintenance, under investment in research equipment, and the need to develop and update an information technology infrastructure are just some of the major issues that need to be addressed in the near future. The University must continue to strengthen mechanisms for grant and contract oversight and must develop appropriate incentives to encourage interdisciplinary research. In comparison to its major competitors, both public and private, the University is under-investing in its research programs. This under-investment must be addressed or the University is likely to lose its competitive advantage.

Instruction and Advising, Graduation and Retention Rates, and Student Services. The quality of instruction across the University system is increasingly strong. The Morris campus is generally considered one of the best undergraduate instructional campuses of its type. The Duluth and Twin Cities campuses are both well regarded for the breadth and depth of their program offerings. Though still in its initial stage of development, the new and innovative curriculum of the Crookston campus has generally been getting excellent reviews. The new liberal education requirements on the Twin Cities campus, additional emphases on instruction and advising, and new instructional technology are enhancements to the undergraduate learning experience. The University must address the links, scope, and breadth of academic majors to the new liberal education requirements and also their relevance to employment.

The quality and availability of advising services for orientation, academic progress, and career opportunities and placement are improving, but much more needs to be done in this area to support higher student retention and graduation rate goals. The University's graduation and retention rates are too low and students still express a lack of satisfaction with their undergraduate experience. These issues need to be addressed on the Twin Cities campus.

Student support services are hindered by an under-investment in new technology. For example, an outdated student records system and a financial aid system that has a backlog of deferred maintenance need immediate attention. The new degree audit progress system and on-line registration are notable improvements. However, the current registration system will fail in the year 2000; it has a limited planning and management capacity that hinders efforts at enrollment management and course access.

Increased access to the University for all qualified students must remain a high priority in the land-grant tradition. Increased access encompasses a number of challenges and initiatives, including making buildings accessible for persons with disabilities, providing easy and

convenient access to the University's administrative structure (for example, phone registration, evening bookstore hours, and well-lit parking areas), and providing the highest quality courses and degree programs offered at times and places convenient to the student.

Affordability. With public financial support, as a percentage of instructional costs, declining, tuition in all of higher education is outrunning inflation. Students increasingly have to take on larger debts, work more hours while in school, and take longer to graduate. To keep costs as low as possible and to remain competitive, the University is committed to vigorous cost reduction, elimination of inefficiencies, development of new sources of revenue, and lobbying in support of increased state resources and financial aid. Scholarships and grants-in-aid are insufficient at this time.

Outreach. The University sets national standards in the delivery of outreach programs through Continuing Education and Extension, the Minnesota Extension Service, its museums, and music and dance programs. The development of the new University College is a further enhancement of outreach efforts. Distance education programming and information technology systems require major investments if we are to retain our national standing in this area. Incentives for outreach need development and enhancement.

Institutional Planning and Decision Making. Incremental budgeting, five year plans, and across the board cutting (usually in response to a fiscal crisis) have failed us, as it has most institutions of higher education. The resource allocation process is too bureaucratic. Our current system of allocating resources from central to provost to dean to department, through multiple revenue streams—central operations and maintenance (O&M), central reserves, research indirect cost recovery (ICR), minority affairs, continuing education and extension (CEE), the strategic investment pool (SIP), and so on, is too complex. At the departmental level and to the individual faculty member, the allocations appear bewildering and uncertain. Our current system obscures costs and revenues to the point where we are unable to determine the benefit of actions undertaken to improve an activity or program.

Incremental budgeting has not been able to respond to significant changes in enrollment and indirect cost recovery. O&M and ICR allocations are not adjusted adequately for changes in enrollments and research productivity.

Information Systems and Management Processes. The University's management systems—including admissions, financial aid, student records and registration systems, classroom scheduling, and payroll systems—need substantial improvement. Our systems require major investment to gain long-term reduction of overhead and to increase efficiency and productivity. Also, the University must act to simplify its procedures and policies—grading systems, calendars, tuition schedules, and so on.

Program Reviews and Restructuring. For too long, higher education has only added academic and administrative structures, and has not downsized or eliminated units. Beginning with the academic priorities plan in 1988, the University reversed this trend and began internally to shift money away from low priority programs towards high priority programs. Although many academic programs at the University are world-class by any measure, some programs have eroded over the past two decades, while some other smaller, start-up programs have not reached their potential.

The University, as part of its strategic planning effort, is asking all academic and administrative units to undertake program reviews within their units. We must identify and agree on the most important, highest quality programs and also identify programs that must be reorganized and strategically downsized. Programs will be reviewed on several established criteria including quality, centrality to the University, centrality to the state, comparative advantage, diversity goals, consumer demand, efficiency and effectiveness. These program reviews will guide planning and resource distribution decisions, both within and across units.

Capital Planning and Overhead. One of the University's largest assets is its physical plant, with a depreciated historical cost of \$1.2 billion. Within the past two years, the University has begun a new capital and master planning process, which will run parallel to our academic planning. Many of our research facilities, buildings, and equipment are years, if not decades, out of date. As technology requirements increase, higher education will continue to become more capital intensive. Emphasis will be placed on the renovation of existing facilities with a minimal addition of space. Libraries, high-technology fields, and educational classroom technology are changing rapidly, and are the farthest behind relative to our peers.

For the University to fund its current physical plant and maintain it at an appropriate level, we must find a solution to an overly large overhead in physical facilities.

Planning Assumptions and Strategic Areas

The University believes it is important to have a short set of working assumptions that flow from our environmental assessment to help guide strategic planning. These assumptions may be grouped as follows.

Service to the State

- The University will provide its services throughout the state, including world-class research, instruction on the four University campuses, extension offerings, and outreach services. The University is committed to serving all of Minnesota.
- The University will continue to be the state's sole public doctoral degree-granting institution, and must work to assure quality and access in this area.
- The University will continue to respond aggressively to compelling state needs in areas such as agriculture, children and youth, health sciences, and a wide variety of economic development activities. The University will provide the next generation of leaders for Minnesota in the arts, business and industry, agriculture, the professions, and education. It will also continue its strong tradition of outreach activities.
- The University will continue to pursue the ideals of a public university that reaffirms its land-grant charter. The University will continue to educate the people of this state, provide research, instruction, and service that benefit the state, and continue to be reliant on the public for support.

The University Community

- The University will remain one of the top 20 research universities.
- The University will have a smaller but better supported faculty in the future. The University will increasingly need a better trained and more flexible staff. Faculty and staff will be adequately compensated and supported.
- The University will work toward a relatively steady enrollment state, with freshman enrollment increases of around 10 percent over the next five years, and work with the other state higher education systems to ensure access to higher education for all Minnesotans. Enrollment management and financial aid will be increasingly important.
- The University will continue, through University College, to provide access to high quality educational opportunities for nontraditional students.

Links to the State and World

- The University will pursue cooperative programs with other institutions of higher education, both public and private; with community and state agencies; and with organizations throughout the Midwest to more effectively and efficiently provide research, postsecondary instruction, and outreach.
- The University will be an international university, and will strengthen links to the international community.

Resources

- The University, the state of Minnesota, and the student body are all partners in keeping the University of Minnesota one of the top educational and research institutions in the world. All parties will be asked to contribute resources toward this endeavor. The University will continue to enhance and diversify its revenues.
- University units will take greater responsibility for generating revenue. Both the allocation and the generation of revenues will become a shared responsibility. Resource development—both in terms of federal grants, and contracts and from private giving—will become increasingly important. The University will develop greater incentives for educational quality and productivity.
- The University will reallocate resources from low priority areas to high priority areas across collegiate boundaries. Reallocation **within** colleges, departments, and administrative units will, in sum, be much greater and ultimately more important than the reallocation among units. The University will build upon excellence and strive to reach new levels of excellence. The University will reshape the structure of the institution.
- Emphasis will be placed on the renovation and modernization of existing facilities. The

size of the physical plant must decrease or resources must grow for the University to be able to afford its current physical plant.

Planning, Participation, and Consultation

- The University is committed to a consultative process where planning, resource distribution, and evaluation methods are thoroughly discussed and debated. All planning decisions will take into account underrepresented groups on campus. The University will flatten its organizational structure through decentralization and the empowerment of individuals at the local level.
- The University will link planning, budgeting, and evaluation in an ongoing, iterative, annual cycle. This will allow individuals and groups multiple opportunities to participate in all phases of the planning process.
- The University must be fiscally accountable and will need to demonstrate its productivity and value to students and to the state. The University will impose budget discipline. The University will judge its success using critical measures and performance goals. It will put the customer first.
- Institutional systems, policies, and procedures will be simplified. The University will re-engineer its work processes. It will invest in process improvement and training.

A second major set of working assumptions derive from U2000.

U2000 Strategic Areas

To fulfill its mission and to achieve the U2000 vision, the University has identified six major strategic areas of emphasis, recognizing that it must strengthen its activities in these areas. They are:

Research. To sustain and enhance the quality of academic disciplines and determine the investment and emphasis to be placed on basic, applied, and interdisciplinary research. To be a major participant in the discovery and application of new knowledge.

Graduate and professional education. To assess the University's responsibility and unique resources for providing high quality programs in response to student demand and requirements of the state and nation, the University must recruit and graduate underrepresented populations in its graduate and professional programs. To educate tomorrow's scholars and professionals.

Undergraduate education. To build on the president's *Initiative for Excellence in Undergraduate Education*, U2000 envisions an environment that supports students in an intensive undergraduate educational experience building on the unique resources of the University, especially research and the breadth of disciplinary and interdisciplinary programs, to educate tomorrow's leaders.

Access and outreach. To ensure that research responds to the needs of the state; that research results, resources, and expertise are easily accessible to everyone who needs them; that the

University continues to be an important part of the state's economy; and that instructional programs support students' needs and objectives. University College is being designed to better serve the needs of nontraditional students who come to us.

User-friendliness. To improve user-friendliness with respect to all its customers: students, prospective students, employers, families, communities, and all residents of the state. Efforts include making the campus environment more conducive to learning and establishing a customer-oriented approach to academic program and support-service delivery.

Diversity. To further strengthen the University's commitment to providing equal access to its programs, facilities, and employment by creating an environment that actively acknowledges and values diversity; and to act aggressively and affirmatively to increase the presence and participation of underrepresented groups.

By emphasizing these strategic areas, the University will focus its resources and energies on the things it does best, redirecting some resources into the things it **must** be doing, and changing its culture to become more responsive to the needs of its students and of the state.

U2000 envisions the University as a global, land-grant research university—a first-rate institution for the 21st century—successful in meeting the changing expectations of higher education; responding to changing demographics and to an increasingly diverse society; helping to enhance the social and economic health of Minnesota and the upper Midwest; and responding to the shift of society and the economy from a local to a global scale through research and educational and outreach programs of outstanding quality. U2000 is based on the assumption that the University will continue to be one of the premier research universities of the nation and the world. Quality will be a hallmark of every activity of the University.

Implementation Strategies

The University of Minnesota will implement U2000 through a number of different strategies and processes. These implementation plans will work together to make the ideals of U2000 a reality.

Structural reorganization. The University will define more clearly the functional responsibilities of central administrators, chancellors, provosts, and deans and will structure and size its administration accordingly. The University will flatten its organization and decentralize authority and responsibility as appropriate.

Responsibility center management (RCM). The University will seriously review and consider the implementation of RCM to help the University out of its current financial crisis. RCM will change how we manage, who manages, and the incentive system that drives behavior.

Collegiate and administrative unit planning. Every unit in the University is now engaged in an ongoing strategic planning process that will move **each unit** toward U2000 goals through the unique capabilities and opportunities available in each unit.

Enrollment management. The University will address systemwide enrollment planning to guarantee that the University attracts, retains, and graduates students at the level specified by U2000.

Reallocation among and between units. As part of its annual budget cycle, the University will continue to reallocate resources from low priority to higher priority programs. These high priority programs will support U2000 initiatives.

Reduction of overhead and infrastructure investments/capital planning. The University will work to reduce its overall overhead through increased productivity resulting from investments in new management and information systems, reduction of the facilities inventory, or reprogramming of existing facilities in ways that will make them self-supporting. The capital planning process is now on a cycle that is in synchrony with academic and administrative planning.

Strategic U2000 investments. U2000 identifies several strategic areas for targeted resource investment. Examples of projects that deserve investment in advancing U2000 goals include the following.

In research and graduate/professional education

- Recruit and retain a diverse and outstanding faculty and student body.
- Target investments in areas of proven academic excellence.
- Target investments in areas of greatest need (e.g., libraries, academic computing).
- Encourage increased interdisciplinary research (e.g., Center for Interfacial Engineering, Cancer Center).
- Promote greater use of University research through collaboration with agricultural interests, corporations, industry, and the public sector, and through better dissemination and communication strategies.
- Improve funding mechanisms for graduate students.
- Maintain and enhance quality graduate and professional programs on the Twin Cities and Duluth campuses.
- Develop needed graduate programs, particularly in the Duluth and Rochester areas.
- Complete the Grants Management Project and implement the recommendations, including developing and piloting programs for all new faculty and department heads that advise them of their roles and responsibilities as researchers.
- Monitor and foster quality of graduate education by increasing the capability of the data office to track quality measures used in the evaluation of graduate degree programs. Pair this information with information in the Graduate Program Management Plan to develop critical benchmarks for quality and share with the deans.
- Evaluate the resources and selection criteria of vital support programs such as block grants, fellowships, tuition scholarships, and McKnight grants and redirect resources as appropriate.
- Be responsive to the changing demographics and marketplace for postbaccalaureate graduates, including: 1) developing practitioner-oriented master's programs in specific areas, 2) establishing an advisory group from the professional degree programs to identify the special needs of the professional degree programs, and 3) implementing responsible enrollment management goals that reflect internal and external discussions.

In undergraduate education

- Enhance the availability of financial aid to ensure access and success.
- Implement new liberal education requirements on the Twin Cities campus, including a diversified core; writing intensive courses; and required courses in cultural diversity, international perspectives, the environment, and citizenship and public ethics.
- Target investments to enhance the learning experience (such as, modern classrooms with state-of-the-art technology, study space, increased access to faculty).
- Improve admission, recruiting, and financial aid systems for undergraduate students.
- Improve advising and teaching evaluation systems.
- Develop special learning opportunities that take advantage of the unique strengths of the University, such as undergraduate research opportunities, internship opportunities, and study abroad programs on all campuses.
- Enhance library capabilities by 1) building upon and expanding offerings of electronic texts, 2) improving downloading and printing capabilities, 3) replacing dumb terminals with computers, 4) extending library services to distance learners, and increase library programs to improve campuswide information literacy.
- Increase levels of student consultation, visibility, and involvement through better use of student advisory boards and groups on campus.

In outreach and access

- Evaluate intersystem and intercampus transfer arrangements to make student transfer between and among campuses easier.
- Develop joint programs with technical colleges, community colleges, and the state university system.
- Make better use of distance education technologies to reach all of Minnesota.
- Develop stronger contacts with industry and corporations throughout the state, and work to ensure the economic vitality of the state and region.
- Continue to develop the University College concept, ensuring University access for qualified students.
- Enhance library capabilities 1) through the National Technical Infrastructure (INTIA) program to extend library resources statewide, 2) by extending Bio-Medical Library services and collections to community health providers and local hospitals.
- Complete the community health assessment and implement the community health plan to better meet the University community's public health needs.

In a user-friendly University community

- Improve the admission and registration system aiming for “one-stop shopping” for common student activities.
- Enhance the University's environment and safety on all campuses.
- Restructure the academic programs of the University to ensure multiple points of access for students (for example, evening courses, weekend courses, off-campus courses, and increased summer offerings).
- Ensure that all administrative units have customer service as an overriding concern when interacting within or beyond the University.

- Enhance library capabilities; TQM applications; conduct a user-satisfaction survey; replace dumb terminals with computers.
- Enhance the community and address perceptions of safety needs on campus through the implementation of a campus safety improvement program in conjunction with the University police department.
- Through collaborative campus efforts, incorporate the universal ID card into current automated programs, systems, and procedures as appropriate.

In diversity

- Work closely with the K-12 system to ensure that high school graduates of color are prepared to take full advantage of the University.
- Enhance the recruiting and retention of students, faculty, and staff of color through every means possible.
- Ensure total support for students of color (for example, financial aid, a supportive community, representation on governance structures).
- Continue to ensure that all persons have equal access to University 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.
- Offer student development opportunities for traditionally underrepresented students by providing internships, mentorships, and other developmental programs.
- Complete the current review and evaluation of the success of funded programs and recommend next steps; establish uniform evaluation instruments.
- Combine information data bases to develop a better profile of students of color to better monitor progress and success.
- Better integrate diversity programs under the new organization structure.
- Promote and encourage internal and external partnerships to increase outreach and access of minorities and diverse populations to University programs.

Specific investments to support these broader objectives are found in the annual plan.

Evaluation Plans

The University believes that self-evaluation is as important as planning and implementation. Until quite recently, evaluation of performance focused mostly on outputs rather than outcome measures (for example, full-year-equivalent students taught rather than degrees produced or student satisfaction). The 1993 report of the Minnesota Task Force on Postsecondary Funding included suggestions for shifting program and funding decisions to give more emphasis to quality performance measures and correspondingly less to mere quantity of instruction. While output measures will continue to be useful, we recognize the need to define, institutionalize, and stress the measurement of outcomes, both quantitative and qualitative, as well as input and process measures.

On January 14, 1994, the Board of Regents initiated “the development by the University’s central administration and in consultation with University and unit governance organizations, of critical measures and benchmarks for measuring institutional, campus, and unit performance in realizing the goals of U2000”.

The purposes to be served by the measures were articulated as follows.

- To publicly confirm the institution's success in reaching its stated goals and objectives.
- To guide and facilitate institutional, collegiate, and support-unit self-improvement.
- To serve as an important link between planning, evaluation, and resource allocation, so that performance in a desired direction can be supported and rewarded through the budgeting process.
- To provide a means for comparison with other similar institutions, in search of best practices for the accomplishment of institutional goals.

It was agreed that the measures should:

- Be relevant to the mission, vision, and strategic areas in U2000 and be a means to specify and focus the mission, vision, and strategic areas.
- Serve to assist in making the strategic areas visible and progress discernible.
- Connect performance to budget allocations. Within the University of Minnesota, institutional critical measures will be connected, when appropriate, to internal budget allocations in the next biennial budgeting process.

The first five critical measures and related performance goals that were approved by the Board of Regents on December 8, 1994, are the following.

- characteristics of entering students.
- graduation rate.
- underrepresented groups/diversity.
- sponsored funding.
- investment per student.

These five are included in a listing of 18 critical measures and in the schedule of implementation below. Development of the remaining measures is proceeding as suggested in the plan. As stated, these measures have been widely discussed with communities in the state and respond to measures and goals that the public has indicated are priorities for assessing University performance.

Development and Implementation Plan for Critical Measures

Review and Action by the Board of Regents in September and December 1994	Short-Term Development and Implementation (During 1994-95)	Longer Term Development and Implementation
<ul style="list-style-type: none"> • Characteristics of entering students (readiness and diversity) <ul style="list-style-type: none"> Undergraduate Graduate and professional • Graduation rate <ul style="list-style-type: none"> Undergraduate Graduate and professional • Underrepresented groups/diversity <ul style="list-style-type: none"> Students Faculty and staff • Sponsored funding for research scholarship, artistic activity development, and training • Investment per student 	<ul style="list-style-type: none"> • Student experience • Postgraduation experience • Scholarship, research, and artistic accomplishments • Overall satisfaction of Minnesota citizens with the University • Faculty and staff experience • Facilities infrastructure • Resource development 	<ul style="list-style-type: none"> • Reputation of undergraduate, graduate, and professional programs • Interdisciplinary/applied programs and activities • Outreach and public service • Responsiveness to market demand • Customer service/streamlining • Responsiveness to compelling state needs